

## Google+ Community



If you wish to have access to the community, please email [griffinj9@michigan.gov](mailto:griffinj9@michigan.gov).

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The community is private. An invitation is necessary to view documents in the community.



## Statewide Collaborative Intentional Instructional Practices

Brandy Archer  
Jill Griffin  
MDE, Curriculum & Instruction Consultants

Find a new friend



Take 3 minutes and share  
with a new friend what  
you hope to learn from  
today.

Google+ Community



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community, please email  
[griffinj9@michigan.gov](mailto:griffinj9@michigan.gov).

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necessary to view documents in the  
community.

Please consider...



*In what ways do you support instruction that engages ALL students?*

To enhance the conversation



For "saving" the conversation

For wrapping your brain around creative thinking



For your "smart" thinking

Please consider...



*In what ways do you support instruction that engages ALL students?*

Outcomes



- *Share best practices and resources for Tier 1 instruction*
- *Emphasize student centered learning through culture*
- *Engage in collaboration*

# Agenda



Intentional Instructional Practices

A Closer Look at Culture

The Practices

Early Literacy/ Mathematics

Take 2 minutes to read the Intentional Instructional Practices article.



*Intentionally* working to close achievement gaps...

**Intentional Instructional Practices – Closing the Achievement Gap**

Thoughtful consideration of implementing “Intentional Instructional Practices” can contribute to effective teaching for all students and closure of achievement gaps for students in need of supportive learning environments. The premise of intentional learning practices is that educators attend to grade level standards and content expectations, carefully design lessons to support instruction, and become aware of the teacher/student/classroom culture so that Tier 1 instruction is rigorous and engaging.

Understanding the power of **standards, instruction, and culture** begins with an

**When Standards, Instruction, and Culture intersect we'll see...**

Curriculum with Higher Cognitive Demand (Increased Rigor) and Career and College Ready Characteristics

Lessons that Address Appropriate Grade Level Standards and Include Content Relevant to Student Lives

Teaching that is Engaging, Culturally Responsive, and Provides for Experiential Learning

MICHIGAN Education



## Word, Phrase, (Sentence)

Read the article alone and be sure to have 3 Post-its

On one, write a **WORD** that stands out from the reading

On another, write a **PHRASE**,

(On a third, write a **SENTENCE**)

WORD

PHRASE

(SENTENCE)

## Word, Phrase, (Sentence)

Each person will put his/her **WORD** in the center of the table. As a group dialogue about emerging themes or observations.

Repeat process with **PHRASE**

(Repeat process with **SENTENCE**)

WORD

PHRASE

(SENTENCE)

