

**AMBITIOUS INSTRUCTION:**

**ACCELERATING**

**LEARNING**

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**MILWAUKEE  
PUBLIC SCHOOLS**



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**Introduction**

**Ambitious  
Instruction:  
Accelerating  
Learning**



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Formative  
Practices

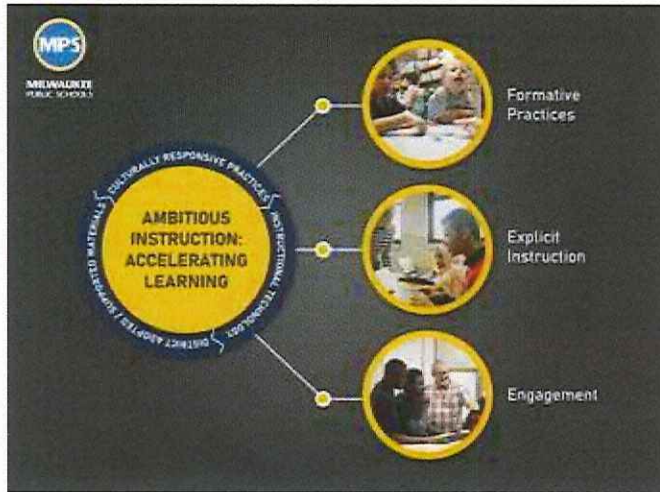


Explicit  
Instruction



Engagement

# Ambitious Instruction: Accelerating Learning Overview



Click an icon on the right to hear/read information about this graphic.



[Formative Practices](#)



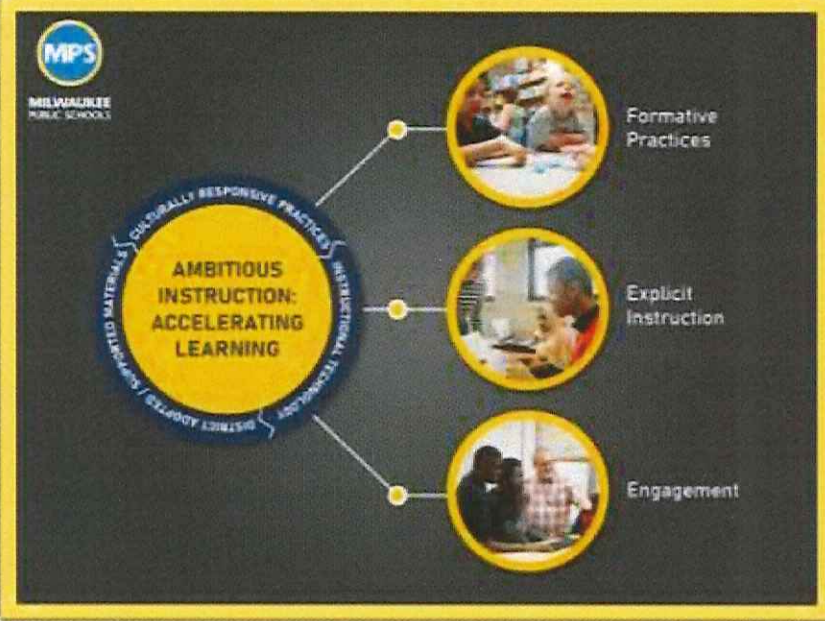
[Explicit Instruction](#)



[Engagement](#)

# AMBITIOUS INSTRUCTION

# ACCELERATING LEARNING



Milwaukee Public Schools is committed to providing all students with equitable access to high-quality, grade-appropriate instruction aligned to the Wisconsin State Standards. Closing the opportunity gap in reading, writing, and mathematics remains priority work for the district; however, Ambitious Instruction: Accelerating Learning includes all content areas in ensuring students acquire essential knowledge, skills, and dispositions for school, college, and career success. By strategically engaging students' cultural knowledge, experiences, and unique perspectives, the Ambitious Instruction Plan prepares students with intentionally selected resources to learn grade-level content with just-in-time support. As a result, students can learn alongside their peers, experience successes, raise self-efficacy and inspire ownership of their learning.



# Professional Learning Plan

Professional Learning cycles will happen three times this year. Each cycle will last for 12 weeks. This will allow us to go deeper with the cycles, and the cycles can be more focused on specific supports and real accountability.

