



# Community Charter School of Cambridge Instructional Vision

INSTRUCTIONAL CATEGORY	WHAT EXCELLENCE LOOKS LIKE	TEACHER MOVES	
STUDENT ENGAGEMENT	Students are more than just compliant – they are genuinely curious about the lesson content.	<ul style="list-style-type: none"> <li>• Foster content-based discussions - facilitate class discussions and debates; ask controversial, open ended, and/or ethical questions; promote student-student dialogue</li> <li>• Use frequent “micro-engagement” moves (hooks, framing, connections to current events, connections to students’ lives)</li> </ul>	<ul style="list-style-type: none"> <li>• Use multimodal strategies and a range of instructional formats -- encourage student movement; use pictures or videos; facilitate simulations, competitions, and games; encourage creativity through art, music, acronyms; allow for student choice</li> <li>• Select course content and assessments that are compelling and relevant</li> </ul>
CLASSROOM CLIMATE	<p>All students consistently behave according to expectations. The teacher effectively addresses minor misbehavior in a manner consistent with CCSC’s Code of Conduct.</p> <p>The learning environment is safe, supportive, and productive for all students.</p>	<ul style="list-style-type: none"> <li>• Use positive narration &amp; merits</li> <li>• Establish tiered/appropriate consequences -- use them consistently and communicate them clearly</li> <li>• Establish a silent entry/Do Now and ensure silent = silent</li> <li>• Establish and enforce rules/routines for: asking questions, independent practice, group work, regaining student attention, transitions, and the end of class</li> <li>• Emphasize and enforce ~3 non-negotiables from Day 1</li> <li>• Assume best intentions</li> </ul>	<ul style="list-style-type: none"> <li>• Use and enforce a seating chart</li> <li>• Position yourself strategically (ex. break the plane, no students behind your back)</li> <li>• Use a warm/strict tone</li> <li>• Get to know students (learn/use their names, administer a student interest survey, ask how they are doing, talk to them outside of class)</li> <li>• Check in with students after misbehaviors to repair relationships</li> <li>• Use a timer to promote urgency and productivity</li> <li>• Maximize time when <u>all</u> students are participating (ex. independent practice, group work with individual accountability)</li> </ul>
HIGHER ORDER THINKING	All students complete challenging tasks and/or respond to challenging questions.	<ul style="list-style-type: none"> <li>• Establish rigorous objectives (compare, analyze, evaluate, synthesize)</li> <li>• Administer rigorous exit tickets</li> <li>• Ask students to explain why (orally or in writing) and cite evidence/text</li> <li>• Use scripted higher order thinking questions &amp; probes</li> <li>• Differentiate up (honors activities, challenge problems/questions)</li> </ul>	<ul style="list-style-type: none"> <li>• Align course work to major external assessments (MCAS 2.0, SAT, AP, etc.)</li> <li>• Encourage productive struggle before students receive help</li> <li>• Ask students to apply content/skill in a new way</li> <li>• Provide clear criteria for excellence (rubric, exemplar, modeling, etc.)</li> </ul>
TARGETED STUDENT SUPPORT	All students have the supports (ex. assistance, materials, opportunities to practice) they need to achieve the objective of the lesson.	<ul style="list-style-type: none"> <li>• Implement IEP &amp; 504 accommodations /modifications</li> <li>• Differentiate (by level of text, amount of support, length of task, type of assessment, etc.)</li> <li>• Provide significant time (30%+ of class) for independent practice with teacher circulating to assist</li> <li>• Provide opportunities for students to support each other (turn and talks, group work, student helpers)</li> </ul>	<ul style="list-style-type: none"> <li>• Implement tiered interventions agreed upon by the student support and/or grade level team</li> <li>• Provide sentence starters, word banks, and/or reference sheets</li> <li>• Provide graphic organizers</li> <li>• Teach academic vocabulary</li> <li>• Use/reference language objectives</li> <li>• Provide wait/think time</li> <li>• Use multiple adults strategically</li> <li>• Provide clear instruction and explanations</li> </ul>
CHECKING FOR UNDERSTANDING & FEEDBACK	<p>The teacher checks the understanding of <u>all</u> students throughout the lesson.</p> <p>All students receive clear, targeted, and actionable feedback.</p>	<ul style="list-style-type: none"> <li>• Circulate to check student work, listen to student conversations and/or ask questions</li> <li>• Collect exit tickets</li> <li>• Ask questions/cold call</li> <li>• Ask students to self-assess (ex. colored cups, thumb tool)</li> <li>• Make all students show you their answers at once (ex. individual white boards, thumb tool, plicker cards, fist to five)</li> </ul>	<ul style="list-style-type: none"> <li>• Have students analyze common errors</li> <li>• Provide targeted feedback (written or oral) to individual students</li> <li>• Provide targeted feedback to the class based on common misconceptions/errors</li> <li>• Make adjustments to the lesson (its content, format, supports, length, etc.) based on students’ level of understanding</li> </ul>