# Student Voice

*Danez Smith, TEDxBurnsvilleED*



<https://www.youtube.com/watch?v=-v51H2R88VY>

**Find a person (not at your table) and share your thoughts (about article and/or video).**

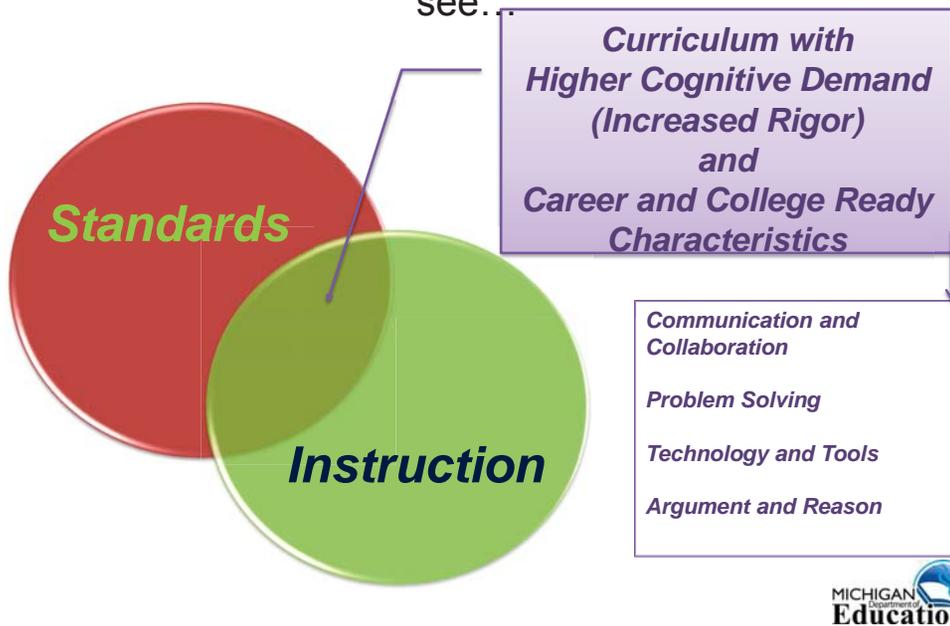


# Intentional Instructional Practices

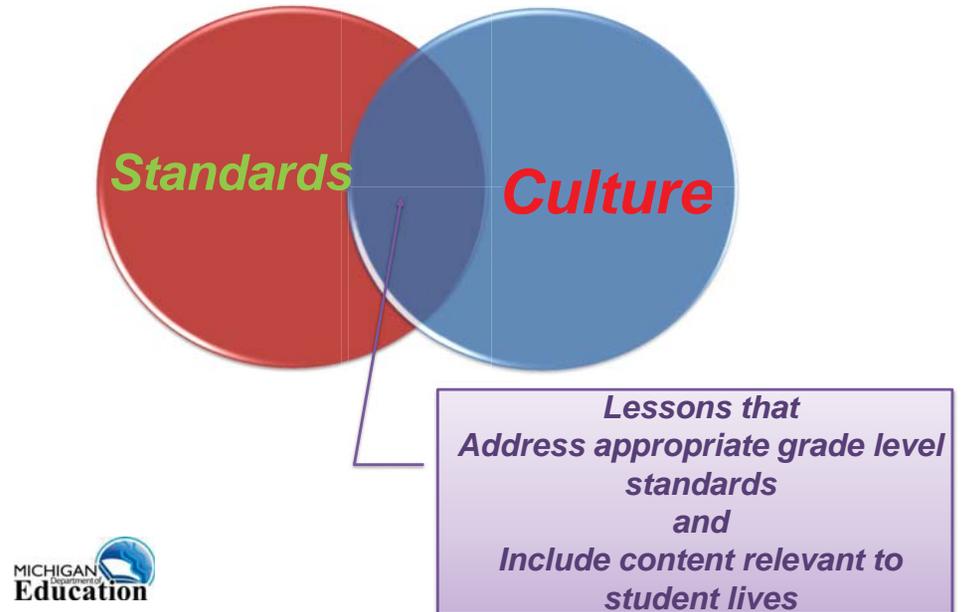
*Creating a classroom culture that supports and promotes student learning*



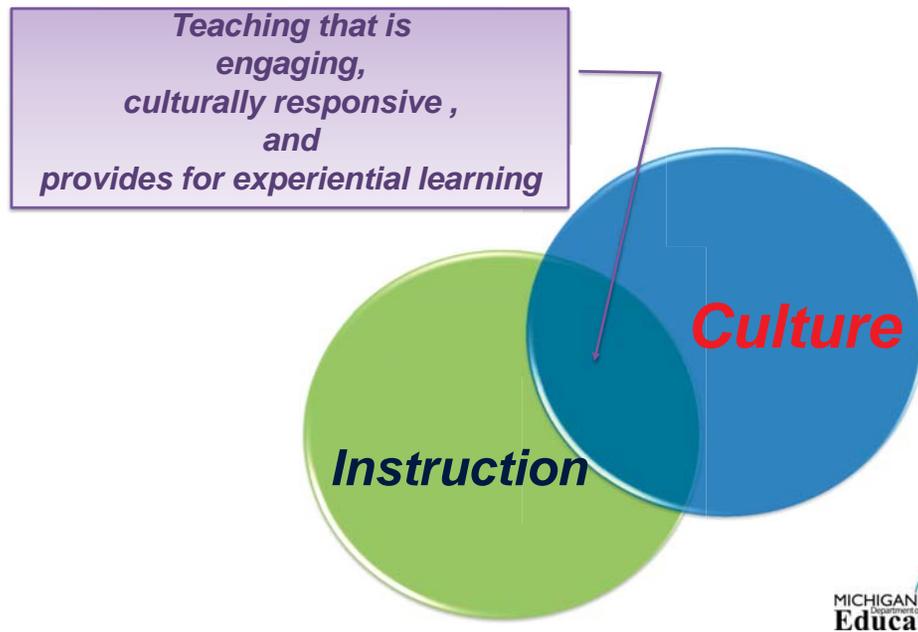
When **Standards** intersect with **Instruction** we'll see...



