CIRCLE #2

Instructional Effectiveness

➔ Instructional Vision
➔ Professional Practices
➔ Standards-Aligned Instructional System

Instructional Vision

Grounded in the Instructional Clarity Framework, participants explored the ways in which classrooms and schools needed to shift and grow so that all students would be actively developing the skills and dispositions outlined in the *Profile of a Graduate*.

The following document serves as a guide for measurable/observable actions that students will engage in during their school day and that teachers will plan and enact to support all students' success.

Conditions for Learning & Belonging

STUDENT ACTIONS

» Students demonstrate respect, rapport and empathy to peers and adults, co-regulating through self and peer monitoring.

» Students are doing the majority of the work and thinking.

» Students feel safe to take risks, share ideas, and ask for help.

» Students develop and act with agency, take ownership of their learning, and advocate for themselves.

TEACHER ACTIONS

» Teachers cultivate relationships and the belief that all students have the ability to learn, achieve, and succeed at a rigorous level.

» Teachers intentionally create routines and procedures that allow all students to access learning and experience success.

» Teachers create an environment for learning that is conducive for student voice, risk taking, and inclusivity.

» Teachers demonstrate knowledge and caring about individual students' lives beyond the class and school.

Adopted Curriculum

STUDENT ACTIONS

» Students can articulate the purpose of their learning.

» Students are actively working with materials and resources from the adopted curriculum.

» Students are using curriculum-based tools, technology, or manipulatives as designed.

TEACHER ACTIONS

» Teachers communicate passion for the subject and the belief in the value of what is being learned.

» Teachers use adopted curriculum, assessments, and resources with integrity to guide students through learning.

» Teachers plan lessons in alignment with pacing guides and curricular frameworks.

Target/Task Alignment

STUDENT ACTIONS

» Student work provides evidence of learning that matches the intent of the standard.

» Students are engaged in tasks that are aligned to the learning and language targets.

» Students indicate that they clearly understand the success criteria of high-quality work.

TEACHER ACTIONS

» Teachers design and use learning/language targets that are aligned with the standards identified in the unit of the adopted curriculum, ensuring consistency and clarity in instruction.

» Teachers plan and implement tasks that support the thinking processes needed to achieve the learning target in alignment with the common assessment..

» Teachers communicate learning and language targets visually and orally to students.

Daily Engagement with Complex Texts/Academic Vocabulary

STUDENT ACTIONS

» Students read and write in each class daily.

» Students integrate academic vocabulary into their reading, writing, speaking, and listening, effectively articulating their thoughts and engaging in meaningful discussions.

» Students employ a variety of strategies—such as annotation, summarization, questioning, and using available resources—to comprehend and analyze complex texts.

» Students support their ideas with textual evidence in discussions and writing, demonstrating critical thinking and deep engagement with the content.

TEACHER ACTIONS

» Teachers intentionally provide opportunities for students to read and write daily.

» Teachers use a variety of appropriately challenging and complex texts to intentionally model and reinforce the use of academic vocabulary across reading, writing, speaking, and listening, providing sentence stems, word banks, and discussion prompts to support student use.

» Teachers provide strategies such as guided reading, text chunking, annotation techniques, and questioning to help students navigate, comprehend, and analyze challenging texts.

» Teachers prompt students to cite textual evidence in discussions and writing, guiding them in analyzing and justifying their ideas through structured academic discourse.

» Teachers engage students in how to learn new words and the meanings of specific words with intentional word selection, systematic and explicit direct instruction, morphology, and use of new words throughout language acquisition.

Workshop Model of Instruction

STUDENT ACTIONS

» Students understand the purpose and use the structures of the workshop model to monitor their progress toward meeting the success criteria.

» Students participate in whole-group, small-group, and independent activities that allow them to produce evidence of learning.

» Students actively engage in reading, writing, and analyzing (read-aloud texts, shared reading, interactive writing, problem-solving).

» Students use anchor charts, manipulatives, mentor texts, and graphic organizers to support learning and problem-solving.

» Students engage in rich discussions, making connections across texts, mathematical concepts, and scientific phenomena; applying critical thinking to solve problems.

