

# Framework for Instruction

The purpose of this framework is to provide the official model of instruction to teachers in the Epping School District. Teachers are encouraged to use this document as a self-assessment tool.

## Part I - Planning and Preparation

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
<b>Units of Study</b>			Follows the developed unit plan in planning for instruction		
<b>Lesson Plans</b>			Creates lesson plans which follow this framework and can be followed by a substitute teacher		
<b>Assessments</b>			Adjusts lesson to reflect information gathered in student conferences and assessments		
<b>Higher Order Thinking</b>			Promotes HOTS (analysis, problem solving, evaluation, creation, synthesis) in day's objective which are specific & measurable		
<b>Visual Cues</b>			Posts anchor charts, focusing question(s), lesson objectives, learning strategies and class agenda for students to use.		
<b>Resources</b>			Provides materials and routines to access materials for students to use in the course of the lesson		

## Part II - Focus or Mini Lesson ("I do" and "We do")

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
<b>Prior Learning</b>			Activates prior knowledge or experience		
<b>New Learning</b>			States new learning, learning goal explicitly; introduces new material (vocabulary, content, learning strategy)		
<b>Modeling</b>			Models new learning that sets students up for the practice and application work they will undertake		
<b>Student Understanding</b>			Checks for student understanding of the new material at regular intervals		
<b>Communication</b>			Provides plan for practice and application of learning		

			(independent or in groups) and communicates it in at least two ways (spoken, written, visual)		
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### Part III – Practice/Application (“You do” independently or with a group)

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
<b>Student Work</b>			Enables students to work on new learning independently, in small groups or as pairs, or as a whole class		
<b>Progress Monitoring</b>			Conferences with students to monitor progress and understanding		
<b>Guided Practice</b>			Works with small groups set up by need; differentiate for interest and skill		
<b>Tasks</b>			Provides differentiated and individualized opportunities for students to manage their own learning; students have the opportunity to practice and apply new skills, content and strategies learned in the focus or mini lesson		
<b>Questioning</b>			Asks higher order questions and encourages students to ask such questions to reflect on their understanding so that they can explain what they know and how they know		
<b>Engagement</b>			Engages students in reading, writing, speaking and listening activities (auditory, visual, kinesthetic)		

### Part IV – Assessment and Reflection (“You do” independently)

	Exceeds	Meets	Proficient Defined	Needs to Improve	Does Not Meet
<b>Summarization</b>			Provides opportunities for students to reflect on their learning; articulate what they learned or why they made the decisions they did; identify what they did not understand		
<b>Formative Assessment</b>			Links assessment to the day’s learning goal or objectives and designs it to inform the next instructional period		
<b>Conferences</b>			Uses conferences with students to determine level of		

			understanding and individualize instruction		
<b>Summative Assessment</b>			Designs a variety of assessment tools to reflect the learning goals, engage students in higher order thinking and assess learning		
<b>Rubrics</b>			Provides rubrics, standards and exemplars to make the assessment expectations explicit for students		
<b>Feedback</b>			Provides timely feedback to students to revise and improve their work		
<b>Reporting</b>			Uses appropriate tools to report progress to parents and students in a timely manner		

## Part V – Classroom Environment

	<b>Exceeds</b>	<b>Meets</b>	<b>Proficient Defined</b>	<b>Needs to Improve</b>	<b>Does Not Meet</b>
<b>Routines</b>			Teaches routines that promote fairness, respect and the effective use of time		
<b>Materials</b>			Makes certain students have access to instructional materials and use the procedures to use and return them		
<b>Expectations</b>			Articulates clear expectations for student behavior which are consistently and fairly enforced		
<b>Relationships</b>			Uses understanding of child development to build positive relationships, foster appropriate social interactions, and develop individual and group responsibilities		
<b>Exemplars</b>			Displays quality student work		