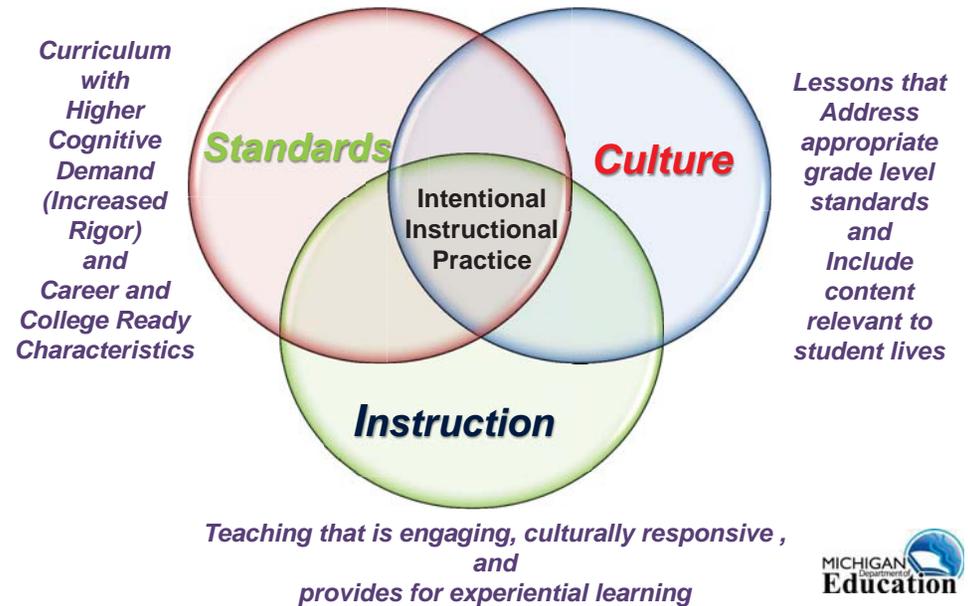
When **Standards** intersect with **Culture** we'll see...



When **Culture** intersects with **Instruction** we'll see...



When **Standards**, **Instruction**, and **Culture** intersect we'll see...



The "gold standard" for teaching and learning

- R**ecognize realistic and relevant high-level expectations
- I**ntegrate complexity, breadth, and depth in content, process, and product
- G**enerate cognitive skills
- O**rchestrate support systems and scaffolding for success
- R**efine assessments to guide instruction and benefit learners

The "gold standard" for teaching and learning

## MI Goals for All Students

### Career and College Ready Students:

- Use **technology and tools** strategically in learning and communicating
- Use **argument and reasoning** to do research, construct arguments, and critique the reasoning of others
- **Communicate and collaborate** effectively with a variety of audiences
- **Solve problems**, construct explanations and design solutions

### **Tasks Worth Doing** **Tests Worth Taking**

- **Real World Challenges**
- **Relevant to Student Lives**
- **Integrate Content Areas**
- **Transfer of Knowledge**

## Access and Equity Begins with High Expectations for ALL Students



Setting high expectations begins by looking at our responses to students as well as our intentionality at providing ALL students access to content.