TEACHER ACTIONS

» Teachers explicitly communicate the purpose of the workshop model, establish clear routines, and support students in using structures (mini-lessons, work time, and share time) to monitor their progress toward meeting success criteria.

» Teachers facilitate whole-group, small-group, and independent learning experiences, using formative assessment to guide instructional decisions that ensure all students can produce evidence of learning.

» Teachers intentionally plan student work time for students to engage deeply with reading, writing, and problem-solving through mini-lessons, modeling, guided practice, and independent application across literacy and numeracy contexts.

» Teachers integrate anchor charts, manipulatives, mentor texts, and graphic organizers into instruction, explicitly modeling how students can use these tools to support their learning and problem-solving.

» Teachers foster a classroom environment where students engage in meaningful discussions, make connections across disciplines, and apply critical thinking to deepen understanding in literacy, math, and other subject areas.

Academic Teaming

STUDENT ACTIONS

» Students know the roles of all members of the team and hold themselves and each other accountable for learning.

» Students use resources, including feedback, to persevere in their learning.

» Students engage in discourse, consider multiple perspectives, and empathetically respond to their peers to produce evidence of learning.

» Students communicate their thinking through partner talk, small-group discussions, and whole-class reflections, using academic language and reasoning.

» Students participate in two-way dialogues where students focus on a topic and explore it by building, challenging, and negotiating ideas.

TEACHER ACTIONS

» Teachers explicitly define and reinforce team member roles, ensuring that students understand their responsibilities and hold themselves and each other accountable for contributing to the team's learning.

» Teachers provide students with access to various learning resources, including peer and teacher feedback, and encourage perseverance by modeling how to seek help, refine thinking, and persist through challenges.

» Teachers foster a collaborative learning environment where students engage in structured discussions, consider multiple perspectives, and practice empathy while working toward a common learning goal.

» Teachers model and reinforce the use of academic language and reasoning, guiding students in articulating their thinking through partner talk, small-group discussions, and whole-class reflections.

» Teachers develop protocols and structure opportunities for students to engage in rich, student-led discussions where they build upon, challenge, and negotiate ideas to deepen understanding and produce evidence of learning.

Formative Assessment
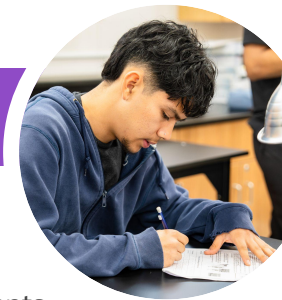
STUDENT ACTIONS

» Students engage in a variety of formative assessment opportunities (e.g., discussions, written responses, problem-solving tasks, peer collaboration) to demonstrate their understanding and progress toward mastery in alignment with the summative assessment.

» Students actively review and reflect on teacher feedback, using it to adjust their learning strategies, clarify misconceptions, and determine their next steps toward meeting the standard.

» Students apply their learning in different formats and scenarios that align with both formative and summative assessments, reinforcing their understanding through intentional practice and adaptation.

» Students take ownership of their learning by tracking their progress, setting goals based on formative assessments, and making informed decisions about how to improve their mastery of concepts.

TEACHER ACTIONS

» Teachers analyze summative assessments to plan instruction that provides multiple opportunities for students to demonstrate evidence of learning through diverse assessment methods, such as discussions, written reflections, problem-solving tasks, and performance-based activities.

» Teachers give daily specific, actionable feedback that help students identify their strengths and areas for growth, guiding them in adjusting their learning strategies to move toward mastery of standards.

» Teachers create structures for students to analyze their progress, set learning goals, and determine next steps based on formative assessment results, fostering a sense of ownership in the learning process.

» Teachers create learning experiences that allow students to apply their knowledge in ways that mirror both formative and summative assessments, ensuring they are prepared.

» Teachers continuously analyze student responses and performance data to modify instruction, reteach concepts as needed, and provide targeted support to help all students progress toward mastery.

Actionable Feedback

STUDENT ACTIONS

» Students use rubrics, success criteria, and exemplars to assess their own work and provide meaningful, standards-based feedback to peers.

» Students actively revise and refine their work based on teacher and peer feedback, demonstrating a growth mindset and a commitment to improving their understanding.

