

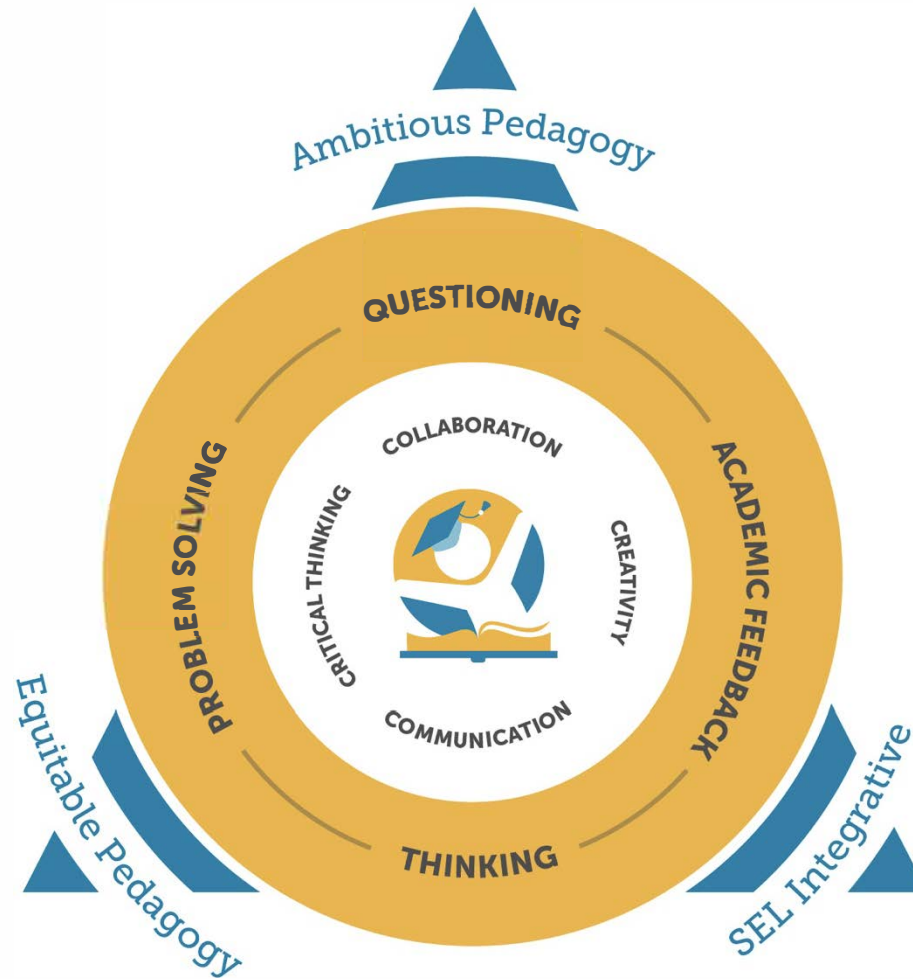


INSTRUCTIONAL FRAMEWORK

MAY-2023

High
EXPECTATIONS

Reciprocal
ACCOUNTABILITY



Positive
CULTURE

Distributed
LEADERSHIP

“The teacher is the most important in-school factor in student achievement” (Ladson-Billings, 1999)

“The student is the most important variable in the learning equation” (Murphy, 2013)

The MNPS instructional framework is built on the belief that classroom experiences should allow students to:

- make meaning
- build knowledge

Students must **think critically** about the information that is in the world around them to make sense of and make meaning from it. Knowledge and information are less effectively learned when simply transmitted and more effectively learned through **collaborative** learning experiences.

All instruction in MNPS is standards-based and follows the grade- or course-level standards as adopted by the TN State Board of Education. Teachers must identify focused and targeted learning goals based on these standards. These goals and their corresponding success criteria must be communicated with students so that students can own their learning and track progress toward them.

This framework should serve as a compass toward which everyone within MNPS is constantly striving. It is visually framed to be “outside-in,” starting with the school conditions all the way to student outcomes, Learning and Innovation Skills. Each layer is necessary to enable each subsequent inner layer.

SCHOOL CONDITIONS

The outer rectangle establishes the conditions of the school for staff, teachers and students:

DISTRIBUTED LEADERSHIP Leadership among the staff should be distributed in a way that **all** adults in the building have ownership and responsibility. Students should also hold leadership and/or participatory roles within the school and/or classroom.



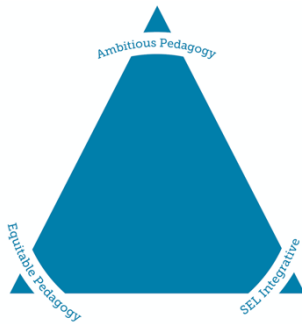
RECIPROCAL ACCOUNTABILITY The principal-agent dynamic within the school requires reciprocal accountability wherein administrators and staff hold teachers accountable for quality instruction and professional responsibilities. Teachers hold administrators responsible for setting the vision and establishing the conditions necessary to be effective while also providing the necessary tools and resources to be successful. Similarly, all adults in the building hold students accountable for appropriate behavior, responsible decision-making, and academic progress. Students must hold teachers accountable for bringing their best work to the classroom every day.

HIGH EXPECTATIONS Expectations across the building must be high and consistently communicated. There should be high levels of academic press so that all students understand they are expected to work, engage, and achieve at high levels. These expectations also apply to the behavior of students and their interactions with others. All members of the school community should exhibit a growth mindset toward themselves and others.

POSITIVE CULTURE The culture of a school is constantly cultivated and oriented toward positivity, safety, openness, respect, and collaboration.

School Culture is defined and developed along three primary fronts (Murphy, 2013):

1. Communities of Pastoral Care for Students
2. Professional Community for Teachers
3. Communities of Engagement for Parents



GUIDING PRINCIPLES

Three guiding principles provide the foundation for the MNPS instructional framework:

- ambitious pedagogy
- equitable pedagogy
- SEL integrative pedagogy

AMBITIOUS PEDAGOGY Ambitious pedagogy is "teaching and learning that moves beyond the straight forward communication or transfer of facts and skills to instruction that has teachers and students engaged in deep learning by making meaning of rich academic content. Co-engaging in authentic, practical, and intellectual puzzles and creating new knowledge and capabilities in themselves and in others" (Moje, 2017). Ambitious instruction includes rich tasks through which students learn content, concepts, and skills. In order for students to **collaborate**, **communicate**, and **think critically** and **creatively**, they must be doing so about rich content.

Ambitious instruction also situates the learner at the center of the educational experience and constantly in close proximity to the content and knowledge being built. Teachers guide and advance student **thinking** via timely **academic feedback**, effectively orchestrating classroom discourse and frequent, focused **questioning**.

*"If you truly want to engage kids, you have to pull back on control and create the conditions in which they can tap into their own inner motivations."
(Daniel Pink)*

“Our words can shape identities. What we say to others can deeply affect their sense of who they are and who they might become.”
(Paula Denton)

EQUITABLE PEDAGOGY Teaching practices that strive for equity within the classroom consider the identity, efficacy, and agency of each learner. Learning experiences and materials consider the cultural heritage and identities of the learners in the classroom. Teachers are responsive to students, their backgrounds, and life experiences. Teachers build on the assets or “funds of knowledge” (Gonzalez, et al., 2009) that students bring with them.

Equitable pedagogy considers the learning identity of each student. Learning experiences throughout a student’s academic career form his or her identity in each discipline. These experiences come through messages received in the form of how a teacher responds to **questions**, how a student works in groups, and grades received, for example. Each student should feel empowered with the agency to make choices, form conjectures and verify them with evidence and rational thought, and change course in service of a better approach. Each student should also have the opportunity to take public risks and **communicate** their ideas toward the **collaborative** construction of knowledge.

Equitable pedagogy is differentiated instruction that provides access for each learner to the rich, grade level content called for through ambitious pedagogy. Strategic supports (e.g. appropriate scaffolds, building background knowledge, language supports) meet the needs of all students, including English Learners and Students with Disabilities, in accessing rigorous grade-level curriculum and standards.

SEL INTEGRATIVE SEL integrative pedagogy positions relationships as the central ingredient to learning. Inherent within SEL integrative instruction is the growth mindset necessary to achieve established high expectations. High levels of academic press coupled with proper social and emotional supports and the shared belief that students will achieve at the level of expectation promote high levels of student learning.

“The development of a child’s potential depends on the ability of the teacher to perceive the child’s possibilities.” (Rudolf Dreikurs)



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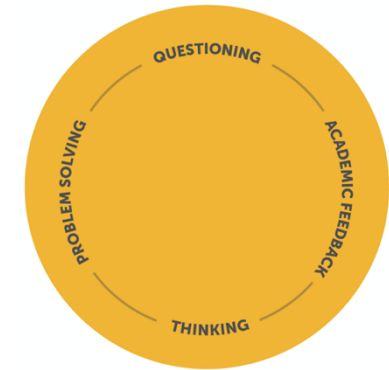
The 5 SEL Core Competencies should be explicitly taught and integrated into academic learning. These core competencies support the development of critical social and emotional skills necessary for the growth of each individual student and authentic engagement in the classroom community.

- Self-Awareness
- Self-Management
- Social Awareness
- Responsible Decision-Making
- Relationship Skills

CORE 4 (FROM TEAM INSTRUCTIONAL RUBRIC)

The orange circle encompasses quality instruction as defined by the TN TEAM instructional rubric. MNPS has identified 4 indicators from TEAM for focus that have the highest leverage for learning and support the development of the Learning and Innovation Skills:

- Questioning
- Academic Feedback
- Problem Solving
- Thinking



QUESTIONING AND ACADEMIC FEEDBACK	PROBLEM SOLVING AND THINKING
These indicators provide a framework for the types of questions to ask within a lesson and how teachers respond to students' comments and questions. The indicators also address how teachers use student questions and feedback to make adjustments in instruction. Teachers are encouraged to engage and plan for student-to student academic feedback and questioning.	These indicators emphasize the importance of 'teaching' thinking. Research shows four main ways to teach thinking: Questioning, Modeling, Responding and Structuring. The [TEAM] Teaching Standards provide a guide for explicitly teaching thinking. Thinking and Problem-Solving are closely connected, and this link has a profound effect on how teachers teach thinking and what students do as a result of their thinking.

TAP: The System for Teacher and Student Advancement, 2013



LEARNING AND INNOVATION SKILLS (4CS)

The P21 Framework for 21st Century Learning was developed with input from educators, education experts, and business leaders to define and illustrate the skills, knowledge, expertise, and support systems that students need to succeed in work, life, and citizenship.

The Framework continues to be used by thousands of educators and hundreds of schools in the U.S. and abroad to put 21st century skills at the center of learning. All elements of the Framework are critical to ensure 21st century readiness for every student.

When a school, district, or state builds on this foundation, combining knowledge and skills with the necessary support systems of standards, assessments, curriculum and instruction, professional development, and learning environments - students are more engaged in the learning process and graduate better prepared to thrive in today's digitally and globally interconnected world.

Learning and Innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not.

They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication
- Collaboration

P21 Partnership for 21st Century Learning, 2007

*“Laughter relieves stress and boredom, boosts engagement and well-being, and spurs not only **creativity** and **collaboration**, but also analytic precisions and productivity.” (Alison Beard)*

MNPS believes in teaching, modeling, and providing feedback on the development of the Learning and Innovation skills alongside content standards. Doing so will best equip students to be successful in school and life. MNPS also believes the TEAM instructional rubric provides high quality expectations for instructional practices in every classroom. The following matrix demonstrates the alignment of each of the Core 4 components of Questioning, Academic Feedback, Thinking, and Problem Solving from the TEAM instructional rubric and the Learning and Innovation Skills.