## Intentional Planning

### Cycle 1

- Using learning intentions to guide instructional decisions
- Using district-adopted resources
- Leveraging technology
- Connecting to students lives

## Scaffolded Support

### Cycle 2

- Providing specific, actionable, immediate feedback to students
- Modeling and verbalizing the thinking process
- Providing meaningful peer interactions
- Allowing choice in demonstration of learning

## Empowering Students

### Cycle 3

- Providing opportunities for students to self-assess and monitor their own progress
- Providing opportunities for collaborative and independent practice
- Serving as facilitators of learning

The focus of each cycle will be to use **ongoing formative practices to provide explicit instruction resulting in meaningful student engagement.** This year we will use a model that is more aligned to the expectations we should have for teaching and learning. We will look at explicit instruction, engagement and formative practices during every cycle. However the expectations and the things we will look for in classrooms will change and progress after each cycle.

# **Chapter 1**

## **Intentional Planning of Standards- Based Lessons in Cycle 1**



## **Chapter 1 Contents**

Chapter One highlights the instructional design in each content area as it relates to  
**Ambitious Instruction:  
Accelerating Learning.**

Bilingual Dual Language  
Career and Technical Education  
Early Childhood  
English Language Development  
Health Education  
Mathematics  
Music  
Physical Education  
Reading  
Science  
Social Studies  
Visual Art  
World Language and Immersion  
Writing

# Bilingual Dual Language Program

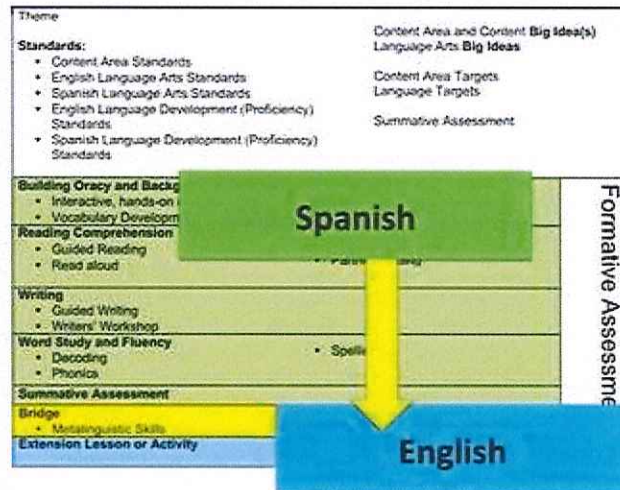


- [Biliteracy Year-at-a-Glance](#)
- Biliteracy Unit Framework
- [¡Arriba la Lectura! Biliteracy Units](#)
- [Galería de lengua y cultura Biliteracy Units](#)
- [Science BUFs](#)
- [Biliteracy Week-at-a-Glance Template](#)
- [Oracy and Bridge Planner K-12 Template](#)
- [Biliteracy Lesson Design Template](#)



The Biliteracy Year-at-a-Glance strategically outlines literacy, science, and social studies units in each language for K5-8 in accordance with the K-12 [MPS Content and Language Allocation Plan](#). The Biliteracy Year-at-a-Glance references district-created biliteracy units for literacy (K5-8) and science (K5-5).

The instructional design of biliteracy units (BUFs) is built around standards and a summative assessment in the language of instruction. Biliteracy units include a Bridge and Extension to the partner language. Additionally, Biliteracy Week-at-a-Glance, Oracy and Bridge Planner, and Biliteracy Lesson Design templates provide further support for intentional planning. This supports the work of Ambitious Instruction: Accelerating Learning by incorporating **Explicit Instruction, Formative Practices and Engagement.**



## Instructional Focus for Career and Technical Education (CTE)

### Explicit instruction

based on the WI Standards for Career and Technical Education

### Formative practices

through performance-based skill assessments, inquiry, discussion, and demonstration

**Engagement** through project-based learning, hands-on experiences, content connected to career pathways, community partnerships, and work-based learning