» Students use feedback to monitor their progress, make adjustments to their learning strategies, and set specific goals to achieve mastery of the learning target.

» Students apply feedback effectively, showing measurable growth and a deeper understanding of concepts aligned to the standards of the unit.

TEACHER ACTIONS

» Teachers provide students with rubrics, exemplars, and clear success criteria to guide self-reflection, peer feedback, and understanding of expectations for mastery in alignment with the summative assessment.

» Teachers give specific, targeted, and constructive feedback that is directly tied to learning goals, ensuring students understand what steps to take for improvement.

» Teachers create structured opportunities for students to immediately apply feedback by revising their work, discussing next steps, and refining their understanding.

» Teachers observe and assess how students use feedback, provide additional scaffolding as needed, and adjust instruction to ensure students achieve the learning target.

Culturally & Linguistically Responsive

STUDENT ACTIONS

» Students contribute their unique backgrounds, experiences, and viewpoints to classroom discussions while actively listening to and valuing the perspectives of their peers.

» Students participate in discussions that highlight diverse voices, cultures, and lived experiences, recognizing the importance of their individual contributions to the learning community.

» Students make meaningful connections between academic content and their own cultural and linguistic backgrounds, applying their knowledge to real-world situations and experiences.

TEACHER ACTIONS

» Teachers recognize, address and engage the students' culture, linguistics, knowledge and skills to ensure that they are embedded in their daily practice.

» Teachers thoughtfully choose texts, resources, and learning tasks that reflect and affirm the diverse backgrounds of students, ensuring that all voices and perspectives are represented.

» Teachers embed explicit Language acquisition instruction through the use of the 4 language domains in all lessons (and all content areas) for all students.

» Teachers employ targeted scaffolding techniques—such as visuals, sentence frames, small-group support, and differentiated instruction—to ensure that all students, including multilingual learners and those receiving special education services, can engage meaningfully with grade-level content.