Terminology is adapted from the TEAM rubric, P21 Framework for 21st Century Learning, and the TN Department of Education.


CORE 4 (from TEAM Rubric)

Learning and Innovation Skills (4Cs)

	Creativity	Critical Thinking	Communication	Collaboration
Questioning	<ul style="list-style-type: none"> Teacher question types include creation and evaluation levels. Teachers include strategies such as the Question Formulation Technique to guide inquiry. Students use a wide range of idea creation techniques (such as brainstorming) to respond to and generate more questions. 	<ul style="list-style-type: none"> Teacher questions are high quality and appropriately sequenced with attention to the learning goals. They regularly assess and advance student learning. Students generate questions that lead to further inquiry and learning. They identify and ask significant questions that clarify various points of view and lead to authentic solutions. 	<ul style="list-style-type: none"> Teacher questions require students to regularly cite evidence. Students articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts. 	<ul style="list-style-type: none"> Teacher questions regularly require active response including shared and group responses. Students exercise flexibility and willingness to work together to make necessary compromises to accomplish a common goal.
Academic Feedback	<ul style="list-style-type: none"> Teacher engages students in giving high quality feedback to one another. Students develop, implement, and communicate new ideas to others effectively. They are open and responsive to new and diverse perspectives. 	<ul style="list-style-type: none"> Teacher circulates to prompt student thinking. Students effectively analyze and evaluate evidence, arguments, claims and beliefs. They analyze and evaluate major alternative points of view to solve authentic problems and/or challenges. 	<ul style="list-style-type: none"> Teacher models effective feedback during guided practice. Oral and written feedback is consistently academically focused, frequent, high quality, and references expectations. Students listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions. They communicate effectively in diverse environments. 	<ul style="list-style-type: none"> Teacher models and provides feedback during student collaborative work. Students assume shared responsibility for collaborative work, and value the individual contributions made by each team member. They are open and responsive to new and diverse perspectives; incorporate group input and feedback in the work.
Thinking	<ul style="list-style-type: none"> Teacher thoroughly teaches creative thinking where students create, design, imagine, and suppose. Students generate a variety of ideas and alternatives and elaborate, refine, analyze, and evaluate their own ideas in order to improve and maximize creative efforts 	<ul style="list-style-type: none"> Teacher thoroughly teaches analytical thinking where students analyze, compare and contrast and evaluate. Students use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. Students utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact. They synthesize and make connections between information and arguments. They reflect critically on learning experiences and processes. 	<ul style="list-style-type: none"> Teacher expects students to explain information and provide opportunities for students to monitor their thinking to ensure they understand their learning, are attending to critical information, and are aware of the learning strategies they are using and why. Students use multiple modes to communicate arguments using precise and knowledgeable claims, citing evidence, and integrating information from multiple sources, while acknowledging counterclaims and evidentiary weaknesses. 	<ul style="list-style-type: none"> Teacher expects students to explore and review a variety of ideas, models, and solutions to problems. Students collaborate with peers and experts to generate ideas and analyze problems from multiple perspectives and viewpoints and where best to apply and implement what they learn in real-life scenarios.
Problem-Solving	<ul style="list-style-type: none"> Teacher reinforces problem solving types including creating, designing, categorizing, and predicting outcomes. Students create new and worthwhile ideas (both incremental and radical concepts). They demonstrate originality and inventiveness in work and understand the real-world limits to adopting new ideas. They solve different kinds of non-familiar problems in both conventional and innovative ways and act on creative ideas to make tangible and useful contributions to the field in which the innovation will occur. 	<ul style="list-style-type: none"> Teacher implements activities that teach and reinforce observing and experimenting, drawing conclusions, and identifying relevant information. Students analyze how parts of a whole interact with each other to produce overall outcomes in complex systems. They interpret information and draw conclusions based on the best analysis. 	<ul style="list-style-type: none"> Teacher reinforces problem solving types such as formulating arguments and justifying solutions. Students use communication for a range of purposes (e.g. to inform, instruct, motivate, and persuade). 	<ul style="list-style-type: none"> Teacher reinforces problem solving types including generating ideas and improving solutions. Students demonstrate ability to work effectively and respectfully with diverse teams to solve problems.

ENGLISH LANGUAGE ARTS

The Tennessee State Standards for ELA ask students to read more complex texts. Students will be challenged and asked questions that push them to refer back to what they've read. There is great emphasis on **critical-thinking**, problem-solving, analytical, and **communication** skills that are developed and enhanced through **collaborative** experiences.

TEXT – TALK – TASK	
Daily, students will be engaged in text, talk, and task in order to master the expectations of the Tennessee ELA Standards. Complex, grade-level, worthy texts must be the core of daily instruction. Critical thinking and problem solving skills are essential for students as they must have the ability to closely and attentively read texts in a way that will help them understand and enjoy and build knowledge from complex works of literature or informational texts. Students must develop communication skills in order to speak and write about knowledge, ideas, and information gleaned from reading complex texts. Through collaboration in small and large groups, students will deepen and expand their understanding of the rich concepts to which they will be exposed. Students will be expected to generate and evaluate ideas and demonstrate creativity through voice, originality, and innovation in the tasks that will be required to demonstrate understanding of rich concepts.	

The following are key shifts called for by the TN State Standards:

1. **Regular practice with complex texts and their academic language**

Rather than focusing solely on the skills of reading and writing, the ELA/literacy standards highlight the growing complexity of the texts students must read to be ready for the demands of college, career, and life. The standards call for a staircase of increasing complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. The standards also outline a progressive development of reading comprehension so that students advancing through the grades are able to gain more from what they read.

Closely related to text complexity and inextricably connected to reading comprehension is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*). The standards call for students to grow their vocabularies through a mix of conversation, direct instruction, and reading. They ask students to determine word meanings, appreciate the nuances of words, and steadily expand their range of words and phrases. Vocabulary and conventions are treated in their own strand not because skills in these areas should be handled in isolation, but because their use extends across reading, writing, speaking, and listening.

2. **Reading, writing, and speaking grounded in evidence from texts, both literary and informational**

The standards emphasize using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge and experience, the standards call for students to answer questions that depend on their having read the texts with care.

The reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on evidence in the text. Students should be able to answer a range of *text-dependent* questions, whose answers require inferences based on careful attention to the text.

Frequently, forms of writing in K–12 have drawn heavily from student experience and opinion, which alone will not prepare students for the demands of college, career, and life. Though the standards still expect narrative writing throughout the grades, they also expect a command of sequence and detail that are essential for effective argumentative and informative writing. The standards' focus on evidence-based writing along with the ability to inform and persuade is a significant shift from current practice.

3. **Building knowledge through content-rich nonfiction**

Students must be immersed in information about the world around them if they are to develop the strong general knowledge and vocabulary they need to become successful readers and be prepared for college, career, and life. Informational texts play an important part in building students' content knowledge. Further, it is vital for students to have extensive opportunities to build knowledge through texts so they can learn independently.

Instructional Expectations

Curriculum Expectations

Instructional excellence in ELA begins with a content-rich, MNPS-adopted curriculum that leverages a comprehensive scope and sequence and integrates all strands of literacy. Through rich, standards-aligned tasks, text-dependent questions, and systemic and explicit foundational skills instruction, students develop and improve their literacy skills, comprehension, and stamina; this gives them the ability to read, understand, discuss, and write about increasingly more complex texts. Every unit of study purposefully builds conceptual knowledge about the world through anchor (core) and auxiliary text sets on the same topic or theme and focuses on close reading of a grade-level, complex text. With a focus on understanding academic (Tier 2) vocabulary in context, students acquire new words. Curriculum-embedded formative and summative assessments, district benchmarks, universal screeners, and state assessments regularly monitor students' progress and outcomes.

Pedagogy Expectations

While ensuring all students have equitable access to the content, the teacher provides ongoing opportunities for students to collaboratively read, write, and discuss texts. The teacher also guides students to gain their own insights from knowledge-building texts and creates a culture with equitable opportunities for student discourse, where all voices are heard, and students build upon one another's thinking. Instruction focuses on reasoning and making meaning while providing multiple opportunities for students to productively struggle. Integration of Social and Emotional Learning (SEL) practices establishes high expectations and a growth mindset. This builds a robust classroom culture of learning that positively impacts instruction, student engagement, and relationships among teachers and their students.

Keeping in line with the shifts, Student Achievement Partners created an Instructional Practice Guide with indicators (Core Actions) of what should be evident in ELA classrooms. The Tennessee Department of Education adopted and adapted these Core Actions to further define high-quality instructional expectations in TN ELA classrooms.

Foundational Literacy Skills (K-5)

Accessing complex, grade-level texts is dependent on a student's ability to accurately and fluently decode print. The TN state standards outline the specific skills students should master and provide teachers with an overview of how the domains connect to support the development of fluent readers and writers. Foundational skills instruction should occur daily using a comprehensive, standards-aligned, systematic, and explicit curriculum.

There are three fundamental components of high-quality foundational skills instruction: systematic, sounds-first materials, effective instructional practices, and opportunities for student engagement (practice). All three elements should be observed daily within an elementary foundational skills lesson. The PreK-2 Foundational Literacy Instructional Practice Guide allows educators to reflect on current practices and align their instruction to evidence-based approaches.

Culture of Learning: Environmental Readiness
A. Students complete instructional tasks, volunteer, and/or ask appropriate questions.
B. Students follow behavioral expectations and directions.
C. Students execute transitions, routines and procedures in an orderly and efficient manner.
D. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
E. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.

ELA CORE ACTIONS GRADES preK-12

Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or you observe only a portion of a lesson. In those cases you should expect to not observe some of the indicators and to leave some of the tool blank.

Core Action 1: High-Quality Texts at the Center of Instruction

- | |
|--|
| A. A majority of the lesson is spent reading, writing, or speaking about text(s). |
| B. The text(s) are at or above the complexity level expected for the grade and time in the school year. |
| C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge. |

Core Action 2: Effective Use of Questions and Tasks

- | |
|--|
| A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/ purpose, and/ or language, structure(s), and knowledge demands. |
| B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses. |
| C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text. |
| D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the texts and graphics. |

Core Action 3: Opportunities for Student Engagement

Rating Scale*

- **Not Applicable** – During the observation time, this indicator was not the intended purpose of this portion of the lesson.
- **Yes** - Teacher provides many opportunities, and most students take them.
- **Mostly** - Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them.
- **Somewhat** - Teacher provides some opportunities, and some students take them.
- **Not Yet** - Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

A. The teacher poses questions and tasks that allow opportunities for students to do the majority of the work, and students engage in those opportunities via speaking/listening, reading, and/or writing.

B. The teacher expects evidence and precision from students and probes students' answers accordingly, and students provide text evidence to support their ideas and display precision in their oral and written responses.

C. The teacher cultivates reasoning and meaning making by allowing students to productively struggle, and students persevere through difficulty.

D. The teacher creates conditions for student conversations where students are encouraged to talk and ask questions about each other's thinking, and students engage in those opportunities in order to clarify or improve their understanding.

E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding, and students refine their written and/or oral responses (if appropriate).

