

# Deeper Dive in Ambitious Instruction: Accelerating Learning

October 2022

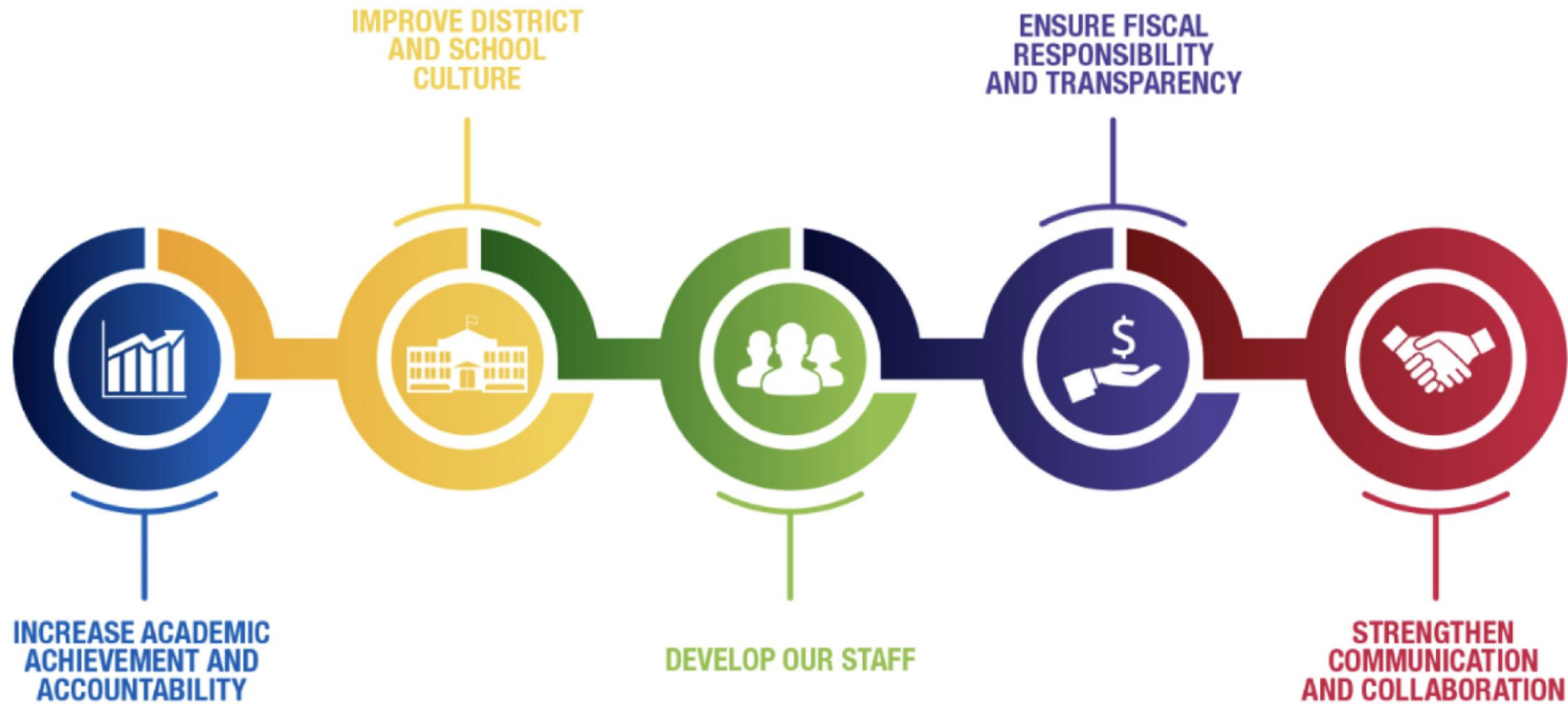


*Presented by:* Dr. Felicia Saffold, Sr. Director of Curriculum and Instruction

Dr. Keith P. Posley,  
*Superintendent*

