Instructional Framework

CTAE

**OPENING**
- Connection/warm up -- Activating strategy to activate schema
  - Essential questions
  - Hook activity
- Teaching Point -- Explicit teaching of:
  - Standards and elements
  - Essential questions
  - Safety Guidelines
- Teaching Point -- Modeling:
  - Demonstration of skills
  - Vocabulary in Context
- Active Engagement -- Guided practice
- Link -- Sets performance goals and expectations for the work session differentiating instruction to meet the needs of the student when appropriate.

**CLOSING/SUMMARIZER**
- Teacher:
  - Models providing feedback using language of the standards
  - Summarizes the day's learning and links the learning to the standards
  - Informally assesses student understanding
  - Identifies revisions for future instruction
  - Explicitly clarifies misconceptions
  - Restates standard
- Students:
  - Link concepts to CTAE and/or academic standards
  - Link concepts to foundation skills
  - Link concepts to CTSO projects
  - Use CTAE vocabulary
  - Provide feedback to other students using language of the standards
  - Celebrate progress towards meeting standards

**APPLICATION/WORK SESSION**
- **Teacher:**
  - ✔ Facilitates independent, team, or lab group work
  - ✔ Monitors and documents student progress
  - ✔ Assesses student understanding of the standards
  - ✔ Provides timely and specific feedback
  - ✔ Provides guidance
  - ✔ Observes, questions or confers with specific students
  - ✔ Asks questions that will utilize higher-order thinking skills
  - ✔ Monitors use of equipment and adherence to safety guidelines
  - ✔ Provide small group instruction and adjust instruction when necessary
- **Students:**
  - ✔ Work independently, in teams, and/or lab groups to apply learning from opening
  - ✔ Engage in skill development
  - ✔ Engage in conversations with the teacher and peers using the language of the standards
  - ✔ Conference with teacher and/or peers
  - ✔ Demonstrate relevancy of academic standards and CTAE standards
  - ✔ Connect CTAE skills to the world of work (foundation skills) and/or CTSO
  - ✔ Create projects that demonstrate mastery of the standard
Instructional Framework

ELA-Reading

**OPENING**
- Connection -- Activating strategy to activate schema
- Essential questions
- Teaching Point -- Explicit teaching of:
  - Standards and elements
  - Practices and procedures
  - Reading strategies
  - Vocabulary in context
  - Decoding strategies (ex. Multiple syllable words)
- Teaching Point -- Modeling:
  - Skills and strategies
  - Practices and procedures
  - Book discussions
  - Read Aloud/Think Aloud
- Active Engagement -- Guided practice
- Link -- Sets performance goals and expectations for the work session

**CLOSING/SUMMARIZER**
- Teacher:
  - Models providing feedback using language of the standards
  - Models and provides practice for demonstrating the
    listening/speaking/viewing standards
  - Informally assesses student understanding
  - Identifies revisions for future instruction
  - Explicitly clarifies misconceptions
  - Restates standard
- Students:
  - Provide examples of strategy implementation
  - Share passages of interest
  - Lead book talks
  - Reflect on strategies, skills, and independent reading using
    language of the standards
  - Provide feedback to other students using language of the standards
  - Demonstrate listening/speaking/viewing standards
  - Share formal or informal responses to literature
  - Celebrate progress towards meeting standards

**APPLICATION/WORK SESSION**
- Teacher:
  - √ Facilitates components of comprehensive literacy
  - √ Monitors and documents student progress through diagnostic
    assessments
  - √ (e.g. running records, informal reading assessments, informal
    observations, etc.)
  - √ Conferences with students:
    - Informal conferences
    - Formal conferences
  - √ Provides small group instruction (guided reading/strategy groups)
  - √ Mid-Workshop interruption to re-focus, restate teaching point,
    transition (partners), build energy
- Students:
  - √ Engage in independent reading matched to text level in a variety of genres
  - √ Respond to reading
  - √ Engage in silent guided reading
  - √ Engage in partner reading
  - √ Participate in literature circles and book discussion groups
  - √ Study an author’s works
  - √ Conference with the teacher or peers
  - √ Demonstrate listening/speaking/viewing standards
Instructional Framework

ELA-Writing

**OPENING**
- Connection -- Activating strategy to activate schema
  - Essential question
- Teaching Point -- Explicit teaching and modeling of:
  - Standards and elements
  - Genres
  - Practices and procedures
  - Author's craft
- Teaching Point -- Modeling:
  - Writing processes
  - Skills and strategies
  - Practices and procedures
  - Author's craft
  - Sharing mentor texts
  - Writing for the reader
- Active Engagement -- Guided Practice
- Link -- Sets performance goals and expectations for the work session

**CLOSING/SUMMARIZER**
- Teacher:
  - Models providing feedback using language of the standards
  - Models and provides practice for demonstrating the listening/speaking/viewing standards
  - Informally assesses student understanding
  - Identifies revisions for future instruction
  - Explicitly clarifies misconceptions
  - Restates standard
- Students:
  - Share writing
  - Provide feedback to other students using language of the standards
  - Demonstrate listening/speaking/viewing standards
  - Provide examples of strategy implementation
  - Celebrate progress towards meeting standards