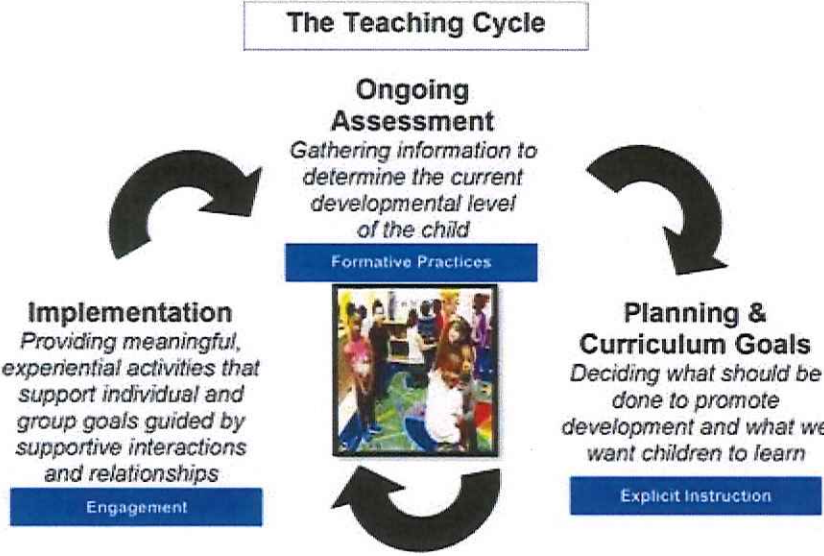
### **CTE is preparing students for college and careers**

- career pathways leading to further education or training in high-wage, high-demand, high-skill careers
- intro to advanced courses using project-based, problem-solving teaching
- work-based learning (internships and youth apprenticeships) connected to classroom instruction
- industry-recognized credentials to show student skill attainment
- career and technical student organizations to enhance student leadership and technical skills
- dual enrollment for students to earn high school and college credit
- modern technology in classrooms
- workforce, community, and postsecondary collaborations
- professional development for teacher effectiveness and content expertise



# Teaching Cycle for Early Childhood

In early childhood education, the concept of play does not mean every child is doing exactly the same thing. This means teachers will **plan** with specific outcomes or goals in mind for all domains of children’s development and learning. These instructional decisions are guided by the [Wisconsin Model Early Learning Standards](#) Teaching Cycle. The lesson includes standards-aligned activities provided by the Frog Street [Threes](#) and [Pre-K](#) curricula, which optimize key windows of opportunity for growth and development.



WI DPI supports PLAY!  
PLAY IS THE WAY!

In Cycle 1, the intentional early childhood MPS teacher will use their knowledge, judgment, and expertise to organize **engaging**, integrated learning opportunities for K3 and K4 students that are inclusive of both child-guided and adult-guided **play-based experiences**.



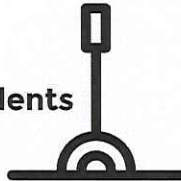
## English Language Development Instruction for Multilingual Learners

If English were your second or additional language, you would want your teacher to help you develop English and learn grade-level subject material simultaneously. Teachers can do just that by integrating language expectations into Ambitious Instruction! The instructional design for this type of integration includes three levers:

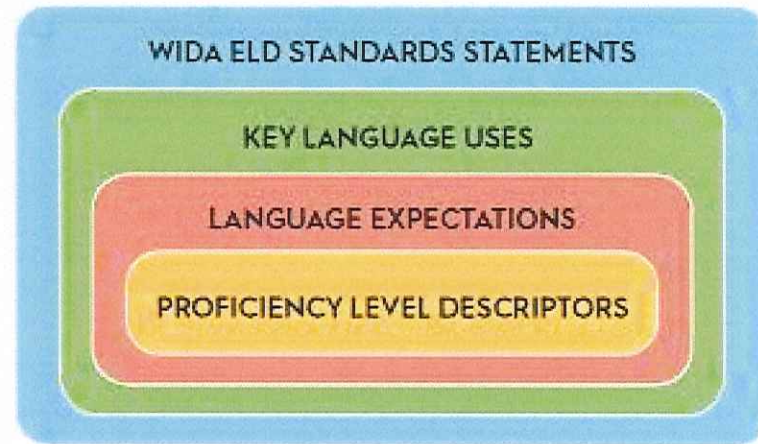


*Explicit instruction* that matches content and English Language Development standards

*Formative practices* that shape comprehensible instruction for students at each level of English proficiency



*Engagement* through tiered vocabulary instruction, differentiated sentence frames, and oracy paragraphs/mentor texts



World-Class Instruction Design and Assessment (WIDA) English Language Development (ELD) Standards Framework, 2020 Edition, Kindergarten-Grade 12

For a definition of multilingual learners and more information about English Language Development in Milwaukee Public Schools, see the [ELD Action Plan](#).

