



COMMUNITY CHARTER SCHOOL OF CAMBRIDGE

INSTRUCTIONAL VISION

INSTRUCTIONAL CATEGORY	WHAT EXCELLENCE LOOKS LIKE	TEACHER MOVES	
CLASSROOM CLIMATE	The learning environment is safe, supportive, and productive for all students.	<ul style="list-style-type: none"> • <i>Build relationships (learn/use student names, learn about students' interests and cultures, ask how they are doing, talk to them outside of class)</i> • Check in with students at the beginning of class (ex. incorporate a wellness check into the Do Now) • Establish classroom expectations with students and regularly check in on those expectations. Redirect and follow up with students who are not meeting expectations. • Use positive framing and narration • Use circles to build, maintain, and repair relationships. • <i>Place displays of student culture(s) in the physical space of the classroom.</i> • <i>Classrooms are inclusive of all gender identities, gender expressions, and sexual orientations (ex. use of preferred pronouns)</i> 	<ul style="list-style-type: none"> • <i>Teachers interrupt problematic language and behaviors, including racial slurs and deficit thinking toward an identity group.</i> • Create and practice routines for: classroom entry, Do Now, asking questions, gaining student attention, transitions, and the end of class • Provide clear directions and timing • Use a strong teacher voice • Position students and yourself strategically (ex. use a seating chart; break the plane) • Maximize time when <u>all</u> students are participating • Create a culture that normalizes mistakes
STUDENT ENGAGEMENT	Students are more than just compliant – they are genuinely curious about the lesson content.	<ul style="list-style-type: none"> • <i>Select course content and assessments that are compelling, relevant, and equity-based (ex. content that is connected to students' communities, neighborhoods, and cities).</i> • Foster content-based discussions - facilitate class discussions and debates; ask controversial, open ended, and/or ethical questions; promote student-student dialogue • Use multimodal strategies and a range of instructional formats -- encourage student movement; use visuals; facilitate simulations, competitions, and games; encourage creativity through art, music, acronyms; experiments 	<ul style="list-style-type: none"> • Use frequent “micro-engagement” moves (hooks, framing, connections to current events, connections to students' lives) • <i>Allow for student choice (ex. mode of instruction, content, groups, means of assessment)</i> • Maximize time when <u>all</u> students are working (ex. cold/warm call, popsicle sticks, wait time, turn & talk, everybody writes) • <i>Strategically include and engage students who are less likely to feel empowered.</i> • Engage and communicate with families
HIGHER ORDER THINKING	All students complete challenging tasks and/or respond to challenging questions.	<ul style="list-style-type: none"> • Establish rigorous objectives (compare, analyze, evaluate, synthesize) aligned to standards and/or major external assessments (MCAS, SAT, AP, etc.) • Administer rigorous exit tickets • Ask students to explain why (orally or in writing) and cite evidence/text • Use scripted higher order thinking questions & probes • Differentiate up (honors activities, challenge problems/questions) • <i>Instruct students to learn about multiple perspectives before coming to their own conclusions.</i> 	<ul style="list-style-type: none"> • Provide clear criteria for excellence (rubric, exemplar, modeling, etc.) • Create regular opportunities for students to practice key content/skills from previous units (ex. spiral review) • Encourage productive struggle before students receive help • Explicitly reference and/or teach about grit, persistence and the long term benefits of engaging in difficult tasks
TARGETED STUDENT SUPPORT	All students have the supports (ex. assistance, materials, groupings, opportunities to practice) they need to achieve the objective of the lesson.	<ul style="list-style-type: none"> • Implement IEP & 504 accommodations /modifications • Collaborate regularly with learning specialists, EL teachers, and GLTs. • Implement tiered interventions agreed upon by the student support and/or grade level team • Plan collaboratively with co-teachers and use them strategically • Differentiate (by level of text, amount of support, length of task, type of assessment, etc.) • Differentiate by mode of instruction (direct instruction, group work, pairs, independent work, etc.) • Provide clear instruction and explanations 	<ul style="list-style-type: none"> • Explicitly teach academic vocabulary, idioms, and other challenging language • Use/reference content and language objectives • Provide graphic organizers, sentence starters, word banks, and/or reference sheets • Provide opportunities for students to support each other (turn and talks, group work, student helpers) • Break down complex projects/tasks into smaller steps.
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"> • Check all students' thinking (ex. thumb tool, fist to five, whiteboards, active circulation, exit tickets) • Provide frequent and specific feedback. • Grade and provide feedback promptly after a student submits work • Make adjustments to instruction based on checks for understanding 	<ul style="list-style-type: none"> • Use an assessment cycle: teach → formative assessment → re-teach → summative assessment • Ask students to assess their own learning and provide feedback about your teaching(ex. via survey, exit ticket, interviews)

*Teacher moves in italics are examples of culturally relevant practices.