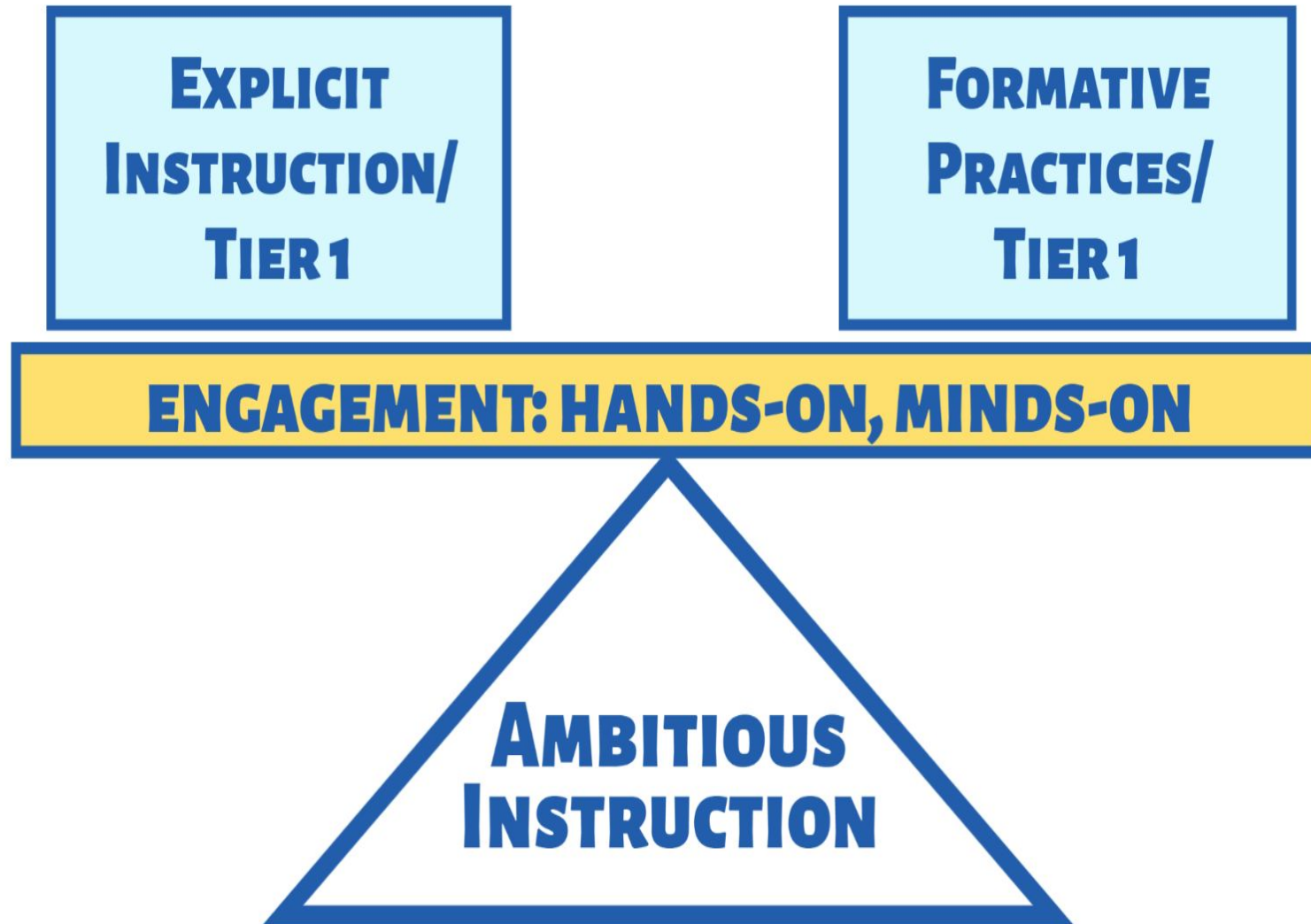


# Five Priorities for Success



# Connecting the Levers to DEEP Learning

---



# Diving D.E.E.P. er!



- **Developmentally Informed**  
(Grade-level appropriate)
- **Evidence-Based**
- **Equitable**
- **Practices**