# Instructional Design for Health Education

**Explicit instruction** based on grade-level standards using the five-step, skills-based education approach:

1. Introducing the skill
2. Presenting the steps of the skill
3. Modeling the skill
4. Practicing the Skill
5. Feedback/reinforcement

**Formative practices** through standards-based rubrics, formative assessments, and a personalized learning approach that includes getting to know the students

**Engagement** through developing relevance for students and creating learning activities that include project-based learning, small-group work, problem solving, debates, and role-playing

Research shows that knowledge alone does not change behavior. There are eight state and national health education standards. Standard one is all of the content knowledge. The other seven standards are skills: *analyzing influences, accessing information, interpersonal communication, decision making, goal setting, self-management and advocacy.*

Health education resources can be found on the [Health Education](#) page of mConnect. For K-8, there are many community partners supporting schools' health education.

Some of the partners include Children's Wisconsin's eLearning programs, community-based organizations willing to provide lessons in alcohol and other drug abuse prevention, and middle school supplemental sex education.



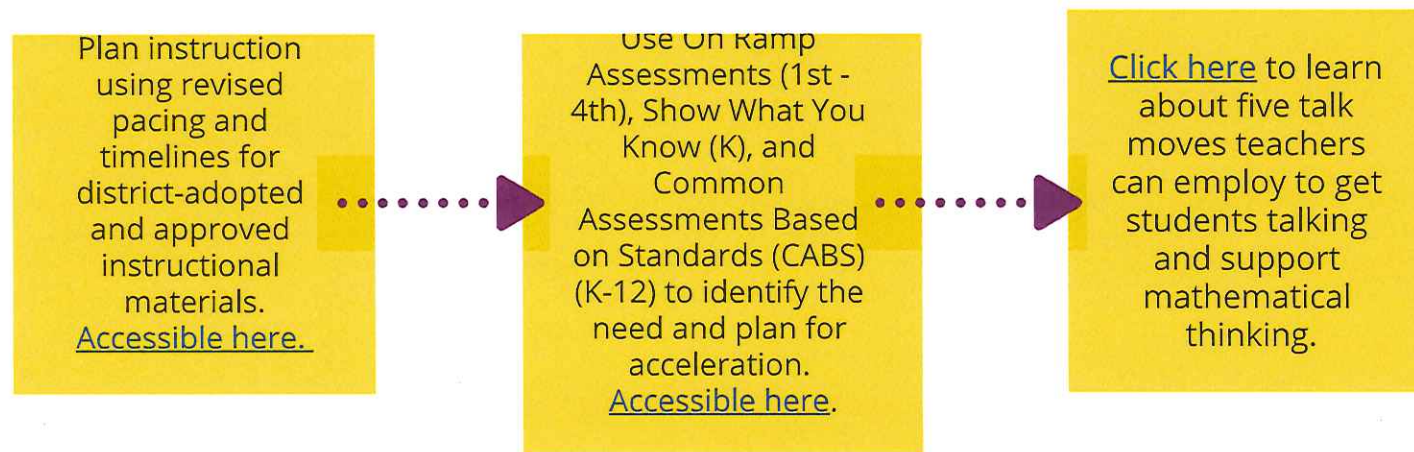
***Why Skills Based Health Education?***

For high school skills-based health education support for health teachers includes resources from the WI DPI and SHAPE America.

# Instructional Focus for Mathematics

## Ambitious Instruction: Accelerating Learning

<p><b>CYCLE</b> <b>CYCLE</b> <b>1</b></p> <p><b>Explicit instruction</b> based on grade-level standards using <b>district-provided resources</b> and <b>guiding documents</b></p>	<p><b>Formative practices</b> that accelerate grade-level learning as evidenced by <b>strategically placed classroom formative strategies</b> and <b>CABS</b></p>	<p><b>Engagement</b> through <b>facilitating meaningful mathematical discourse</b> resulting in flexible, confident, and capable learners of mathematics</p>
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# Instructional Design for Music

**Explicit instruction** based on grade-level standards using district K-12 music pacing guides and district adopted resources: Quaver, Soundtrap, MusicFirst, and SmartMusic

**Engagement** through rehearsal and performance, which includes student voice and choice

**Formative practices** through timely teacher and peer feedback as well as standards-based rubrics

[Wisconsin Music Standards](#)

**Standards based pacing guides for K-5 general music; Grades 6-8 band, orchestra, modern band; and music production and technology are located in mConnect.**

**The mission of the Milwaukee Public Schools Music Department is to provide a comprehensive music education accessible to all students. We strive to create a collaborative music community that is enriched by cultural, social, and intellectual diversity. We believe in building a climate where creativity flourishes through the language of music.**