CIRCLE #3

Empowering Infrastructure

➜ Signature Strategies

➜ Key Actions

➜ Roadmap for Disciplined Implementation

Signature Strategies

GOAL #1

1.1 Increase participation in birth-to-3 programming and pre-K classrooms.

1.2 Prioritize literacy, numeracy, and student wellness in professional learning.

1.3 Strengthen the home-school connection by providing families with skills and access to community resources.

GOAL #2

2.1 Nurture the social-emotional health and wellbeing of students and staff.

2.2 Cultivate a sense of belonging and community for students, staff, and families.

2.3 Embrace student voice and responsibility to foster a climate of personal and emotional safety.

GOAL #3

3.1 Ensure curriculum, resources, and assessments are standards-aligned, high quality, and relevant.

3.2 Provide continuous professional learning to strengthen authentic student engagement.

3.3 Use common assessment data to guide instruction, enrichment, and intervention across grade levels.

GOAL #4

4.1 Engage students in meaningful college, career and life experiences.

4.2 Design grade-level, real-world connections to the *Portrait of a Graduate* competencies.

4.3 Develop individualized plans to support each student's academic, career, and personal goals.

FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS — 1.3

PROFESSIONAL LEARNING FOR EVIDENCE-BASED INSTRUCTION — 1.2

ACCESS TO EARLY-LEARNING PROGRAMMING — 1.1

GOAL #1 — Building Early Academic & Social-Emotional Foundations

PERSONAL & SHARED WELL-BEING — 2.1

INTENTIONALLY INCLUSIVE ENVIRONMENTS — 2.2

STUDENT VOICE — 2.3

GOAL #2 — Safety, Sense of Belonging, & Inclusion

GOAL #3 — Academic Growth & Mastery

IMPACTFUL CURRICULUM & ALIGNED ASSESSMENTS — 3.1

EFFECTIVE TEACHING & ENGAGING LEARNING — 3.2

DATA-INFORMED INSTRUCTION & INTERVENTIONS — 3.3

GOAL #4 — Ready to Embrace a Diverse & Changing World

PERSONALIZED PLANS FOR EACH STUDENT'S FUTURE — 4.3

INTEGRATION OF THE *PORTRAIT OF A GRADUATE* COMPETENCIES — 4.2

EXPLORATION OF POST-SECONDARY OPTIONS — 4.1

Signature Strategies
& Key Actions

GOAL #1:
Building Early Academic & Social-Emotional Foundations

FAMILY ENGAGEMENT & COMMUNITY PARTNERSHIPS

PROFESSIONAL LEARNING FOR EVIDENCE-BASED INSTRUCTION

1.3

1.2

ACCESS TO EARLY-LEARNING PROGRAMMING

1.1

GOAL #1

2

4 3

Expand Early Learning Access: Establish a district-wide plan to increase pre-K classroom spaces, ensuring adequate facilities, equipment, curriculum, and resources.

Implement Evidence-Based Instructional Practices: Incorporate evidence-based instructional strategies that support student learning and development, ensuring that classrooms are equipped with research-backed curricula, trained educators, and developmentally appropriate learning environments.

Strengthen Professional Learning for Educators: Implement targeted professional learning initiatives to empower staff and community partners in providing developmentally-responsive instruction in literacy, numeracy, and student wellness, ensuring a strong foundation for early learners.

Enhance Family Engagement: Provide families with the tools and support to enhance home-school connections through various channels, including hosting educational programs like Parent Cafés and parenting classes, and expanding district liaison services to ensure inclusivity.

Collaborate with Local Partners: Partner with local hospitals, community organizations, and the Elgin Partnership for Early Learning (EPEL) to provide early support to families, including informational sessions, in-home resources, and accessible community-based programs..

Signature Strategies
& Key Actions

GOAL #2:

Safety, Sense of Belonging & Inclusion
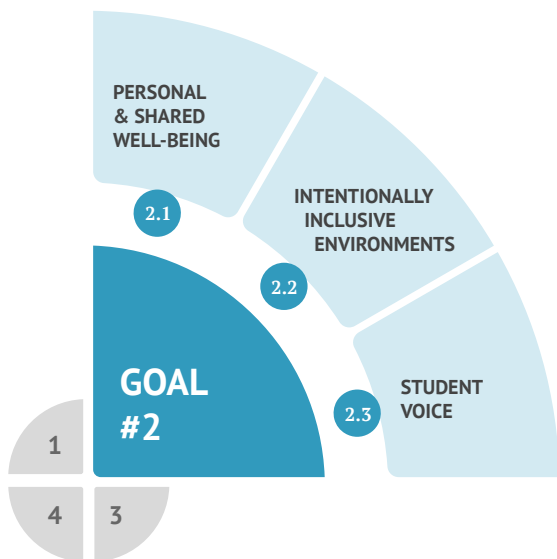
Standardize Social-Emotional Learning (SEL) Support Systems: Implement a universal SEL screener for all students to assess social-emotional health in coordination with a tiered system of supports across grade levels and buildings.

Develop Belonging and Community Initiatives: Expand extracurricular activities, implement mentoring programs, and ensure all students have a trusted adult to promote a sense of belonging, and include family engagement through events and community-building initiatives.

Promote a Positive Classroom Culture: Foster an inclusive school and classroom environment with shared language and goals. Provide staff training on SEL, trauma-informed care, and restorative practices, and establish a monitoring and feedback system to ensure effective implementation.

Prioritize Student Voice in Safety and Inclusion: Gather student feedback on their physical, emotional, and psychological safety and sense of belonging, using it to guide decision-making and adjust practices. Develop clear safety plans and ensure staff and students understand their role in maintaining a safe environment.

Amplify Student Voice and Ensure Inclusive Representation: Ensure decision-making bodies reflect diverse student perspectives, promote inclusive practices, and create multiple opportunities for students, parents, staff, and the community to share their voices and be heard.