FOUNDATIONAL SKILLS: PRE-K-2

Core Action 1: Using Systematic, Sounds-First Materials

This section focuses on the use of a sounds-first sequence found in the high-quality materials within and across lessons. High-quality lessons should be grounded in *current* research and aligned to TN foundational skills standards.

A. The daily lesson accurately uses a sounds-first sequence to address grade-level standards as defined by high-quality instructional materials (HQIM) and is situated clearly within a systematic scope and sequence of foundational skill development within HQIM.

Core Action 2: Using Effective Instructional Practices

This section represents the teacher actions within the lesson, such as what the teacher says, models, and assigns to lead students intentionally through foundational skills in the lesson. The teacher actions respond to students' needs and where they are in the learning process.

A. The teacher's instruction uses modeling appropriately to support student learning. *Lesson objective is communicated clearly to students; pronunciation (articulation) of sounds (phonemes) is clear and correct (ex: clipping the schwa); precise modeling of blending, segmenting, and other content-specific tasks is used as appropriate.*

B. Instruction utilizes routines and structures that encourage students to decode text systematically rather than to guess its meaning using cueing methods that divert attention from the words themselves.

Teacher does not refer to pictures as a word solving strategy. Teacher focuses instruction on systematically determining sounds, decoding, and blending rather than using pictures as hints to determine words. Other cueing methods, such as context clues and MSV, are not used in place of sounds-first decoding.

C. The teacher models and elicits student practice through a variety of classroom structures appropriately defined within materials and lesson.

When a student is first learning a skill, heavy teacher modeling is needed. As the student becomes more proficient, there is less modeling and more student practice. There is a clear balance of teacher modeling and student practice based on students' skill level.

D. During student practice, the teacher responds to student actions and adjusts feedback to help students practice with accuracy.

On-the-spot corrections, confirmations, or other feedback; scaffolding based on observations of students and their work; practice opportunities present for those who need more or far more practice.

E. The teacher executes a lesson that provides students with opportunities to connect foundational skills to making meaning from listening and/or reading and through speaking and/or writing.

This section may occur in a blended knowledge-building lesson or through a direct lesson on foundational skills.

Examples: Oral or written text-dependent questions used with decodable text; student-friendly definitions provided for unfamiliar words; newly decoded/blended words used in meaningful and accurate ways when answering text-dependent questions.

Core Action 3: Using Student Engagement (Practice)

This section represents what students say and do throughout the lesson. The formats in which students engage can be designed to include whole group, small group, independent, and teacher-supported tasks and practice; however, core action three focuses on the quality of student practice rather than the structure of the practice.

A. All students participate actively in the lesson through listening, speaking, reading, and/or writing.

All students engage with focus skills through oral and/or written language. One or more of the following should be present. Check any that are observed:

☐ Listening ☐ Speaking ☐ Reading ☐ Writing

B. All students practice target foundational skills in decodable text. (K–2) *Student reading includes some use of decodable text (sentences or text containing previously taught high-frequency words and sound/spelling patterns) read and/or reread for accuracy/automaticity. Note: This indicator is applicable once students have learned enough sound and spelling patterns and high-frequency words to read meaningful text.*

C. All students persevere with productive struggle when practice calls for additional attempts, extended practice time, and/or trial and error of target foundational skills. *Students are responsible for most of the content-specific thinking and work in the lesson.*

TN Foundational Skills Instructional Practice Guide (IPG)

Daily Pre-K-2 ELA instruction includes both knowledge building and foundational skills instruction. Strong foundational skills instruction is grounded in a sounds-first approach.

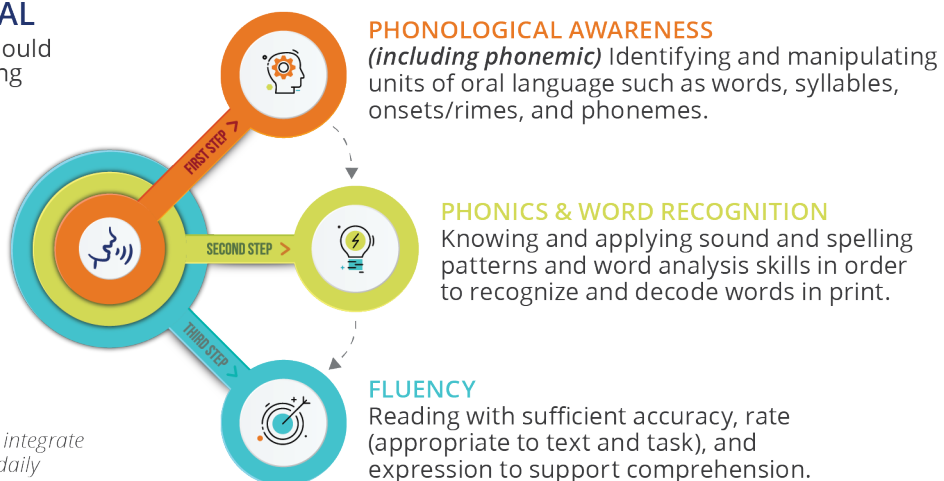
What is sounds-first instruction?

A sounds-first approach acknowledges the fact that children's ability to notice and manipulate sound is the first step in foundational skills development. This approach puts "sounds first" in two ways: (1) the youngest children work extensively in isolated sound practice (phonological awareness) even before beginning to identify letters, and (2) foundational skills lessons continue to begin with sounds of words and emphasize sounds patterns even as children shift their focus to phonics and decoding (practicing letter-sound correspondences, word recognition, and fluency along with advanced phonemic awareness). Older research indicated that students should move away from phonological awareness and focus on phonics in first and second grade. Current studies (Liben, Kilpatrick, and Paige) indicate that all foundational skills lessons should emphasize the progression from sounds-based activities to fluency in daily lessons. The emphasis inside each lesson should shift as students' development of automaticity changes. Frequently, students are at different developmental rates and will need multiple avenues for practice and reinforcement in daily lessons.

ALL FOUNDATIONAL SKILLS LESSONS should demonstrate the following components and focus

SOUNDS FIRST

Note: A teacher may choose to integrate these components into varied daily structures and lesson designs.



Using the TN Foundational Skills IPG:

During each foundational skills lesson walk-through, focus on interactions between materials, teacher moves, and student engagement through practice. These interactions demonstrate classroom examples of the indicators below and might include modeling with instructional materials as well as practice exercises, tasks, and informal assessments. More importantly, focus on observable outcomes such as student work, student application, and student discussions. All three Core Actions should be observable in a foundational skills lesson, but if a walk-through does not span a complete lesson, then not all indicators may be visible. A foundational skills lesson may include any of many different structures, such as: whole-class instruction, student independent practice, collaborative tasks, small-group instruction, centers, and assessment opportunities. However, the structures in the lesson are not the focus; instead, the walk-through team should focus on which core actions are visible to determine what feedback is most beneficial for the teacher.

TN Foundational Skills Instructional Practice Guide		
Culture of Learning: Environmental Readiness		
<ul style="list-style-type: none">• Students complete instructional tasks, volunteer, and/or ask appropriate questions.• Students follow behavioral expectations and directions.• Students execute transitions, routines, and procedures in an orderly and efficient manner.• Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.• Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.	Notes: Yes No	
Core Action 1: Using Systematic, Sounds-First Materials		
This section focuses on the use of a sounds-first sequence found in the high-quality materials within and across lessons. High-quality lessons should be grounded in <i>current</i> research and aligned to TN foundational skills standards.		
<p>A. The daily lesson accurately uses a sounds-first sequence to address grade-level standards as defined by high-quality instructional materials (HQIM) and is situated clearly within a systematic scope and sequence of foundational skill development within HQIM.</p> <p><i>One or more of the following focus areas should be present. Check any that are observed:</i></p> <ul style="list-style-type: none"><input type="checkbox"/> <i>Isolated sounds: phonological/phonemic awareness (should be included in every lesson)</i><input type="checkbox"/> <i>Letter-sound correspondences (phonics) and word recognition should extend from an emphasis on sounds</i><input type="checkbox"/> <i>Fluency: reading with appropriate accuracy, rate, and expression should extend from sounds and phonics components (K–2)</i> <p><i>Instruction should follow materials and ground daily instruction in sounds first.</i></p> <p><i>Instruction should connect past foundational skill components to current lessons; teacher and/or students should make connections between new and previously taught skills as well as begin with sounds connections and build into phonics and fluency skills.</i></p> <p><i>If lesson does not include consistent student practice with sounds before decoding, supplemental materials are used to ground the lesson in sounds work.</i></p>	Notes: Yes No	
Core Action 2: Using Effective Instructional Practices		
This section represents the teacher actions within the lesson, such as what the teacher says, models, and assigns to lead students intentionally through foundational skills in the lesson. The teacher actions respond to students’ needs and where they are in the learning process.		
<p>A. The teacher’s instruction uses modeling appropriately to support student learning. <i>Lesson objective is communicated clearly to students; pronunciation (articulation) of sounds (phonemes) is clear and correct (ex: clipping the schwa); precise modeling of blending, segmenting, and other content-specific tasks is used as appropriate.</i></p>	Yes Somewhat	Mostly Not Yet N/A

<p>B. Instruction utilizes routines and structures that encourage students to decode text systematically rather than to guess its meaning using cueing methods that divert attention from the words themselves.</p> <p><i>Teacher does not refer to pictures as a word solving strategy. Teacher focuses instruction on systematically determining sounds, decoding, and blending rather than using pictures as hints to determine words. Other cueing methods, such as context clues and MSV, are not used in place of sounds-first decoding.</i></p>	<div>Yes</div> <div>No</div> <div>Mostly</div> <div>Not Yet</div> <div>N/A</div>
<p>C. The teacher models and elicits student practice through a variety of classroom structures appropriately defined within materials and lesson.</p> <p><i>When a student is first learning a skill, heavy teacher modeling is needed. As the student becomes more proficient, there is less modeling and more student practice. There is a clear balance of teacher modeling and student practice based on students' skill level.</i></p>	<div>Yes</div> <div>Somewhat</div> <div>Mostly</div> <div>Not Yet</div> <div>N/A</div>
<p>D. During student practice, the teacher responds to student actions and adjusts feedback to help students practice with accuracy.</p> <p><i>On-the-spot corrections, confirmations, or other feedback; scaffolding based on observations of students and their work; practice opportunities present for those who need more or far more practice.</i></p>	<div>Yes</div> <div>Somewhat</div> <div>Mostly</div> <div>Not Yet</div> <div>N/A</div>
<p>E. The teacher executes a lesson that provides students with opportunities to connect foundational skills to making meaning from listening and/or reading and through speaking and/or writing.</p> <p><i>This section may occur in a blended knowledge-building lesson or through a direct lesson on foundational skills.</i></p> <p><i>Examples: Oral or written text-dependent questions used with decodable text; student-friendly definitions provided for unfamiliar words; newly decoded/blended words used in meaningful and accurate ways when answering text-dependent questions.</i></p>	<div>Yes</div> <div>Somewhat</div> <div>Mostly</div> <div>Not Yet</div> <div>N/A</div>
<p>Core Action 3: Using Student Engagement (Practice)</p> <p>This section represents what students say and do throughout the lesson. The formats in which students engage can be designed to include whole group, small group, independent, and teacher-supported tasks and practice; however, core action three focuses on the quality of student practice rather than the structure of the practice.</p>	
<p>A. All students participate actively in the lesson through listening, speaking, reading, and/or writing.</p> <p><i>All students engage with focus skills through oral and/or written language. One or more of the following should be present. Check any that are observed:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Listening <input type="checkbox"/> Speaking <input type="checkbox"/> Reading <input type="checkbox"/> Writing 	<div>Yes</div> <div>Somewhat</div> <div>Mostly</div> <div>Not Yet</div> <div>N/A</div>
<p>B. All students practice target foundational skills in decodable text. (K–2)</p> <p><i>Student reading includes some use of decodable text (sentences or text containing previously taught high-frequency words and sound/spelling patterns) read and/or reread for accuracy/automaticity. Note: This indicator is applicable once students have learned enough sound and spelling patterns and high-frequency words to read meaningful text.</i></p>	<div>Yes</div> <div>Somewhat</div> <div>Mostly</div> <div>Not Yet</div> <div>N/A</div>