# Instructional Design for Physical Education

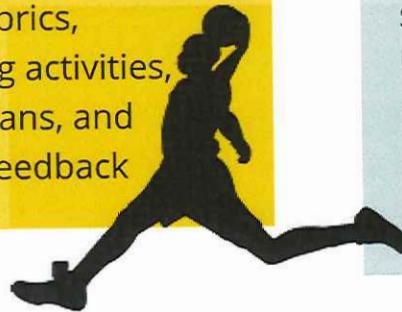
## Explicit instruction

based on grade-level standards using district physical education curriculum guides and resources from SPARK, and SHAPE America

## Formative practices

through standards-based rubrics, journaling activities, fitness plans, and specific feedback

**Engagement** through use of research-based practices such as the use of boundaries, routines, planned involvement of all, small-sided activities, and active supervision



*"I tell people it's not my job as a PE teacher to make kids fit," Zientarski says. "My job is to make them know all of the things they need to know to keep themselves fit."*

-Ratey, John J., M.D., "SPARK: The Revolutionary New Science of Exercise and the Brain," 2008.

Student Wellness and Prevention will provide support on the physical education **curriculum guides** found on the [Physical Education](#) page of mConnect. Resources available to teachers include the evidence based and adopted SPARK physical education curriculum resources, grading/assessment from SHAPE America, United States Tennis Association, Petit National Ice Center, American Red Cross, American Heart Association, and others. One of the starting places for implementing Ambitious Instruction is using [SPARK B.A.S.I.C.S.](#), which focuses on explicit instruction, formative practices, and engagement.



# Instructional Design for Reading

Explicit Instruction

Whole Group

Purpose – to expose all students to grade-level standards, skills, strategies, and resources



Formative Practices

Small Group

Purpose – to provide *differentiated* reading instruction to meet students' needs



Formative Practices

Whole Group

Purpose – to revisit the focus of the lesson and to provide students with the opportunity to discuss, share, and reflect (teachers assess and determine next steps)



High quality instruction

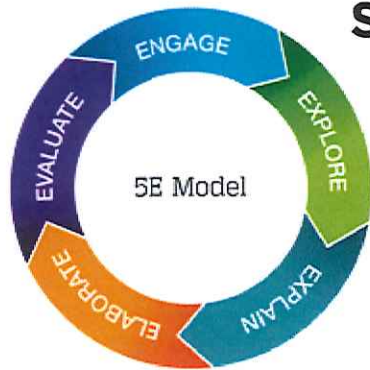


High volumes of reading

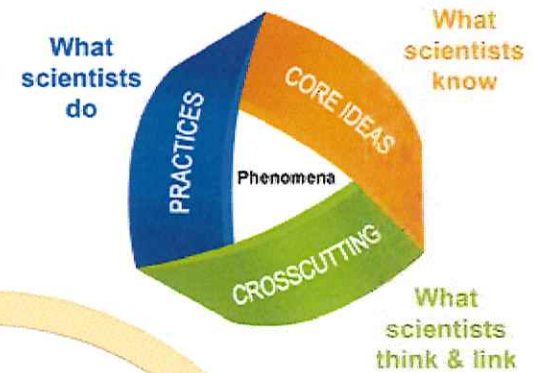
Engagement

Literacy Workstations

# Science Teaching and Learning



Next Generation  
Science Standards  
THREE DIMENSIONS OF THE FRAMEWORK



# Key Instructional Design for Social Studies

## Beginning Whole Group

*During this time the goal is to communicate key learning intentions based on course standards and to share lesson expectations, connect learning from previous day and to provide an introduction to new learning.*

Engagement

## Small Group

*During small-group time, the goal is to provide differentiated, teacher-led explicit instruction based on students' needs. Teachers may differentiate by product, process, learning environment, affect, and content based on students' needs.*

Explicit Instruction

## Ending Whole Group

*The goal during this time is to provide opportunities for students to review, reflect, and articulate their understanding of their learning through a variety of modes. Teachers should be formatively assessing students to check for understanding to provide feedback and plan for next steps in learning.*