**APPLICATION/WORK SESSION**
- Teacher:
  - Facilitates components of comprehensive literacy
  - Monitors and documents student progress (informal observation, anecdotal notes, comparison with continuum and/or exemplars)
  - Conferences with students
    - Informal conferences
    - Formal conferences
  - Provides small group instruction/strategy groups
  - Mid-Workshop interruption to refocus, restate teaching point, transition (partners), build energy
- Students:
  - Engage in writing process
  - Engage in genre study
  - Independently write on self-selected topics
  - Research
  - Engage in peer response groups
  - Conference with the teacher or peers
  - Demonstrate listening/speaking/viewing standards
Instructional Framework

Fine Arts

**OPENING**
- Connection -- Activating strategy to activate schema
  - Essential questions
- Teaching Point -- Explicit teaching of:
  - Standards and elements
  - Practices and procedures
  - Reading strategies
  - Vocabulary in context
- Teaching Point -- Modeling:
  - Skills and strategies
  - Practices and procedures
  - A variety of participation strategies
  - Think Aloud
- Active Engagement -- Guided practice
  - Student participation
- Link -- Sets performance goals and expectations for the work session

**CLOSING/SUMMARIZER**
- Teacher:
  - Models providing feedback using language of the standards
  - Models and provides practice for demonstrating the listening/speaking/viewing standards
  - Informally assesses student understanding
  - Identifies revisions for future instruction
  - Explicitly clarifies misconceptions
  - Restates standard
- Students:
  - Provide examples of strategy implementation
  - Share areas of interest
  - Demonstrate understanding
  - Reflect on strategies, skills, and independent work using language of the standards
  - Provide feedback to other students using language of the standards
  - Demonstrate listening/speaking/viewing standards
  - Celebrate progress towards meeting standards

**APPLICATION/WORK SESSION**
- Teacher:
  - Facilitates student participation in skill development
  - Monitors and documents student progress through informal assessments, critiques, formal observations, etc.
  - Conferences with students:
    - Informal conferences
    - Formal conferences
  - Provides small group instruction (guided practice opportunities)
  - Mid-Workshop interruption to refocus, restate teaching point, transition (partner), build energy
- Students:
  - Engage in exploration/skills development
  - Respond to inquiry
  - Engage in independent skill development
  - Engage in peer response groups
  - Conference with the teacher or peers
  - Demonstrate listening/speaking/viewing standards
Instructional Framework

Foreign Language

OPENING
- Connection -- Activating strategy to activate schema
  - Essential questions
- Teaching Point -- Explicit teaching of:
  - Standards and elements
  - Practices and procedures
  - Reading strategies
  - Vocabulary in context
- Teaching Point -- Modeling:
  - Skills and strategies
  - Practices and procedures
- Active Engagement -- Guided practice
- Link -- Sets performance goals and expectations for the work session

CLOSING/SUMMARIZER
- Teacher:
  - Models providing feedback using language of the standards
  - Models and provides practice for demonstrating the
  - Listening/speaking/viewing standards
  - Informally assesses student understanding
  - Identifies revisions for future instruction
  - Explicitly clarifies misconceptions
  - Restates standard
- Students:
  - Provide examples of strategy implementation
  - Reflect on strategies, skills, and independent reading using
  - Language of the standards
  - Provide feedback to other students using language of the standards
  - Demonstrate listening/speaking/viewing standards
  - Share formal or informal responses to literature
  - Celebrate progress towards meeting standards

APPLICATION/WORK SESSION
- Teacher:
  - √ Facilitates language components
  - √ Monitors and documents student progress through diagnostic assessments
  - √ (e.g., running records, informal reading assessments, informal observations, etc.)
  - √ Conferences with students:
    - Informal conferences
    - Formal conferences
  - √ Provides small group instruction
  - √ Mid-Workshop interruption to refocus, restate teaching point, transition (partners), build energy
- Students:
  - √ Engage in independent reading
  - √ Respond to reading
  - √ Engage in silent guided reading
  - √ Engage in partner reading
  - √ Conference with the teacher or peers
  - √ Demonstrate listening/speaking/viewing standards
# Instructional Framework

## Mathematics

### OPENING
- **Connection/Warm-Up** - Activating strategy to activate schema
- **Mini-Lesson** - Explicit instruction aligned to the standards and/or elements that include a balance of:
  - Skills
  - Conceptual understanding
  - Problem solving
- **Modeling**:
  - Practices and procedures
  - A variety of problem-solving strategies
  - Mathematical vocabulary development in context
- Sets performance goals and expectations for the work session

### CLOSING/SUMMARIZER
- **Teacher**:
  - Selects students to share solutions
  - Explicitly clarifies misconceptions
  - Informally assesses student understanding
  - Identifies future problems for adjustments in lessons and interventions
  - Restates standard
- **Students**:
  - Show and explain approaches for solving problems
  - Ask questions
  - Use mathematical vocabulary
  - Summarize the main concepts for the day and link concepts to the standards