C. All students persevere with productive struggle when practice calls for additional attempts, extended practice time, and/or trial and error of target foundational skills. <i>Students are responsible for most of the content-specific thinking and work in the lesson.</i>	<div>Yes</div> <div>Somewhat</div> <div>N/A</div> <div>Mostly</div> <div>Not Yet</div>
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Feedback/Next Step Guiding Questions	
Core Action 1: Systematic, Sounds- First Materials	<ul style="list-style-type: none"> • If the observed portion of the lesson did not start with sounds and sequence to phonics and fluency, how is this intentional sounds development being addressed? (Note that fluency is not applicable to Pre-K.) • How are activities sequenced to demonstrate the sequence of sounds to fluency? How does the lesson remind students which skills have already been learned, and which they will be learning next?
Core Action 2: Effective Instructional Practices	<ul style="list-style-type: none"> • If there were times when the teacher's modeling was inaccurate or unclear, what resources or opportunities could support improvement? • Did the teacher provide instruction that enabled ALL students to practice and most students to meet the objective? If yes, how? If no, what other practice strategies might assist in developing mastery? • What evidence can help us assess whether all students are moving toward proficiency with this lesson's target foundational skill(s)? (during student practice)
Core Action 3: Opportunities for Student Engagement (Practice)	<ul style="list-style-type: none"> • What types of practice opportunities do students frequently have other than those observed in this lesson? • What evidence can help us assess whether practice opportunities support all students in mastering the target skill(s)? • [K–2] How does the decodable text students are reading support the lesson's direct instruction and target skill(s)?

MATHEMATICS

Mathematical learning experiences in MNPS are designed using the Comprehensive Math Instruction (CMI) framework. CMI is built on the underlying belief that true understanding is not developed by telling students how to get answers, but instead by teaching them how to engage in sense-making and problem-solving (Hiebert et al. 1996). CMI acknowledges that students learn math by doing math and it recognizes that in order to support students to engage meaningfully with grade-level mathematics, teachers must utilize ambitious, equitable, and SEL-integrative teaching practices.

In order to realize this vision for instruction, the MNPS math classroom holds cognitively demanding tasks at the center of the student mathematical experience. The use of rich math tasks is how teachers design instructional experiences to support the development of deep conceptual understanding, procedural fluency, and the ability to apply mathematical ideas to real-world situations. Because a cognitively-demanding math task takes time to solve and lends itself to multiple perspectives or strategies, robust use of these tasks creates the context in which students develop and use the learning and innovation skills of collaboration, critical thinking, communication, and creativity.

A typical math lesson in MNPS begins with a number routine, which is designed to serve as an invitation to the mathematical learning of the day. The number routine, which can take a variety of different formats, acts as both a community-building activity and a way to activate prior knowledge and/or begin to surface key mathematical ideas. The number routine is followed by one (or more) cognitively demanding math task(s). It is during the math tasks that students engage in productive struggle and meaningful discourse as they co-construct knowledge with their peers. The math lesson concludes with an optimistic closure, which serves as an opportunity for students to reflect on and synthesize their learning for the day.

When implementing math tasks, instruction follows a predictable structure designed to provide equitable access to all students and maintain the cognitive demand (Kazemi, Franke, & Lampert, 2009). Task implementation consists of a launch, a period of independent think time followed by small-group student exploration, and a culminating whole-class discussion. This student-centered structure, commonly referred to as the teaching cycle, is specifically designed to teach math for understanding while also supporting development of the SEL core competencies. It stands in stark contrast to the more traditional teacher-centered “I do – We do – You do” methodology, which focuses primarily on memorization and rote practice and does not support students from a variety of backgrounds to develop into deep mathematical thinkers (Boaler and Staples, 2008). (See the tables below for more information about the intended purpose of the typical lesson

components, the teacher actions that support quality implementation, and the student indicators that they are fulfilling the intended purpose.

Number Routine (Warm-up)	
Intended Purpose: <ol style="list-style-type: none"> 1) Draw students into the learning community and focus their attention on mathematical ideas. 2) Show students they are capable, their ideas are important, and that they will be treated with kindness and respect by their teacher and peers. 	
Core Actions to support quality implementation of a Number Routine:	Student indicators that a number routine is fulfilling its intended purpose:
<ul style="list-style-type: none"> • The teacher establishes a classroom culture in which students feel safe sharing their ideas, even if it is “rough-draft thinking” or offers a different viewpoint. (3a) • The teacher provides a structure for students to share their developing thinking and/or solution strategies in small groups and with the whole class. Multiple solution paths are both encouraged and explored. (2a) • The teacher uses assessing questions to elicit evidence of student thinking; The teacher uses advancing questions to support students to consider different viewpoints, make connections, and/or consider the efficiency of a strategy. (2c) • Students are expected to explain their thinking and mathematically justify their answers. (2d) 	<ul style="list-style-type: none"> • Students actively think about the warm-up prompt and activate prior knowledge, if necessary. • Students demonstrate body language showing they are interested in the prompt and feel comfortable talking to their peers. • Students share their ideas and explain their choices, even if they are different than those of their peers. • Students accept whatever grouping they are placed in and engage in conversation with their partner/small group. • Interactions between students are positive and encourage participation.

Activity Launch	
Intended Purpose: <ol style="list-style-type: none"> 1) Remove language and contextual barriers, ensuring that all students can begin working the task during independent time. 2) Set expectations for work without giving away the mathematical thinking. 	
Core Actions to support quality implementation of an Activity Launch:	Student Indicators that the Activity Launch is fulfilling its purpose:

<ul style="list-style-type: none"> • Tasks are cognitively demanding, aligned to grade-level standards, and have an entry point for all students. (1a) • The task is launched in such a way that eliminates contextual or language barriers (e.g., using videos, pictures, or artifacts to provide context; utilizing multiple reading strategies to help students make sense of the task) and encourages sense-making, rather than replication of a demonstrated solution path. (1b) • The teacher gives clear expectations about the work students are to engage in (groupings, length of time, etc.), but does not give away the mathematical thinking necessary to work through the task. (1c) 	<ul style="list-style-type: none"> • Students make sense of the situation and are able to explain the situation in their own words or represent it visually, physically, or symbolically. • Students understand the language/vocabulary used in the task. • Students understand the expectations for their work (independent vs. partner, length of time, etc.). • Students understand what the task is asking them to find/answer. • All students can begin work independently. • Within the class, there is evidence of multiple solution paths/strategies/representations.
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Activity Launch	
Intended Purpose: <ul style="list-style-type: none"> 3) Remove language and contextual barriers, ensuring that all students can begin working the task during independent time. 4) Set expectations for work without giving away the mathematical thinking. 	
Core Actions to support quality implementation of an Activity Launch:	Student Indicators that the Activity Launch is fulfilling its purpose:
<ul style="list-style-type: none"> • Tasks are cognitively demanding, aligned to grade-level standards, and have an entry point for all students. (1a) • The task is launched in such a way that eliminates contextual or language barriers (e.g., using videos, pictures, or artifacts to provide context; utilizing multiple reading strategies to help students make sense of the task) and encourages sense-making, rather than replication of a demonstrated solution path. (1b) • The teacher gives clear expectations about the work students are to engage in (groupings, length of time, etc.), but does not give away the mathematical thinking necessary to work through the task. (1c) 	<ul style="list-style-type: none"> • Students make sense of the situation and are able to explain the situation in their own words or represent it visually, physically, or symbolically. • Students understand the language/vocabulary used in the task. • Students understand the expectations for their work (independent vs. partner, length of time, etc.). • Students understand what the task is asking them to find/answer. • All students can begin work independently. • Within the class, there is evidence of multiple solution paths/strategies/representations.

Independent Exploration (during lesson activities)	
Intended Purpose: <ol style="list-style-type: none"> 1) Provide time for students to access prior knowledge, process what is being asked of them, and capture their own thinking on paper so they have something to explore with a partner. 2) Build student agency, as they recognize their ideas are important to others. 	
Core Actions to support quality implementation of the independent exploration:	Student Indicators that the independent exploration is fulfilling its purpose:
<ul style="list-style-type: none"> Students are given the opportunity to determine what tools, models, or visual representations to use to make sense of the context. (3b) The teacher circulates and monitors students, using questions to support those who are unable to get started on their own. (Applicable only during longer periods of independent think time) (3c) Students are given adequate time to formulate ideas individually before working with a partner or small group to complete the assigned task or activity. (1d) 	<ul style="list-style-type: none"> All students begin working independently and capturing their thoughts on paper. Students select tools or representations to use to make sense of the situation. Students are able to determine what information is needed/not needed in order to solve the problem.

Small Group Exploration (during lesson activities)	
Intended Purpose: <ol style="list-style-type: none"> 1) Engage students in conversations and collaborative work that provides them with a safe space to grapple with ideas, the opportunity to make connections between their thinking and the thinking of their peers, practice articulating/ justifying their ideas, and differentiated support from the teacher that helps them deepen their understanding and progress toward the mathematical goal. 	
Core Actions to support quality implementation of the small group exploration:	Student Indicators that small group exploration is fulfilling its purpose:
<ul style="list-style-type: none"> The teacher establishes a classroom culture in which students feel safe sharing their ideas, even if it is “rough-draft thinking” or offers a different viewpoint. (3a) The teacher provides a structure for students to share their developing thinking and/or solution strategies in small groups and with the whole class. Multiple solution paths are both encouraged and explored. (2a) 	<ul style="list-style-type: none"> Students meaningfully discuss their ideas (not just an answer) in pairs/small groups to determine if they agree or disagree with one another. Students make comparisons and connections between two or more pieces of work.

