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| Carter County Instructional Framework |
| Lesson Plans  Include instruction congruent to the standards  Before, During and After in all Content Lessons except math  Purpose for Reading in all Content Lessons  I Do, We Do, and You Do in Math  Include Explicit Instruction format (10 Guidelines embedded) |
| Learning Targets Delivered through PACE (Purpose, Accountability, Congruency, Eyes on Text/Engagement)  Aligned to curriculum map and lesson plans  Posted for students to see  Referred to throughout the lesson |
| Instructional Format (Centers and Independent Work)  PACE as Focus  Accountability built in at each center  Intentionally designed to meet the standards  Teacher center should be differentiated  Elementary reading centers should take place daily  Other grade levels and content areas should include small group work daily and/or centers when appropriate  Kagan cooperative strategies should be incorporated on a daily basis |
| Word Walls  Maintained for all content areas  Referred to throughout the year  Power Verbs should be posted and referenced daily |
| Instructional Time  Students should be engaged daily in reading and responding to text in meaningful ways  Students should be engaged in purposeful questioning and discussion  Students should spend a significant amount of time (minimum of 30 minutes per day in reading class) with “Eyes on Text”  Students should always have a focused purpose for reading a text (i.e. pencil in hand)  Students should be engaged in mathematics instruction that is concept driven and requires students to justify their work  District 3.5 Writing Structure should be the focused target/goal for all writing pieces |
| Assessments  Common assessments should be completed on time and data should be used to set goals, modify instruction and provide a multi-tiered system of supports  Formative assessments should be frequent, relevant, and used to plan and modify instruction as needed  Diagnostic assessments should be given three times per year and results used to set goals, modify instruction and provide a multi-tiered system of supports |
| Multi-Tiered System of Supports  Maintain individual plans on (at least) the five lowest performing students  Provide intensive instruction on a daily basis to intervention students  Centers or classes should be designed to challenge all students. (We have to think about GROWTH for all) |