### APPLICATION/WORK SESSION
- **Teacher**:
  - Facilitates independent and small group work:
    - Listens carefully to students
    - Allows students to struggle and make mistakes
    - Assesses student understanding of the standards
    - Provides appropriate hints and asks questions
    - Provides feedback and guidance
  - Monitors and documents student progress
  - Conferences with students:
    - Informal conferences – daily
    - Formal conferences – approximately two students per day
  - Provides small group instruction

- **Students**:
  - Struggle to apply skills and concepts to solve problems and gain insight from mistakes:
    - Independent work
    - Small group work
  - Participate in guided practice
  - Engage in performance tasks
  - Conference with teacher and/or peers
  - Demonstrate process standards:
    - Solve problems (using appropriate technology)
    - Reason and evaluate mathematical thinking
    - Communicate mathematically
    - Make connections among mathematical ideas and to other disciplines
    - Represent mathematics in multiple ways
  - Appropriately use manipulatives to solve problems
  - Engage in content area reading and writing to learn
Instructional Framework

Science

**OPENING**
- Warm-Up -- Activating strategy to activate schema
  - Mini-lab that leads to inquiry
  - Demonstration
  - Hook activity
  - Essential questions
- Mini-Lesson -- Explicit instruction aligned to:
  - Content and characteristics standards and elements
  - Procedures for inquiry, investigations, observations, and research
  - Safety guidelines
  - Vocabulary in context
- Modeling:
  - Practices and procedures
  - Safety guidelines
  - Integration of the content and characteristics standards
- Students and teachers pose questions
- Sets performance goals and expectations for the work session

**CLOSING/SUMMARIZER**
- Teacher:
  - Models providing feedback using language of the standards
  - Summarizes the day's learning and links the learning to the standards
  - Determines next steps for students and future instruction
  - Explicitly clarifies misconceptions
  - Informally assesses student understanding
  - Restates standard
- Students:
  - Share, assess, and defend their work using language of the standards
  - Provide feedback to peers using language of the standards
  - Summarize the main concepts for the day and link the concepts to the standards
  - Celebrate progress towards meeting standards

**APPLICATION/WORK SESSION**

**Teacher:**
- ✓ Facilitate independent and small group work:
  - Assesses student understanding of the standards
  - Provides appropriate hints and asks questions
  - Provides feedback and guidance
- ✓ Monitors and documents student progress
- ✓ Monitors use of equipment and adherence to safety guidelines
- ✓ Conferences with students:
  - Informal conferences -- daily
  - Formal conferences -- approximately two students per day
- ✓ Provides small group instruction

**Students:**
- ✓ Work independently, in small groups, and/or in pairs to apply learning from opening
- ✓ Engage in inquiry:
  - Questioning
  - Collecting Evidence
  - Explaining
  - Connecting evidence to scientific knowledge
  - Justifying work
- ✓ Engage in research and guided practice
- ✓ Engage in conversations with the teacher and peers using the language of the standards
- ✓ Confer with teacher and/or peers
- ✓ Engage in content area reading and writing to learn

[Diagram showing a flowchart for the instructional framework]
Instructional Framework

Social Studies

**OPENING**
- Warm-Up -- Activating strategy to activate schema
  - Essential questions
- Mini-Lesson -- Explicit teaching and instruction aligned to:
  - Standards and elements
  - Theme/Enduring Understanding
  - Practices and procedures for student inquiry
  - Reading strategies if work session involves reading various texts
  - Vocabulary in context
- Modeling:
  - Skills and strategies needed to do the work
  - Practices and procedures students will need to accomplish task in the work session
  - Students and teachers pose questions
  - Sets performance goals and expectations for the work session

**CLOSING/SUMMARIZER**
- Teacher:
  - Models providing feedback using language of the standards
  - Summarizes the day’s learning and links learning to the standards
  - Informally assesses student understanding
  - Asks students to share information and solutions
  - Identifies future work and instruction
  - Explicitly clarifies misconceptions
  - Restates standard
- Students:
  - Share and assess their work using the language of the standards
  - Use content vocabulary in discussing or summarizing the day’s work
  - Provide feedback to peers using the language of the standards
  - Summarizes the main concepts of the day using the themes and enduring understandings and links learning to the standards
  - Celebrate progress towards meeting standards

**APPLICATION/WORK SESSION**
- Teacher:
  - Facilitates independent and small group work.
  - Assesses student understanding of the standards.
  - Provides appropriate assistance by providing hints and asking questions
  - Provides feedback and guidance
  - Monitors and documents student progress
  - Conferences with students: Informal and Formal
  - Provides small group instruction
  - Interrupts work session to re-direct if applicable
- Students:
  - Work independently, in small groups, and/or pairs to apply content and concepts from the opening
  - Engage in inquiry and research
  - Engage in discussion with teacher and peers using the language of the standards
  - Engage in guided practice
  - Engage in performance tasks
  - Engage in content reading and writing to learn
  - Conference with the teacher or peers