<ul style="list-style-type: none"> • The teacher uses assessing questions to elicit evidence of student thinking; The teacher uses advancing questions to support students to consider different viewpoints, make connections, and/or consider the efficiency of a strategy. (2c) • After asking an advancing question, the teacher walks away to let students grapple with a related idea or mathematical connection and later returns to determine how their thinking has developed. (3d) • Students are expected to explain their thinking and mathematically justify their answers. (2d) 	<ul style="list-style-type: none"> • Students add to, rather than erase, their work. (NOTE: unproductive paths may be abandoned, but evidence of them should not be destroyed) • Students make progress toward a solution during the small group work. • Students continue working when the teacher is not with their group, even when faced with difficulty. • Students all have equal contribution to the group and value each other's contributions.
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Whole-class Discussion (Lesson/Activity Synthesis)	
Intended Purpose: <ol style="list-style-type: none"> 1) Use student-generated work as a basis for discussion that highlights key mathematical ideas, allows students to make connections to prior learning and the ideas of their peers, and leads the class from their current level of understanding toward the learning goal. 2) Explore different solution paths as a means of highlighting mathematical thinking processes and habits of mind; Introduce or reinforce math vocabulary, a new strategy, or mathematical representation. 	
Core Actions to support quality implementation of the lesson/activity synthesis:	Student Indicators that the lesson/activity synthesis is fulfilling its purpose:

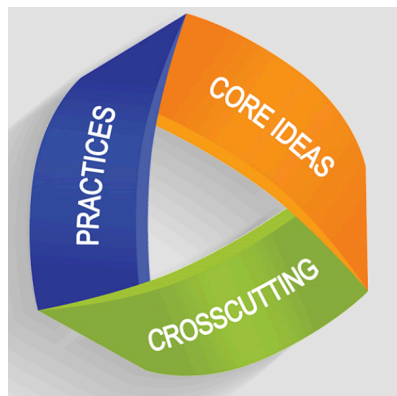
<ul style="list-style-type: none"> • The teacher establishes a classroom culture in which students feel safe sharing their ideas, even if it is “rough-draft thinking” or offers a different viewpoint. (3a) • The teacher provides a structure for students to share their developing thinking and/or solution strategies in small groups and with the whole class. Multiple solution paths are both encouraged and explored. (2a) • Discussion focuses on student-generated mathematical representations (e.g., tables, diagrams, equations, graphs, etc.) or ideas; The teacher facilitates the discussion using pre-selected student work and supports students to make connections between different representations and/or recognize how a representation connects to the quantities in a problem or the problem context. (2b) • The teacher uses assessing questions to elicit evidence of student thinking; The teacher uses advancing questions to support students to consider different viewpoints, make connections, and/or consider the efficiency of a strategy. (2c) • Students are expected to explain their thinking and mathematically justify their answers. (2d) • The teacher connects and develops students’ informal language to precise mathematical language appropriate to the grade-level standards. (2e) 	<ul style="list-style-type: none"> • Students can provide mathematical justifications for their work. • Students listen to and make sense of the ideas their peers share, asking clarifying questions when necessary. • Students articulate connections between their work and the work of their peers, using math language appropriate to their learning. • Students develop a deeper understanding of their thinking around the mathematics and make progress toward the learning goal. • Students can summarize what mathematical ideas/generalizations surfaced during the discussion and why they are important. • Students can reflect on their work and determine when/how to revise it.
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SCIENCE

The MNPS vision for science instruction stems from the Committee on a Conceptual Framework for New K-12 Science Education Standards.

The committee's vision takes into account two major goals for K-12 science education: (1) educating all students in science and engineering and (2) providing the foundational knowledge for those who will become the scientists, engineers, technologists, and technicians of the future...The framework and subsequent standards will not lead to improvements in K-12 science education unless the other components of the system—curriculum, instruction, professional development, and assessment—change so that they are aligned with the framework's vision.” (Report of the Committee on a Conceptual Framework for New K-12 Science Education Standards, 2012).

Given the subsequent Framework for K-12 Science Education, the Next Generation Science Standards were developed. Concurrently, the State of Tennessee pursued their own set of new science standards, which similarly evolved from the same framework. Similar to the NGSS, Tennessee's new science standards incorporate three dimensions of science learning: Disciplinary Core Ideas, Crosscutting Concepts, and Science and Engineering Practices.



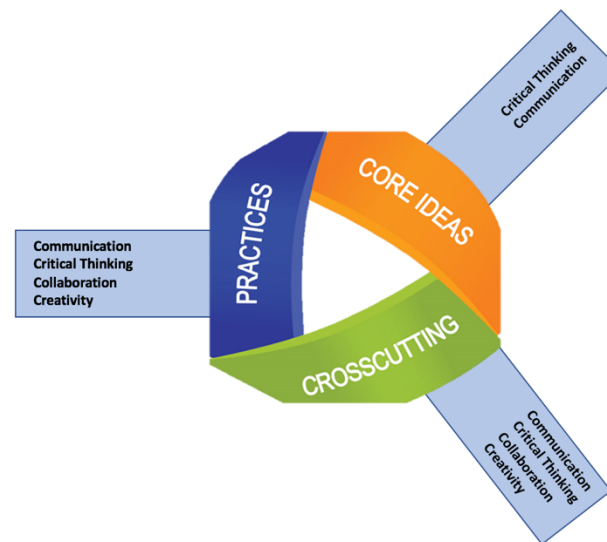
Disciplinary Core Ideas: the key ideas in science that have broad importance within or across multiple science or engineering disciplines. These core ideas build on each other as students progress through grade levels and are grouped into the following four domains: Physical Science, Life Science, Earth and Space Science, and Engineering.
Crosscutting Concepts: help students explore connections across the four domains of science, including Physical Science, Life Science, Earth and Space Science, and Engineering Design.

Science and Engineering Practices: describe what scientists do to investigate the natural world and what engineers do to design and build systems. The practices better explain and extend what is meant by “inquiry” in science and the range of cognitive, social, and physical practices that it requires. Students engage in practices to build, deepen, and apply their knowledge of core ideas and crosscutting concepts.

These foundational aspects of the new Tennessee Science Standards align with the 4Cs at the center of the MNPS Instructional Framework (United States-based Partnership for 21st Century Skills, 2017).

- **Critical Thinking**
- **Communication**
- **Collaboration**
- **Creativity**

As such, MNPS science educators will embed the 4Cs within the instruction, aligning them with the three dimensions of science learning.



From a pedagogical standpoint, the new standards will empower educators to design exceptional learning experiences that empower students' use all 4-C's to engage in Scientific and Engineering Practices. Critical thinking and creativity are essential to these practices and students must work collaboratively to problem solve and communicate their findings. The core ideas, which build upon each other as students progress through their K-12 learning experience, require students to think critically on building upon prior knowledge and scaffolding concepts as they master scientific content. Crosscutting concepts require students to be creative and think critically about how ideas permeate the silos of each core subject area and areas of science (physical science, chemistry, biology, earth and space science) in an interdisciplinary way. Additionally, students will work collaboratively with their peers to communicate the results of their investigations problems/projects (Project-Based Learning).

Indicator	Evidence Observed
<p>A. Exploring Phenomena or 3-Dimensional Tasks</p> <p>The teacher provides opportunities for all students to work through high-level phenomena and/or a series of 3-dimensional tasks aligned to grade-level standard(s).</p> <p>Students work individually and in collaborative groups of various sizes to explore grade-level phenomena.</p>	<p>Phenomena or Storyline:</p> <p>DCI:</p> <p>SEP:</p> <p>CCC:</p> <p>Other observations:</p>
<p>B. Productive Struggle</p> <p>The teacher cultivates reasoning and problem solving by allowing students to struggle productively and provides appropriate scaffolding and questioning techniques.</p> <p>Students work individually and in collaborative groups of various sizes to explore grade-level phenomena.</p>	
<p>C. Questioning</p> <p>The teacher prompts student thinking and questioning (by students).</p> <p>Students share their thinking and pose scientific questions.</p>	
<p>D. Facilitating Sense-Making (and Discourse)</p> <p>The teacher creates conditions (norms, time, phenomenon) and implements instructional strategies (Driving Question, routines) for students to talk frequently about scientific ideas.</p> <p>Students work independently and collaboratively to make sense of scientific ideas and construct explanations of scientific phenomena.</p>	
<p>E. Elicit Student Thinking</p> <p>The teacher strategically uses student work to reveal key scientific ideas.</p> <p>Students analyze student work and revisit ideas and misconceptions to strengthen their understanding.</p>	

Metro Nashville Public Schools Science Walkthrough Tool Explanation

A. Exploring Phenomena or 3-Dimensional Tasks

<p>The teacher provides opportunities for all students to work through high-level phenomena and/or a series of 3-dimensional tasks aligned to grade-level standard(s).</p> <p>Evidence</p> <ul style="list-style-type: none"> • Description of phenomenon <ul style="list-style-type: none"> ○ Explicit evidence of the 3-dimensions <ul style="list-style-type: none"> ▪ Science and Engineering Practices (SEPs) ▪ Disciplinary Core Ideas (DCIs) ▪ Crosscutting Concepts (CCCs) ○ Accessible by all students (e.g., beginning with observations) ○ Engaging and relevant - evidenced by student involvement ○ Allows for investigation and questioning • Storyline (or phenomenon) approach <ul style="list-style-type: none"> ○ <i>What are we trying to figure out today?</i> ○ Driving Question ○ Explicit instruction regarding expectations (e.g., What are students asked to <i>know</i> or <i>do</i> by the end of the lesson?) • Description of what students do during the task, including: <ul style="list-style-type: none"> ○ Questions students ask ○ Students are engaged as evidenced by participation in task at various stages (e.g., initial questions, initial models, revisiting ideas, discussion) • Student work samples • Teachers close lesson with instruction to revisit models and/or address Driving Question (coherence) 	<p>Students work individually and in collaborative groups of various sizes to explore grade-level phenomena.</p> <p>Questions</p> <ul style="list-style-type: none"> • Is the work focused on three-dimensional, grade-level standards? <i>(Use deconstructed standard document as guide)</i> <ul style="list-style-type: none"> ○ Which grade level standard(s) were the focus of the lesson? ○ Are any aspects of the work aligned to below-grade level? ○ If yes, is the work reasonably used to support gaps in knowledge necessary to master grade level standards? ○ What aspects of rigor were observed during the lesson? • How did students engage with the phenomenon (or 3D task) during the lesson? <ul style="list-style-type: none"> ○ Did students maintain the level of demand? ○ Was this true for <i>all</i> students? ○ Did the teacher's interactions with the students change the level of the task?
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B. Productive Struggle

<p>The teacher cultivates reasoning and problem solving by allowing students to struggle productively and provides appropriate scaffolding.</p> <p>Evidence</p> <ul style="list-style-type: none"> • Teacher response to student struggle: <ul style="list-style-type: none"> ○ Remove scaffolding (if necessary) from task and provide it when necessary ○ Encourages students to continue thinking • Student perseverance: <ul style="list-style-type: none"> ○ Students persist in the face of challenges (e.g., data analysis) ○ Students have the autonomy to seek hints and extensions from additional resources, including other groups 	<p>Students persevere in asking questions, revisiting initial ideas, and constructing explanations.</p> <p>Questions</p> <ul style="list-style-type: none"> • What was the teacher's response to students' struggle? <ul style="list-style-type: none"> ○ How did responses encourage student use of scientific practices and ideas? ○ How did responses recognize student effort and elicit scientific thinking? ○ How did responses vary by student or student group?
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Understanding Productive Struggle

Understanding Productive Struggle		
Productive Struggle	Unproductive Struggle	No Struggle
What Is It?		
Students engage with appropriately rigorous content, tasks, and expectations.	Students engage with unrealistically challenging content, tasks, and expectation.	Students engage with easy, familiar content and tasks, with low expectations.
Students must do the thinking, with appropriate support.	Students must do the thinking with no support.	Students must do little to no thinking.
Learning tasks align to clear, specific learning goals.	Learning tasks may not align to clear learning goals or the lesson's key learning.	Learning tasks align to easily achievable, low-level learning goals.
Productive Struggle	Unproductive Struggle	No Struggle
What Does It Look and Feel Like?		
Students work with challenging tasks and texts. Carefully sequenced lessons, supports such as evidence organizers, and scaffolds help readers succeed with these texts.	Students work with tasks and texts that are too challenging for them or for which they do not receive appropriate instruction, supports, or scaffolds.	Students practice with straightforward texts with familiar ideas, topics, and vocabulary. They do not need support because they do not face challenges.
Students can articulate the purpose for learning and the intended outcomes.	Students are unsure of the purpose for learning or the intended outcomes.	Students may be able to identify an immediate learning goal but not a larger context for their learning.
Students may intently work independently or share ideas or questions with peers/teacher.	Students may be visibly anxious, frustrated, or disengaged from the task.	Students may be bored, distracted, or talking out of turn.
Students feel safe—and clear that mistakes are a part of learning.	Students feel unsafe for fear of failure.	Students feel safe—but may not be engaged.
Productive Struggle	Unproductive Struggle	No Struggle
What Are Its Outcomes?		
Productive struggle leads to meaningful learning gains.	Unproductive struggle does not lead to learning gains or successful learning outcomes.	No struggle may lead to small successes, but typically not meaningful learning gains.