Signature Strategies
& Key Actions

Academic Growth & Mastery
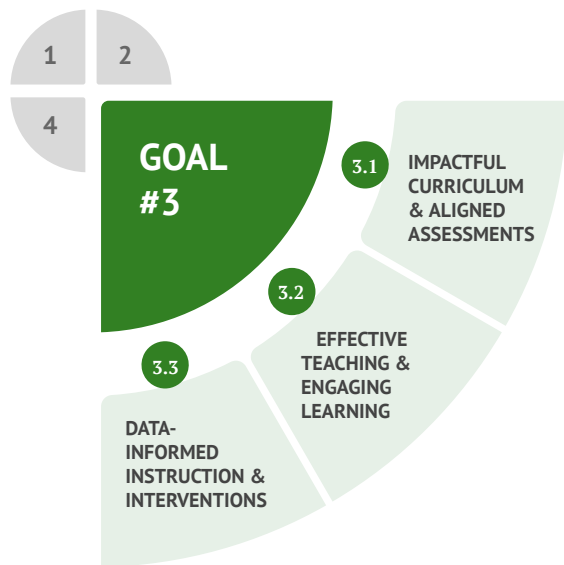
Develop and Implement Aligned Curriculum and Assessments: Create and implement culturally and linguistically relevant, standards-aligned curriculum and administer common assessments that measure student progress and proficiency, using data to inform curriculum design and instructional decisions.

Facilitate Data-Driven, Intentional Professional Learning: Provide tailored job-embedded professional learning for teachers grounded in the Instructional Clarity Framework, measure the impact on practice, and make continuous improvements to professional learning to systems and teams based on evidence of impact.

Foster Collaboration and Reflection: Establish regular collaborative planning time for educators to analyze student data, share best practices, and engage in reflective discussions to enhance instructional strategies and improve student outcomes.
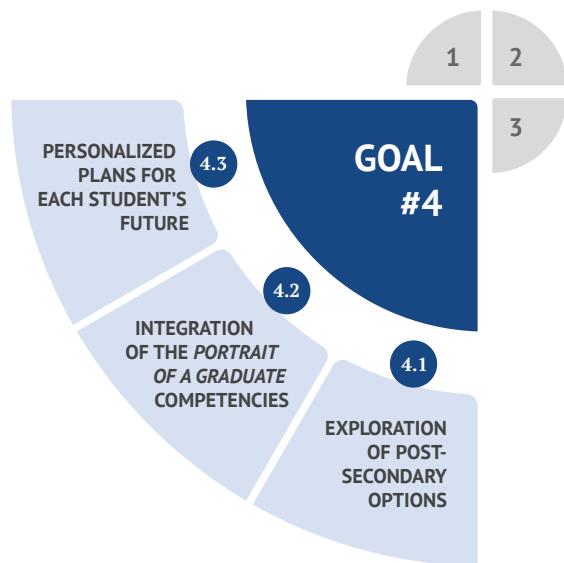
Provide Real-Time Intervention Systems: Develop structured systems and designated times within the school day to provide immediate, targeted support based on student needs.

Leverage Student Data for Continuous Monitoring: Regularly analyze assessment data through a culturally and linguistically responsive lens to monitor progress, provide meaningful feedback to students, teachers, and families, and adjust instruction as needed.

Signature Strategies
& Key Actions

GOAL #4:

Ready to Embrace a Diverse & Changing World

1 2
3

GOAL #4

PERSONALIZED PLANS FOR EACH STUDENT'S FUTURE — 4.3

INTEGRATION OF THE *PORTRAIT OF A GRADUATE* COMPETENCIES — 4.2

EXPLORATION OF POST-SECONDARY OPTIONS — 4.1

Expand Career Pathways and CTE Programs: Optimize Career and Technical Education (CTE) offerings, ensuring students have access to pathways that align with their interests and future career goals.

Enhance Early and Ongoing Academic and Career Counseling: Provide consistent, early exposure to career counseling, helping students explore their academic interests and develop post-secondary plans that align with their aspirations.

Increase Work-Based Learning and Internship Opportunities: Increase opportunities for students to engage in internships, apprenticeships, and real-world work experiences, starting at the middle or early high school level, to build career readiness.

Integrate Portrait of a Graduate Qualities into Activities: Design and implement grade-level activities that promote the key qualities outlined in the Portrait of a Graduate, ensuring real-world connections that build critical competencies.

Create Personalized Learning Plans: Develop individualized learning plans with students and families that are tailored to each student's academic, career, and personal goals, using continuous monitoring to ensure progress and support diverse learning needs.