## Assumptions activity



***Think of an assumption you have about why students struggle.***

**Write your assumption on a sentence strip.**

## Assumptions line-up



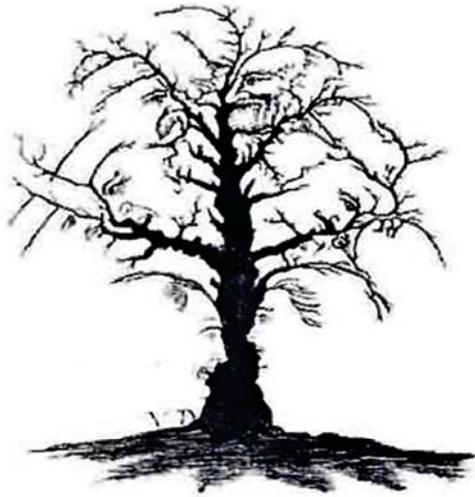
- *Line up your assumptions on the table.*
- *Number the assumptions.*
- *Person one chooses an assumption by number.*
- *The person that wrote the assumption provides clarification.*
- *That person chooses the next assumption.*
- *Repeat the process until all assumptions are explained.*
- *Only the person explaining their assumption may speak – all questions and other dialogue may be conducted at end of the activity.*



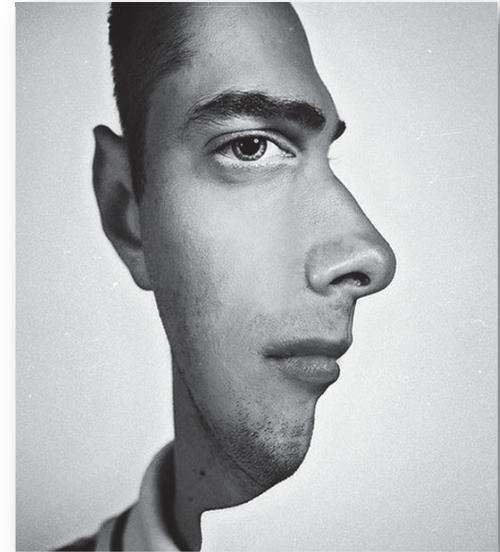
KEEP  
CALM  
AND  
TAKE A  
BREAK



What do YOU see?



What do YOU see?



What do YOU see?



What do YOU see?



What do YOU see?



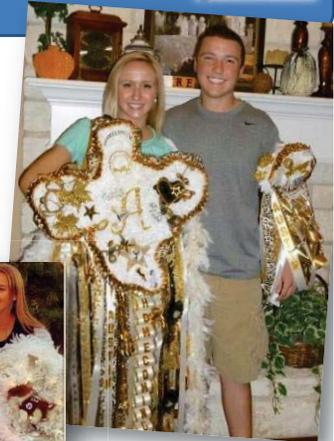
What do YOU see?



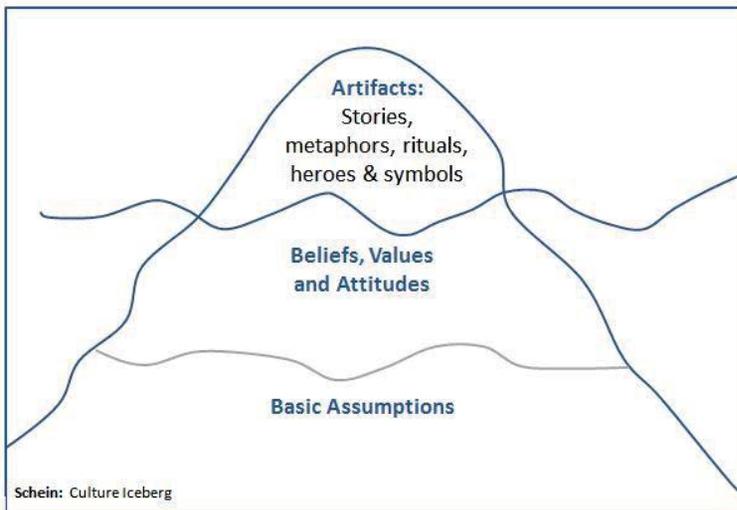
# Why?