C. Questioning

<p>The teacher prompts student thinking and questioning (by students).</p> <p>Evidence</p> <ul style="list-style-type: none"> Questions teacher asks: <ul style="list-style-type: none"> Assessing questions that help students clarify their thinking and understanding Advancing questions that keep students thinking Teacher facilitation moves: <ul style="list-style-type: none"> Doesn't answer "stop-thinking" questions Sometimes responds with a smile or wink instead of an answer Sometimes responds to question with a question 	<p>Students share their thinking and pose scientific questions.</p> <p>Questions</p> <ul style="list-style-type: none"> Was student thinking visible through student-generated questions? Did student questions lead to coherence with future lessons (e.g., after making sense of/answering previous questions, new scientific questions lead to next lesson focus)?
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D. Facilitating Sense-Making (and Discourse)

<p>The teacher creates conditions (norms, time, phenomenon) and implements instructional strategies (DQB, routines) for students to talk frequently about scientific ideas.</p> <p>Evidence</p> <ul style="list-style-type: none"> Frequency of student-to-student discussion Number of students participating in discussion(s) at various scales Content of student discussion <ul style="list-style-type: none"> Student references previous knowledge or misconceptions Student references new ideas and evidence Teacher/student established norms (or routines) for discussions: <ul style="list-style-type: none"> Students understand expectations within group (and class) There is individual accountability within the group Classroom conditions (visible): <ul style="list-style-type: none"> Driving Question Board Evidence of student models and thinking Evidence of investigation(s) or inquiry-driven experimentation 	<p>Students work independently and collaboratively to make sense of scientific ideas and construct explanations of scientific phenomena.</p> <p>Questions</p> <ul style="list-style-type: none"> What opportunities did students have to engage in meaningful sense-making and/or discourse during the lesson? <ul style="list-style-type: none"> How did students show their thinking? How did students build on previous ideas? How did students build on others' thinking? How did students question or challenge one another's thinking? How did students revise and reflect on their thinking over the course of the lesson?
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E. Elicit Student Thinking

<p>The teacher strategically uses student work to reveal key scientific ideas.</p> <p>Evidence</p> <ul style="list-style-type: none">• Teacher facilitation moves during discussion of representations (e.g., models):<ul style="list-style-type: none">○ Multiple representations used during lesson○ Teacher does not say anything that could be correctly said by a student and/or group○ Values multiple abilities○ Uses student work to help students formalize the scientific content to make sense of phenomenon (or lesson-level task)• Driving Questions Board	<p>Students analyze student work and revisit ideas and misconceptions.</p> <p>Questions</p> <ul style="list-style-type: none">• What representations were shared by the teacher and students?<ul style="list-style-type: none">○ How do these representations help students develop a deeper understanding of scientific ideas?• What connections were made between current understandings and previous lesson(s)?<ul style="list-style-type: none">○ How did the connections help students make sense of scientific ideas?
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Phenomenon: Naturally occurring event that is both observable and explainable. Students should strive to make sense of these phenomenon by engaging in the Science and Engineering Practice sand by using the Crosscutting Concepts.

Three-Dimensional: The three dimensions include: Disciplinary Core Ideas (DCIs) –What students should know/content; Science and Engineering Practices (SEPs) –What students should do; and Crosscutting Concepts (CCCs) –What students should understand or how they should think. All should be used together to allow students to make sense of phenomena.

Storyline: Coherent sequence of lessons, in which each step is driven by students' questions that arise from their interactions with phenomena. IE: *What question are you trying to answer or what problem are you trying to solve?*

Social Studies Instruction

Students in the social studies classroom learn content by regularly applying the six social studies practices. As students apply the social studies practices to create and address questions, they progress through the inquiry cycle by analyzing primary and secondary sources, and synthesizing the information to construct and communicate their conceptual understanding of the content standards. They continuously increase their historical and geographic awareness while improving their ability to articulate their thinking both audibly and visibly.

Practice 1: Collect data and information from a variety of primary and secondary sources

Students **collaborate** with experts and others to gather information from a variety of primary sources (first-hand accounts or artifacts) and secondary sources (second-hand accounts). Sources include literary texts, newspapers, autobiographies, speeches, letters, personal journals, media sources, maps, timelines, charts, political cartoons, photographs, and artwork. These sources may be gathered from museums, presidential libraries, local and state archives, and other historical sites.

Practice 2: Critically examine a primary or secondary source

Students engage in **critical thinking** by examining each source to discern differences between evidence and assertion, recognize the author's purpose and point of view, recognize potential bias, and assess the strengths and limitations of arguments. Students think **creatively** to draw inferences and conclusions from the source(s).

Practice 3: Synthesize data from a variety of sources

Students **think critically** by comparing sources to synthesize the information and establish accuracy and validity. They recognize disparities among multiple accounts. They frame and **communicate** appropriate questions for further investigation.

Practice 4: Construct and communicate arguments

Students **think critically and collaborate** to construct and **communicate** arguments, citing supporting evidence to demonstrate and defend their understanding of ideas. Students **create** and **communicate** arguments to compare viewpoints, illustrate cause and effect, predict likely outcomes and devise new outcomes or solutions.

Practice 5: Develop historical awareness

Students **think critically** to recognize how and why historical accounts change over time. They perceive and **communicate** past events and issues as they might have been experienced by the people of the time - with historical empathy rather than present-mindedness. They evaluate how unique circumstances of time and place create context and contribute to action and reaction.

Practice 6: Develop geographic awareness

Students use geography to **think critically** about relationships, patterns, and diffusion across space at multiple scales (e.g., local, national, global). They analyze locations, conditions, and connections of places and events. Students consider how perceptions of regions are fluid across time and space and analyze interactions between humans and the physical environment

Only One or two of these may be present on a given day as students work through the inquiry cycle.

SSP 1 Data Collection can include Collaboration with Experts or Peers

Students are gathering information from a variety of printed materials (speeches, letters, personal accounts), graphic representations (maps, timelines, charts, political cartoons, photographs).

Yes

Not Observed

SSP 2 Analyzing Sources includes Critical Thinking and can include Collaboration

Students are critically examining primary and secondary sources to discern differences between evidence and assertion while drawing inferences and conclusions.

Yes

Not Observed

SSP 3 Synthesizing Data includes Critical Thinking & Communication

Students are comparing sources to recognize disparities among multiple accounts, establish accuracy and validity, and frame appropriate questions for further investigation.

Yes

Not Observed

SSP 4 Constructing Arguments includes Critical Thinking, Creativity, & Communication

Students are creating arguments and citing evidence to support ideas, illustrate cause and effect, predict likely outcomes, and/or propose new solutions.

Yes

Not Observed

SSP 5 Historical Awareness includes Critical Thinking & Communication	
Students are identifying patterns of continuity and change over time and presenting past events as they might have been experienced with historical empathy rather than present-mindedness.	Yes
	Not Observed

SSP 6 Geographical Awareness includes Critical Thinking	
Students are analyzing relationships, patterns, diffusion, and interactions between humans and the physical environment, across local, national, and global scales.	Yes
	Not Observed

Physical Education Instruction

Students in physical education learn content by regularly applying five overarching standards. As students develop, appreciate and apply the knowledge and skills contained in these standards, they improve their ability to articulate their conceptual understanding and demonstrate the application of them. They improve their lives physically, mentally, and emotionally, while becoming more personally and socially responsible.

Motor Skills

Students use **critical thinking and creativity** to develop and design a variety of strategies as they analyze and apply concepts of throwing, catching, striking, jumping, landing, balance, weight transfer, kicking, dribbling with hands and feet, rhythms, and dance. **Critical thinking, creativity, communication and collaboration** are employed as these motor skills are combined and applied strategically in performances, striking games, net/wall games, and invasion games.

Movement/Cognitive Concepts

Students use **critical thinking and creativity** to develop and design a variety of strategies as they analyze and apply concepts of spatial awareness, speeds, forces, relationships with objects or people, movement, and performance.

Fitness & Physical Activity

Students use **critical thinking** to develop competence in both health-related and skill-related fitness and an understanding of the physiological changes the body makes during physical activity. As students recognize the benefits of and seek opportunities for physical activity outside of school, they **think critically, and creatively** to develop a personal physical fitness plan. They **communicate** the plan that includes the use of academic vocabulary and **think critically** to adjust the plan based on fitness data.

Personal & Social Responsibility

Students **think critically, collaborate and communicate** to follow and apply rules and procedures, willingly and safely participate and use equipment, and apply sports etiquette. They **think creatively** to include and encourage others, recognize and resolve conflict, accept and provide feedback, and achieve group goals.

Values Physical Activity

Students **think critically and communicate** as they acknowledge that some physical activities are more challenging than others and willingly try new experiences for enjoyment, stress management, self-expression and/or social interaction. They reflect on and **communicate** the positive feelings and the physical and emotional benefits that come from participation in physical activities. They **collaborate and communicate** to develop positive personal coping strategies and support for teammates in challenging situations.

Up to three or four of these may be present on a given day.

Motor Skills		
Students are developing strategies and applying concepts of throwing, catching, striking, jumping, landing, balance, weight transfer, kicking, dribbling, with hands and feet, or rhythms and dance. They combine and apply these motor skills strategically in performances, striking games, net/wall games, or invasions games.	Yes	No
	Not Observed	
Movement/Cognitive Concepts		
Students are developing and designing a variety of strategies as they analyze and apply concepts of spatial awareness, speeds, forces, relationships with objects or people, movement, and performance. The students are able to demonstrate the mental ability to transfer the strategies and concepts in to actions.	Yes	No
	Not Observed	
Fitness & Physical Activity		
Students are developing competence in both health-related and skill-related fitness. They demonstrate an understanding of the physiological changes the body makes during physical activity. They are using academic vocabulary to articulate their personal physical fitness plan.	Yes	No
	Not Observed	

Personal & Social Responsibility

Students are following and applying rules and procedures, while willingly and safely participating, using equipment, and applying sports etiquette. They are intentionally including and encouraging others, recognizing and resolving conflict, accepting and providing feedback, and achieving group goals.

Yes No

Not Observed

Values Physical Activity

Students are participating in experiences of varied difficulty for enjoyment, stress management, self-expression and/or social interaction. They are reflecting on the positive feelings and the physical and emotional benefits that come from participation in physical activities. They are developing positive personal coping strategies and support for teammates in challenging situations.

Yes No

Not Observed

ENGLISH LEARNERS

Metro Nashville’s English Learners (ELs) are ultimately held accountable to the same goals and objectives as their native English-speaking peers. With this in mind, high-quality instruction for ELs must be accelerated and strategically scaffolded, rather than slowed-down or watered-down. Grade-level content must be made more accessible, not “easier”, in order to ensure that ELs acquire the grade-level competencies they require to achieve academic success.