Formative Practices

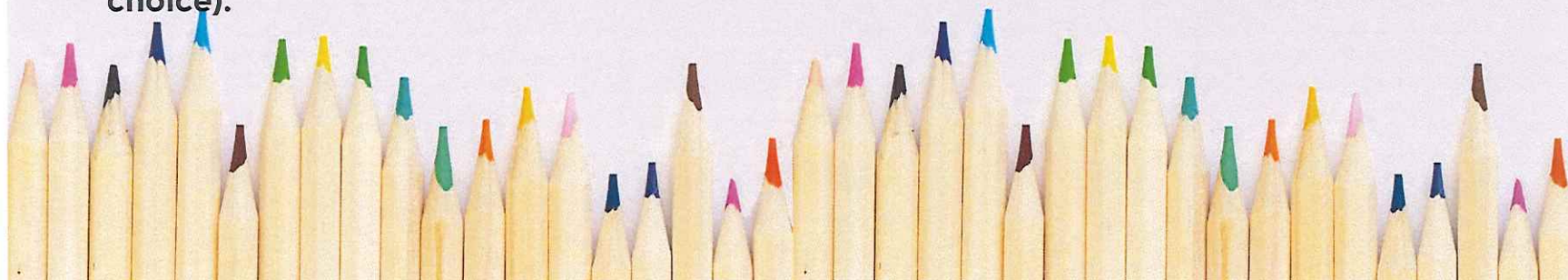
# Instructional Design for Visual Art

**Formative practices**  
through standards-  
based rubrics

**Engagement** through  
project-based learning  
and student voice and  
choice

**Explicit instruction**  
based on grade-level  
standards using district  
K-8 visual art scope  
and sequence and FLEX  
learning curriculum  
support

In visual art, the goal is not only to teach art making but also how to be creative problem solvers. The arts team will provide support on the scope and sequence as well as the FLEX Curriculum and PRO Learning resources from the [Art of Education](#). Teachers will also receive guidance on how to effectively implement project-based learning and integrating arts across the curriculum with an emphasis on explicit instruction (grade-level academic vocabulary and concepts), formative practice (to guide groupings of students and instructional adjustments), and engagement (through student voice and choice).



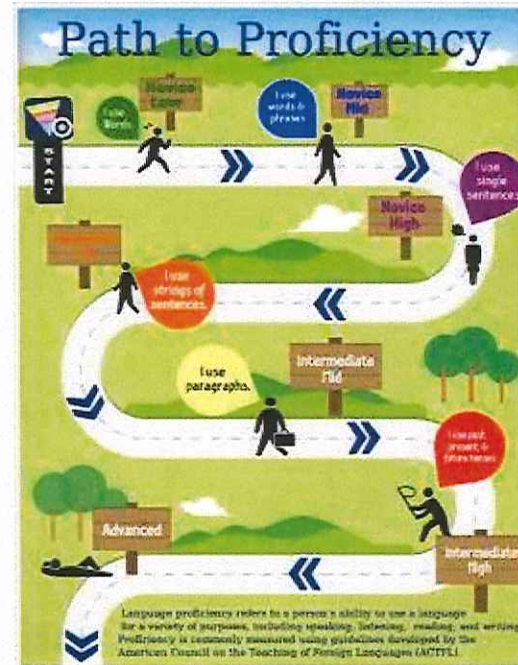


# Instructional Design for World Language and Immersion (Second Language Acquisition)

**Explicit instruction based on** the American Council on the Teaching of Foreign Languages (ACTFL) and National Council of State Supervisors for Languages (NCSSFL) Can-Do Statements

**Formative practices through** the Intercultural Communicative Competence (Products/Practices/Perspective)

**Engagement through** 90% authentic communication using the target language



World Languages Curriculum Map  
2021/2022

World Language Curriculum Map

## Reflecting on Our Progress

We will monitor our progress in Ambitious Instruction: Accelerating Learning each cycle using the Professional Learning Walk-Through Rubric. This rubric is used for the collection of teacher practice data and as a formative practice to support implementation and coaching. **This is a non-evaluative process** designed to support school- and district-level continuous improvement processes.



Click the icon above to view the cycle 1 rubric.



# **Chapter 2**

# **Implementation in Cycle 2**

(Anticipated release - Winter 2021)

This book was created under the leadership of Dr. Felicia Saffold, Senior Director, Curriculum and Instruction.



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## Contributors

Diana Alvarez  
Sarah Borges  
Dr. Deb Bowling  
Jennie Ekstein  
Allan Erickson  
Tanya Evans  
Brett Fuller  
Sharie Garcia  
Jose Garcia Joven  
Melissa Hedges  
Solmaris Gonzalez  
Neva Moga  
Celeste Ochonogor  
Eric Radomski  
Rochelle Sandrin  
Rocío Trejo  
Krissy Washington