



# Mashpee Public Schools

## Instructional Framework (Academic)—TIER 1

***EVERY STUDENT READS, WRITES, THINKS, AND SPEAKS IN EVERY CLASSROOM EVERY DAY.***

**In every lesson, we communicate high expectations, incorporate a growth mindset, and infuse rigor/Bloom's Taxonomy.**

### OPENING: REVIEW, PREVIEW, AND MAKE CONNECTIONS

#### TEACHER PRESENTATION (I DO)

- Set Purpose for Student Learning—Communicate to Students (Massachusetts Frameworks—Learning Target/Success Criteria)
- Provide Explicit Instruction: Content, Skills, and/or Strategies
  - Systematic (Logical/Progressive Sequence)
  - Scaffolding (Prompts, Cues, Examples, Manageable Steps)
  - Corrective Feedback
  - Modeling Skills and Strategies

#### TEACHER/STUDENT WORK TIME (WE DO)

- Students (whole class) engage in Guided Practice (Teacher support)
- Teacher—Provides small group targeted instruction
- Teacher—Confers with Student
- Teacher—Provides Growth Feedback

#### STUDENT WORK TIME (YOU DO)

- Students Work Independently
- Students Present/Share—Discussion/Accountable Talk
- Students Collaborate (Partners/Small Groups)
- Teacher Monitors and Provides Growth Feedback

#### SUMMARY/CLOSING

- Teacher—Summarizes Learning; Checks for Understanding
- Students are given opportunities to:
  - Share their Work—Receive/Give Feedback
  - Pose New Questions
  - Summarize/Teach Peers
- Teacher/Students—Revisit: Learning Target/Success Criteria (Monitor Learning)

**PACING FOR MAXIMUM USE OF ACADEMIC TIME;  
CONSISTENT ROUTINES; ENGAGED STUDENTS;  
FREQUENT FORMATIVE ASSESSMENT**