

Summer Instructional Priorities

Promote Student Engagement & Curiosity	Align with T&L Classroom Visit Focus Area
Indicators:	
1. Students are interacting with the curriculum and curricular materials/experiences	Student Engagement Questioning Techniques Student Interviews Student Portfolios
2. Students are engaged in authentic, hands-on, real life learning, meaningful discussion and tasks	
3. Student interests and curiosity are stimulated	
4. Student participation and agency is activated, and students are animated and engaged.	
5. Students have voice and choice in how they learn	
6. Less teacher-led discussion and more student discourse; students asking questions and voluntarily engaging with one another about the task	
7. There is a safe and inclusive learning environment	
8. Students have opportunities for small group instruction	
9. Students' affect is positive (smiling, laughing, and enjoying the learning)	
Enhance Student Discourse & Student Voice	
Indicators:	

1. Students are organically talking to and questioning one another, unprompted by the teacher	Student Engagement Questioning Techniques Student Interviews Student Portfolios
2. Teachers encourage and guide student exploration	
3. Less teacher talk and direction and more teacher as facilitator of learning	
4. Students are engaged in quality interactions, discussing topics that are important to them and building knowledge together	
5. Prompts and materials require critical thinking and support accountable talk.	
6. Teachers' facilitation moves and lesson design prompt students to meaningfully contribute	
7. Various opportunities for student discussion (debates, turn and talks, whole group, small group, socratic seminar) are built into the lesson.	
Increase and Accelerate Learning & Achievement, especially for students in subgroups	
Indicators:	Learning Intention, Success Criteria and DIT Print Rich Environment Student Engagement Standardized Student
1. Activities and instruction focus on developing English Language skills and on advancing literacy (with a goal of reading by 3rd grade.)	
2. Activities and instruction build students' background knowledge and content knowledge	

3. Teachers provide Math instruction that positions the learner as the author of mathematical ideas, and invites students to think rather than mimic. (Identity & Ownership)	Notebooks Questioning Techniques Student Interviews Student Portfolios
4. High school summer classes and instruction reflect a shift from remediation to acceleration and enrichment	
5. Teachers organically, yet intentionally, engage SEL practices throughout summer learning.	
6. Students receive rich feedback from teacher and peers to support their own learning	
7. Teachers are utilizing data to create small groups in which students are working on differentiated activities.	
8. Students receive ongoing feedback on their work, including both positive feedback and what needs to be improved.	
9. Teacher practice is purposeful and time is spent appropriately on each part of the lesson.	
10. The classroom has student work posted with feedback, as well as anchor charts	
11. Teachers use how and why questions to promote critical thinking and deep analysis.	
Develop Instructional Leadership & Capacity, and Assign Talent Well	
Indicators	Learning Intention, Success Criteria and DIT
1. Teachers are assigned according to their content/grade level expertise	

2. Teachers have opportunities to develop in the instructional priorities above (PD, coaching, observation/feedback etc)	Print Rich Environment
3. Teachers know and are able to skillfully implement the curriculum.	Student Engagement
4. Teachers know and have internalized the Instructional Priorities as evidenced in their classroom practice.	Standardized Student Notebooks
5. Teachers have opportunities to collaborate with others, and to take on leadership roles to facilitate peer learning (in PLCs, staff meetings etc)	Questioning Techniques
6. Teachers receive ongoing coaching directly in support of the curriculum and grade level they teach.	Student Interviews
	Student Portfolios

These should all happen if the curriculum is being implemented with fidelity

Could potentially be a helpful tool side by side in talking through the curriculum with leaders