# Know It -Teach It -Measure It

---



## **Know it (PLANNING)**

Have thorough knowledge and understanding of content



## **Teach it (SCAFFOLDING AND DIFFERENTIATING)**

Explicitly teach content and formative practices to learners



## **Measure it (DESCRIPTIVE FEEDBACK)**

Use various tools as formative practices to measure whether learners mastered what you taught

# The Roadmap 22-23

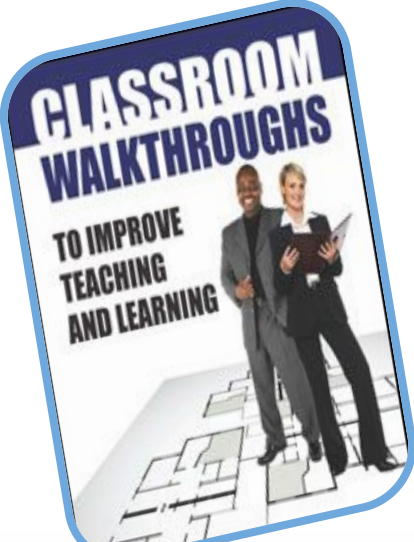
	Explicit Instruction	Formative Practices
<b>June-August</b>	Framing the expectations for explicit Instruction	Framing the expectations for formative practices
<b>October - November</b> <b>(Know it)</b>	Focus: Develop a common understanding of characteristics of and tools for Tier 1 instruction. This includes district adopted materials and resources for grade level instruction.	Focus: Develop a common understanding of formative practices as a tool to build student ownership and involvement in learning.
<b>December</b>	End of Cycle Review	End of Cycle Review
<b>January - February</b> <b>(Teach it)</b>	Focus: Scaffolding strategies for content areas to ensure an 80/20 balance of instructional time.	Focus: Gather, interpret, and act on evidence to move learning forward
<b>March</b>	End of Cycle Review	End of Cycle Review
<b>April - May</b> <b>(Measure it)</b>	Focus: Use multiple modalities for learners to engage in and express mastery of content	Focus: feedback, how to give it to students and how to help students respond to it.
<b>June</b>	End of Cycle Review	End of Cycle Review

## Professional Learning Walk-Through Rubric 2022–23 School Year

**Purpose Statement:** This rubric is used for the collection of teacher practice data as it aligns to the professional learning of the MPS Ambitious Instruction: Accelerating Learning plan. The rubric is used in conjunction with the walk-through protocol for the **2022–23 school year**. The rubric is for both school team and regional team use. *This is a formative practice to support implementation and coaching.*

**Formative Practices/Tier 1** includes activities/actions taken by teachers to elicit and respond to student thinking and reasoning to deepen student understanding and meet and advance student learning.

**Item #1 – Introduce and use learning intention and success criteria.**

Needs Support	Developing	Meets Expectations	Exceeds Expectations
<p>There is no evidence of the introduction of learning intention or success criteria.</p>  <p>The graphic is a blue-bordered box with a white background. At the top, it says 'CLASSROOM WALKTHROUGHS' in large, bold, blue letters. Below that, in smaller black letters, it says 'TO IMPROVE TEACHING AND LEARNING'. The central image shows a man and a woman in business attire standing on a 3D grid floor, looking at a tablet together.</p>	<p>The learning intention and success criteria are stated, but there is little clarity and/or they are not in student-friendly language and/or they are not aligned to each other or academic standards.</p>	<p>The learning intention and success criteria are used with intention to anchor instructional decisions.</p> <p>Learning intention and success criteria are written in student-friendly language.</p> <p>Learning intention focuses the lesson on standards.</p> <p>Success criteria describe what a student will say, do, or produce to progress toward the learning intention.</p>	<p>Includes all components of <b>meets expectations</b> and the following:</p> <p>Students can articulate what they are working toward and how they know they are progressing successfully toward that learning.</p> <p>Learning intention and success criteria are co-monitored (i.e., teacher and students) by all members of the learning community.</p>

# Thank you.

**Presenter:** Dr. Felicia Saffold, Sr. Director of Curriculum and Instruction



Dr. Keith P. Posley, *Superintendent*