All teachers of ELs – whether in the context of ELD service time with an EL-certified teacher, i.e., ELA/ELD sheltered block, ELD Focus block, ELD 1, ELD 2, or Co-Teaching – are expected to implement the following high-leverage practices.

EL Practice 1: Grade-Level Work
English Learners across all proficiency levels are engaged in grade-level work , reflecting the <i>WIDA Can-Do Philosophy</i> .
EL Practice 2: Contextualized/Integrated Language Development
Language objectives are clearly identified; language development is consistently contextualized & integrated , attending to content-specific registers (vocabulary & structures) as appropriate.
EL Practice 3: Academic Conversations
English Learners are given regular opportunities to engage in academic conversations that are directly tied to the instructional focus/objectives.
EL Practice 4: Complex & Compelling Text
English Learners are working within complex & compelling text , and given regular opportunities to deconstruct particularly “juicy” sentences, attending to register, genre, and author’s craft.
EL Practice 5: Assets-Oriented
Instruction for English Learners is assets-oriented , with an emphasis on uncovering & activating prior knowledge, connecting new language & concepts to existing schema.
EL Practice 6: Balanced Approach
ELs are regularly engaged in instruction & tasks that develop a balance of both receptive & productive language .
EL Practice 7: Strategic Assessments
Formative and summative assessments are strategically calibrated to allow English Learners to demonstrate progress/mastery according to their level of language proficiency.
EL Practice 8: Culturally Responsive Practices
Instruction for English Learners is culturally relevant and responsive , and free of negative misconceptions, low expectations, or stereotypes.

EL Practice 1: Grade-Level Work	
<input type="checkbox"/> Yes – there is evidence that ELs are given opportunities to master the same grade-level standards as Non-EL peers, with strategic/differentiated scaffolding to support students at varying levels of language proficiency.	<input type="checkbox"/> No – ELs are given overly-simplified or watered-down texts and tasks. <input type="checkbox"/> Not Observed
EL Practice 2: Contextualized/Integrated Language Development	
<input type="checkbox"/> Yes – new language is consistently developed in the context of content, within phrases and/or sentences that are situated within grade-level readings.	<input type="checkbox"/> No – language objectives are not clear; new vocabulary & skills are often taught in isolation, word-by-word, or disconnected from grade-level content. <input type="checkbox"/> Not Observed
EL Practice 3: Academic Conversations	
<input type="checkbox"/> Yes – there is evidence that ELs are provided with opportunities and models/sentence frames to elaborate/clarify, build on ideas, support ideas with examples, paraphrase, and synthesize – all related to grade level standards and content.	<input type="checkbox"/> No – ELs are often silent, or disengaged from classroom conversations. <input type="checkbox"/> Not Observed
EL Practice 4: Complex & Compelling Text	
<input type="checkbox"/> Yes – there is evidence that ELs are highly engaged with interesting texts that are well worth reading and discussing, and are allowed safe space to engage in <i>productive struggle</i> with particularly complex passages.	<input type="checkbox"/> No – ELs are mostly given simplified texts that are neither grade-level nor age-appropriate. <input type="checkbox"/> Not Observed
EL Practice 5: Assets-Oriented Instruction	
<input type="checkbox"/> Yes – the teacher consistently employs strategies to activate prior knowledge and build on assets (language, culture, experiences), unleashing the rich potential that ELs bring to the classroom.	<input type="checkbox"/> No – there appears to be little/no attempt to uncover or connect to ELs' prior knowledge and/or experiences. <input type="checkbox"/> Not Observed
EL Practice 6: Balanced of Language Modalities	
<input type="checkbox"/> Yes – ELs are actively engaged in authentic/real world tasks that balance regular opportunities to listen, read, speak, and write.	<input type="checkbox"/> No – there appears to be a clear imbalance, favoring one or more modes. <input type="checkbox"/> Not Observed
EL Practice 7: Strategic Assessments	
<input type="checkbox"/> Yes – there is evidence that assessment accommodations are made (without sacrificing or compromising grade-level rigor) so that all ELs may demonstrate grade-level standards/content mastery.	<input type="checkbox"/> No – ELs are provided with no accommodations (in process or product) to allow for demonstration of progress/mastery. <input type="checkbox"/> Not Observed
EL Practice 8: Culturally Responsive Practices	
<input type="checkbox"/> Yes – there is evidence that ELs' cultures & languages are valued and respected; texts are deliberately chosen to reflect the diversity of the student population.	<input type="checkbox"/> No – There is little/no evidence that the cultures and language backgrounds of ELs are acknowledged or taken into account. <input type="checkbox"/> Not Observed

Adapted from *Re-envisioning English Language Arts and English Language Development for English Language Learners*, Council of the Great City Schools [Second Edition, May 2017]

VISUAL AND PERFORMING ARTS

Tennessee Fine Arts academic standards include separate sets of standards for each of the four arts disciplines: music, visual art, dance, and theater. Each set of standards is based on the national standards for that content area. Standards are taught through four artistic processes:

CREATE · PERFORM · RESPOND · CONNECT

Create	Perform/Present/Produce	Respond	Connect
Conceive and develop new artistic ideas and work	<u>Perform</u> : Realize artistic ideas and work through interpretation and presentation. <u>Present</u> : Interpret and share artistic work. <u>Produce</u> : Realize and present artistic ideas and work.	Understand and evaluate how the arts convey meaning	Relate artistic ideas and work with personal meaning and external context.
Students will: <ul style="list-style-type: none"> • Generate and conceptualize artistic ideas and work. • Organize and develop artistic ideas and work. • Refine and complete artistic work. 	Students will: <ul style="list-style-type: none"> • Select, analyze, and interpret artistic work for presentation. • Develop and refine artistic techniques and work for presentation. • Convey meaning through the presentation of artistic work. 	Students will: <ul style="list-style-type: none"> • Perceive and analyze artistic work. • Interpret intent and meaning in artistic work. • Apply criteria to evaluate artistic work. 	Students will: <ul style="list-style-type: none"> • Synthesize and relate knowledge and personal experiences to make art. • Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

Each has grade level standards for elementary, subject area course standards for grades middle school, and course-level standards for grades 9-12.

These standards provide a common point of reference for district and local educators and provide direction in meeting the challenge of ensuring that all students attain the appropriate knowledge and skills as set forth in the standards.

Artistic literacy is the knowledge and understanding required to participate authentically in the arts. Fluency in the language(s) of the arts is the ability to create, perform/produce/present, respond, and connect through symbolic and metaphoric forms that are unique to the arts. It is embodied in specific philosophical foundations and lifelong goals that enable an artistically literate person to transfer arts knowledge, skills, and capacities to other subjects, settings, and contexts.

MUSIC	ELEMENTARY MUSIC (K – 4)	SECONDARY MUSIC (5 – 12)	
CREATE (Creativity and Innovation)	Students will compose, read/notate, and improvise sounds and movement, creating and demonstrating composition using songs, rhythms, poems, stories.	Students will notate rhythmic and melodic use by applying symbols of musical expression and using standard notation. Students will compose original compositions and arrangements.	YES NO NOT OBSERVED
PERFORM (Collaborate)	Students will sing melodies using accurate pitch, rhythm and dynamics in a variety of musical forms.	Students will sing or play an instrument alone or in an ensemble using correct technique, rhythm and pitch and dynamics in a variety of musical forms.	YES NO NOT OBSERVED
RESPOND (Think Critically)	Students will recognize/identify/describe “same and different” in music, including tempo, dynamics, voices, musical forms, instruments.	Students will develop and use criteria for evaluating the quality and effectiveness of music performances. Students will analyze and compare music using musical vocabulary.	YES NO NOT OBSERVED
CONNECT (Communicate)	Students will connect musical learning to math, English language arts, visual art, dance and theatre. Students will identify and describe musical genres and cultures from around the world.	Students will describe the correlation between music and other academic disciplines. Students will compare characteristics of art disciplines within world cultures, historical periods or styles.	YES NO NOT OBSERVED

VISUAL ART	ELEMENTARY VISUAL ART (K – 4)	SECONDARY VISUAL ART (5 – 12)	
CREATE (Creativity and Innovation)	Students will create art using a variety of techniques, including cutting, pasting, assemblage, mixing color, painting, contouring, printmaking.	Students will understand and apply the elements of art and principles of design in solving a visual art problem using a variety of techniques, including assemblage, painting, sculpting, and printmaking.	YES NO NOT OBSERVED
PERFORM (Collaborate)	Students will understand and apply media, techniques and processes through drawing, painting, printmaking, sculpting.	Students apply problem-solving skills to create solutions to a specific visual art task. Students present works with intentional organizational structures and expressive qualities.	YES NO NOT OBSERVED
RESPOND (Think Critically)	Students will learn the elements of art, principals of design, understand purpose and context of art and apply those elements to critically evaluate craftsmanship of their own work and others. Students will compare artworks’ subject matter, symbols, and ideas.	Students describe and reflect on the merits in a work of art and compare artworks and their meaning using a variety of criteria and techniques.	YES NO NOT OBSERVED
CONNECT (Communicate)	Students will demonstrate how culture, history and art influence the world we live in.	Students will understand how historical and contemporary works of art reflect and influence societies and cultures.	YES NO NOT OBSERVED

DANCE	SECONDARY DANCE (5 – 12)	
CREATE (Creativity and Innovation)	Students will generate and analyze original movement phrases through improvisation, with a clear intent, purpose and structure. Students will recognize and utilize principles and structures of choreography.	YES NO NOT OBSERVED
PERFORM (Collaborate)	Students will use dance as a medium to develop self-awareness and self-confidence. Students will demonstrate technique and skill through locomotor and non-locomotor movements. Students will learn and demonstrate the basic elements of dance—space, shape, time, energy.	YES NO NOT OBSERVED
RESPOND (Think Critically)	Students will apply critical thinking in analyzing student and professional performances. Students will analyze choreographic intent in performances.	YES NO NOT OBSERVED
CONNECT (Communicate)	Students will use movement to communicate meaning and create awareness of social issues. Students will recognize the historical roots and diversity of expression in dance genres throughout the world and how it connects to other academic areas.	YES NO NOT OBSERVED

THEATRE	SECONDARY THEATRE (5 – 12)	
CREATE (Creativity and Innovation)	Students will demonstrate the elements of drama through improvisation and character development.	YES NO NOT OBSERVED
PERFORM (Collaborate)	Students will learn elements of performance, including character development, monologues, scenes, voice diction, auditioning. Students will learn the roles of theatrical production, including acting, stage management, production, theatrical design (scenic, lighting, costume, makeup)	YES NO NOT OBSERVED
RESPOND (Think Critically)	Students will understand and compare genres and a variety of dramatic literature, dramatic structure, and history of drama and examine theme and motifs.	YES NO NOT OBSERVED
CONNECT (Communicate)	Students will understand the contributions of various cultures in the development of theatre and the global significance of live performance, past and present.	YES NO NOT OBSERVED



WORLD LANGUAGE

The MNPS Vision for World Languages is to strengthen communities and student marketability through cultural connectivity and second language acquisition. Our mission is to provide instructional support to all World Language teachers through coaching, professional development, and the design of curriculum and assessment.

* the new Tennessee World Language Standards provide measurable skills that students should acquire as they move along the path to proficiency. **Language proficiency is defined as the ability of an individual to use culturally appropriate language to communicate spontaneously in non-rehearsed contexts.** Proficiency also refers to the degree of skill with which a person can use a language to understand, speak, read, and write in real-life situations. The vision is for students to show what they can do with language, rather than just what they know about language. The standards lay out a vision based on performance level and describe what all students should know and be able to do at the end of each level.

