|  |
| --- |
| Carter County Instructional Framework |
| Lesson PlansInclude instruction congruent to the standardsBefore, During and After in all Content Lessons except mathPurpose for Reading in all Content LessonsI Do, We Do, and You Do in MathInclude Explicit Instruction format (10 Guidelines embedded) |
| Learning Targets Delivered through PACE (Purpose, Accountability, Congruency, Eyes on Text/Engagement)Aligned to curriculum map and lesson plansPosted for students to seeReferred to throughout the lesson |
| Instructional Format (Centers and Independent Work)PACE as FocusAccountability built in at each centerIntentionally designed to meet the standardsTeacher center should be differentiatedElementary reading centers should take place dailyOther grade levels and content areas should include small group work daily and/or centers when appropriateKagan cooperative strategies should be incorporated on a daily basis |
| Word WallsMaintained for all content areasReferred to throughout the yearPower Verbs should be posted and referenced daily |
| Instructional TimeStudents should be engaged daily in reading and responding to text in meaningful waysStudents should be engaged in purposeful questioning and discussionStudents 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 workDistrict 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 supportsFormative assessments should be frequent, relevant, and used to plan and modify instruction as neededDiagnostic 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 SupportsMaintain individual plans on (at least) the five lowest performing studentsProvide intensive instruction on a daily basis to intervention studentsCenters or classes should be designed to challenge all students. (We have to think about GROWTH for all) |