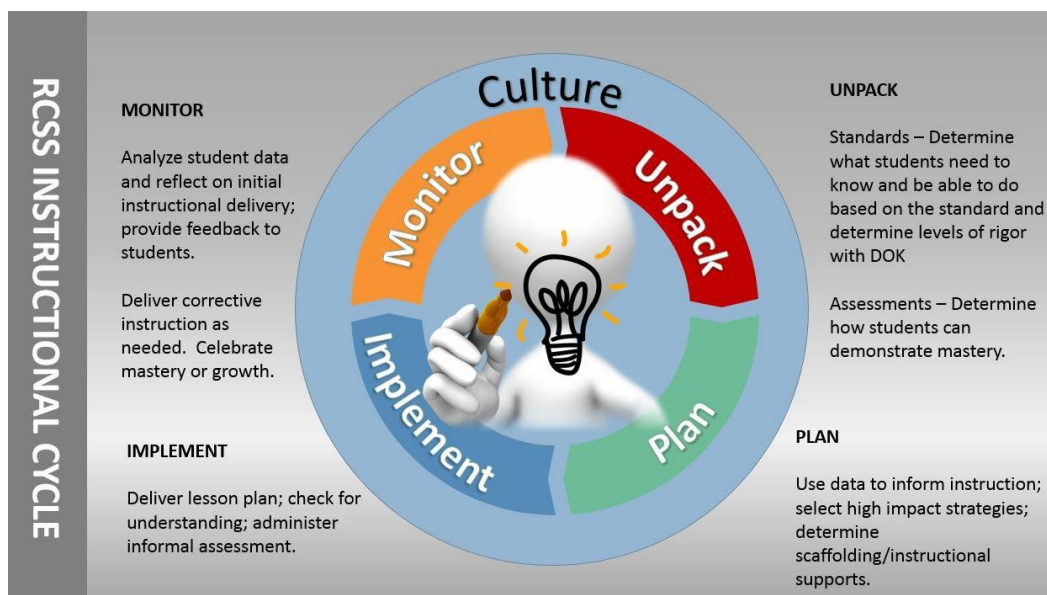


# Planning for High Academic Achievement and SUCCESS FOR ALL

## RCK12 Instructional Cycle



### UNPACK

Understand the Standards ([TKES Standard 1](#) and [TKES Standard 2](#))

- Choose and annotate standard (include domain heading and cluster)
- Determine the rigor level of what students need to know, understand, and be able to do to
- Read domain heading and cluster to identify connected/related standards
- Identify potential student misconceptions, misunderstandings, or mistakes
- Identify academic and domain-specific language (key vocabulary)
- Determine how students can demonstrate mastery (assessment development)

### PLAN

Use data to inform instruction ([TKES Standard 6](#))

- Compile learner/class profiles (Set Learning Goals for each student)
- Determine scaffolding/instructional supports
- Differentiate Instruction based on data
- Review district developed standards-based units
- Design [rigorous](#) standards-based units and lessons ([TKES Standards 2, 3, and 8](#))
- Select [High Impact Teaching Strategies](#) (HITS) ([TKES Standards 3](#))

### IMPLEMENT – Teach

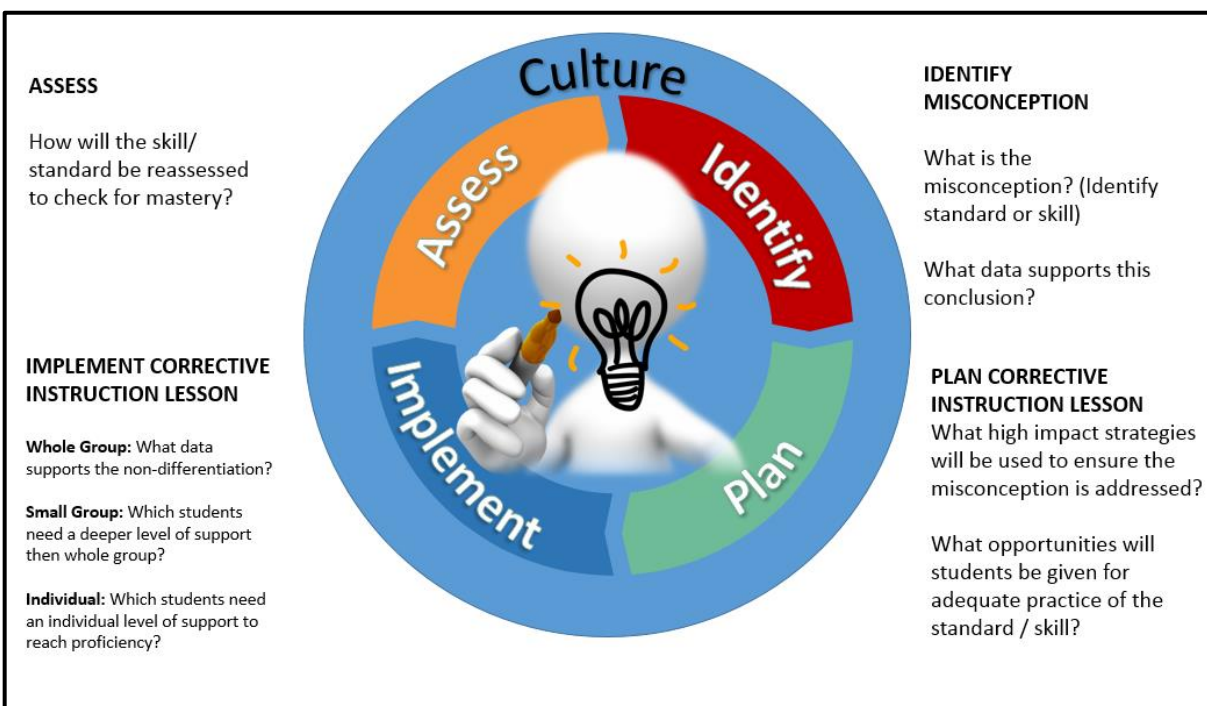
Deliver [Three-Part Lesson](#) plan that includes the 5E's and Formative Assessment ([TKES Standards 3, 4, 5, 7, and 8](#))

### MONITOR – Reflect and Adjust

Analyze student work to identify strengths and gaps ([TKES Standard 6](#))

- Provide feedback to students
- Revisit student goals and make adjustments according to student assessment data
- Deliver [corrective Instruction](#) for struggling students
- Enrich students who have met standards
- Celebrate mastery and success

# Planning for High Academic Achievement and SUCCESS FOR ALL



## TYPES OF CORRECTIVE ACTIVITIES

Many teachers find it useful to organize corrective activities into three groups: those to be done with the teacher, those to be done with a friend, and those to be done by oneself. These are a few corrective activities that many teachers find to be effective:

Corrective Activity	With the Teacher	With a Peer	By Oneself
<b>Small Group/Explicit Instruction</b> The teacher explains difficult concepts again using a different approach/presentation and level of engagement.	X		
<b>Cooperative Teams</b> Heterogeneous groups (3-5 students) discuss learning gaps. Any concept missed by 1 or more students is explained by another team member who understands it.		X	
<b>Academic Games</b> Students work together to solve a particular problem or accomplish a task that relates to specific learning goals.	X	X	X
<b>Learning Centers/Laboratories</b> Students get help on specific learning problems, usually engaged in hands-on and manipulative tasks		X	X
<b>Computer Activities</b> Activities that require technology (e.g., interactive videos, online resources, tutorial programs).		X	X

Modified from Guskey December 2007/January 2008