The *Common Core State Standards for English Language Arts (ELA) and Literacy in History/Social Studies, Science, and Technical Subjects* contains four strands: Reading, Writing, Speaking and Listening, and Language. These four strands are represented in the World-Readiness Standards for Learning Languages by the **Communication** standards (**interpersonal, interpretive, and presentational**) and the level of proficiency demonstrated. In addition, the standards of the other four goals areas for learning languages – **Cultures, Connections, Comparisons, and Communities** – also support and are aligned with the Common Core. These standards describe the expectations to ensure all students are college-, career-, and world-ready.

Reading, Writing, Speaking and Listening are captured in the standards for learning languages' goal area of **Communication**, by emphasizing the purpose behind the communication:

- Interpersonal (speaking-listening or writing-reading)
- Interpretive (reading, listening, viewing)
- Presentational (writing, speaking, visually representing)

Language is described in **proficiency levels** that outline three key benchmarks achieved in world language programs given sufficient instruction over time:

- Novice (the beginning level, regardless of age or grade)
- Intermediate
- Advanced

Teachers are striving towards 90% of instruction time in the target language.

The Tennessee World Language Standards:

- Are clear and appropriate with user-friendly examples.
- Keep both teachers and students in mind.
- Are outcome-based.
- Set performance targets by level.
- Are sequenced according to the ACTFL Proficiency Guidelines.
- Allow for multiple entry points.
- Include clear coding.
- Are designed to meet the unique needs of Tennessee's students.

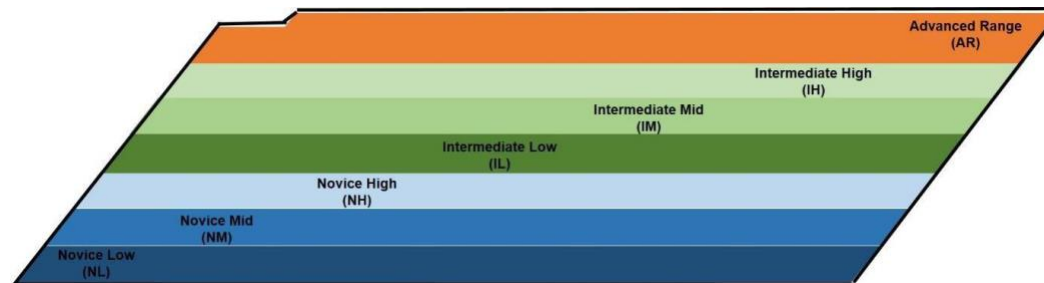
There are two types of world languages, modern and classical. Modern languages are currently spoken, and classical are the ancient languages such as Latin.

The focus of the Standards is organized with the following traits:

Cornerstone: Also known as the “5 Cs,” these are the five goal areas of the standards that establish a link between communication and culture, which is applied in making connections and comparisons and in using this competence to be part of local and global communities.

- *Communication:* effectively communicate in more than one language to function in a variety of situations and for multiple purposes. This is done through 3 modes of communication: interpersonal, interpretive, and presentational.
- *Culture:* interact with cultural competence and understanding through relating cultural products and practices to perspectives.
- *Connections:* using other disciplines to acquire information and diverse perspectives to use the language to function in academic and career-related situations.
- *Comparisons:* develop insight into the nature of language and culture to interact with cultural competence.
- *Communities:* communicate and interact with cultural competence to participate in multilingual communities at home and around the world to promote lifelong learning.

Performance Level: The level at which students can use language that has been learned and practiced in an instructional setting. Range is from [Novice Low \(NL\)](#) to [Advanced Range \(AR\)](#). See chart below



The proficiency goal for different levels of a language depends on whether the language is modern or classical, and the age level being taught.

Program	Performance Target
FLEX	Novice Range (NR)
FLES	Novice High (NH)

Elementary Performance Targets for Modern Languages (Alphabetic, Logographic, and Visual):

Elementary grades K-5 can offer a variety of programs, this may include FLES (Foreign Language in the Elementary School) or FLEX (Foreign Language Exploratory) programs:

- FLES programs are designed to build proficiency. Research shows that, at a minimum, FLES students need to be learning a language for 90 minutes per week or having class

sessions approximately 30 minutes long 3-5 times per week. Scheduling variations that do not meet the 90 minutes per week minimum are foreign language exploratory or FLEX programs, which are not designed to build proficiency.

- FLEX programs, which are less than 90 minutes a week or world language exposure courses, can potentially lay the foundation for future interest in proficiency-based language study. FLEX programs are focused on goals such as introducing basic communication skills for one or more languages and teaching students about different cultures.

Level	Performance Target
Level 1	Novice High (NH)
Level 2	Intermediate Low (IL)
Level 3	Intermediate Mid (IM)
Level 4	Intermediate Mid (IM)
Level 5	Intermediate High (IH)

Middle and High School Performance Targets for Alphabetic Modern

Languages: Alphabetic Languages are written human languages in which symbols reflect the pronunciation of the words. Examples are English, the Romance languages, Modern Greek, Russian, Arabic, and Hebrew. The chart below pairs course levels with general performance targets; please note that level 1 is the same as “Spanish I” or “French I,” level 2 is “Spanish II” or “French II,” and so on.

Level	Performance Target
Level 1	Novice Mid (NM)
Level 2	Novice High (NH)
Level 3	Intermediate Low (IL)
Level 4	Intermediate Mid (IM)
Level 5	Intermediate Mid (IM)

Middle and High School Performance Targets for Logographic Modern

Languages: In written language, a logogram or logograph is a written character that represents a word or phrase, unlike in the romanticized alphabet. Logographic languages include Chinese and Japanese. The chart below pair’s course levels with general performance targets; please note that level 1 is the same as “Chinese I” or “Japanese I,” level 2 is “Chinese II” or “Japanese II,” and so on.

Performance Target						
Level	Communication (see modes below)					Culture, Connections, Comparisons, Communities
	<i>Interpersonal (Interactive)</i>	<i>Interpretive: Listening (Receptive)</i>	<i>Interpretive: Reading (Fingerspelling)</i>	<i>Presentational: Speaking (Expressive)</i>	<i>Presentational: Writing (Glossing)</i>	
Level 1	Novice Mid (NM)	Novice High (NH)	Novice Mid (NM)	Novice Mid (NM)	Novice Low (NL)	Novice Range (NR)
Level 2	Novice High (NH)	Intermediate Low (IL)	Novice High (NH)	Novice High (NH)	Novice Mid (NM)	Intermediate Range (IR)
Level 3	Intermediate Low (IL)	Intermediate Mid (IM)	Intermediate Low (IL)	Intermediate Low (IL)	Novice High (NH)	Intermediate Range (IR)
Level 4	Intermediate Low (IL)	Intermediate Mid (IM)	Intermediate Low (IL)	Intermediate Low (IL)	Intermediate Low (IL)	Advanced Range (AR)

Table 6

Performance Target					
Level	Communication (see modes below)				Culture, Connections, Comparisons, Communities
	<i>Interpretive: Listening</i>	<i>Interpretive: Reading</i>	<i>Presentational: Speaking</i>	<i>Presentational: Writing</i>	
Level 1	Novice Mid (NM)	Novice High (NH)	Novice Low (NL)	Novice Mid (NM)	Novice Range (NR)
Level 2	Novice High (NH)	Intermediate Low (IL)	Novice Low (NL)	Intermediate Low (IL)	Intermediate Range (IR)
Level 3	Intermediate Low (IL)	Intermediate Mid (IM)	Novice Mid (NM)	Intermediate Mid (IM)	Advanced Range (AR)
Level 4	Intermediate High (IH)	Intermediate High (IH)	Novice Mid (NM)	Intermediate High (IH)	Advanced Range (AR)

Middle and High School Performance Targets for Visual Modern Languages:

In visual language, thoughts and ideas are expressed through three-dimensional visual communication by using combinations of handshapes, palm orientations, and movements of the hands, arms, and body. Visual languages include American Sign Language (ASL).

High School Performance Targets for Classical Languages:

These include languages (i.e., Latin and Ancient Greek) which are taught with a focus on the written and not on the spoken word. The chart below pairs course levels with general performance targets; please note that level 1 is the same as “Latin 1” or “Greek I,” level 2 is “Latin II” or “Greek II,” and so on.



WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

ACTFL WORLD-READINESS STANDARDS FOR LEARNING

See the chart for more information about the ACTFL Goal areas and Standards.

GOAL AREAS	STANDARDS		
COMMUNICATION Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	Interpersonal Communication: Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	Interpretive Communication: Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	Presentational Communication: Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
CULTURES Interact with cultural competence and understanding	Relating Cultural Practices to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	
CONNECTIONS Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	Making Connections: Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	Acquiring Information and Diverse Perspectives: Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.	
COMPARISONS Develop insight into the nature of language and culture in order to interact with cultural competence	Language Comparisons: Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	Cultural Comparisons: Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.	
COMMUNITIES Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	School and Global Communities: Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	Lifelong Learning: Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	

CoreAction1: Classroom Communication

Indicators/Evidence

Rating:

1. Teachers are striving towards 90% of instruction time in the target Language. Communication is effective to function in a variety of situations and for multiple purposes.

Yes _____
No _____
Not Observed _____

2. The standards, essential questions, and or learning target(s) are clearly posted, are rigorous, and intentionally referred to throughout the lesson.

Yes _____
No _____
Not Observed _____

3. Teacher uses engaging presentational materials, methods, and procedures to engage and sustain cognitive student attention.

Yes _____
No _____
Not Observed _____

4. Teacher is checking for understanding and using corrective feedback.

Language is comprehensible.

Yes _____
No _____
Not Observed _____

5. Students use language for meaningful communication that goes beyond memorization, drills, repetition, and restating of information. CORE PERFORMANCE SKILL OBSERVED (circle)

Interpretive Listening Interpretation of oral communication	Interpretive Reading Interpretation of written text	Interpersonal Communication Spoken or written conversations	Presentational Writing Written message for an audience	Presentational Speaking Spoken message for an audience
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Yes _____
No _____
Not Observed _____

6. Students are aware of behavioral and procedural expectations. Rules and procedures are clearly posted and adhered to.

Yes _____
No _____
Not Observed _____

Core Action 2: Learning Activities	
Indicators/Evidence	Rating:
1. New and previously learned vocabulary and grammar are practiced in context. Not explicitly taught separately. Communication is the focus.	Yes ____ No ____ Not Observed ____
2. Connections, Comparison, and/or Communities are covered over time and with intention.	Yes ____ No ____ Not Observed ____
3. Culture and literacy is embedded in activities and instructional materials. Culture instruction incorporates products, practices, and perspectives.	Yes ____ No ____ Not Observed ____
4. Students are engaged in activities designed to meet daily performance objectives. Appropriate levels of rigor are evident.	Yes ____ No ____ Not Observed ____

Resources	
Indicators/Evidence	Rating: Fully Observed (FO) Partially Observed (PO) Not Observed (NO)
1. All assignments, visuals, authentic realia, props, and manipulatives are easily seen by all.	Yes ____ No ____ Not Observed ____
2. Materials integrated into the lesson are authentic and culture specific.	Yes ____ No ____ Not Observed ____
3. Textbooks and workbooks are available.	Yes ____ No ____ Not Observed ____
4. Technology is used by students and teachers.	Yes ____ No ____ Not Observed ____