# A snippet of Texas culture



# Examining Culture



Schein: Culture Iceberg

# Each One, Teach One

- ❖ Determine partner A and partner B.
- ❖ Each person select a different article to read.
- ❖ Read the article.
- ❖ Each person take a turn teaching the other about their article.
- ❖ Discuss as a table group

JANUARY 9, 2014

Teaching at Pitt: Debunking common assumptions about teaching

teaching@pitt

"Students have said they want more interaction in class, but there is just too much content to be covered!"  
 "Many of my students come to class unprepared, they haven't done all of the readings I assigned."  
 "Students complain that they don't understand how I evaluate their papers."  
 "I invite students to participate in class discussion, but it's the same three students who volunteer in each class!"

## Checklist of assumptions that can impact motivation, learning and performance

Michelle D'Heere

As humans, we all operate under a set of assumptions which help us deal with the complexity of life, and the classroom setting is no exception. Some of the assumptions we hold are more conscious than others and some tend more to hold true more often than others. No matter, it is often productive to uncover and question our assumptions, because they can have a large impact on the way we interact with our students, and hence, on their learning. Here is a set of questions to help us reflect on our assumptions. The list is not exhaustive, and is organized in broad categories.

### Assumption about Experience/Knowledge

All too often we can unconsciously assume other people have our same frame of references and we speak as if everybody is familiar with them. We might not realize that the terms we use, or the examples we choose, do not speak as powerfully to other people, which makes our explanations less meaningful. Some students might also feel marginalized by our language. Here are some examples of questions we might ask ourselves:

- Do I expect my students to share my cultural and political perspectives?
- Do I expect my students to come from "comfortable" backgrounds?
- Do I expect my students to share my historical, popular culture, religious or literary references?
- Do I expect my students to come from traditional families?
- Do I fail to recognize that members of the dominant group have benefited from the privileges that

Person  
How are you  
knowledge of teaching  
More Education  
about teaching,  
assumptions and  
lies.  
Just learn it.  
to can fit into a  
person's life.



# Intentional Instructional Practices (Tier 1)



- ✓ High Leverage, research-based practices
- ✓ Non-content specific
- ✓ Gender neutral
- ✓ Accessible by ALL students

### Academic Vocabulary

Teachers will intentionally instruct **academic vocabulary** to increase comprehension and to build background knowledge.

### Flexible Grouping

Teachers will use **flexible grouping** and cooperative learning to facilitate instruction of rigorous tasks.

### Depth of Knowledge

Teachers will provide tasks of varying **depths of knowledge** to increase rigor and scaffold learning in the classroom.

### Quality Questioning

Teachers will use **quality questioning** to advance student learning, performance, and achievement.

# Why THOSE Practices?



**FAST Facts about Academic Vocabulary**  
Words are not just words. They are the messengers - the interface - between communication and thought. When we read through words that we build, culture, and modify our knowledge. What makes vocabulary valuable and important is through words themselves as much as the understanding they afford. *Multiple Meanings* (2005, p. 182)

There is a growing consensus that vocabulary instruction should...  
Vocabulary deficiency is one of the primary causes of the achievement gap.

**Benefits of Flexible Grouping/Cooperative Learning**  
"There are two ways to do things; together we can do so much." - Heron Keller

- To promote ability in students for the workplace requires work in teams to learn to work in teams to make decisions, solve problems and create new ideas.
- Improves student achievement through more frequent higher-level reasoning, deeper-level understanding and critical thinking.
- Self-esteem is enhanced because students form multidimensional and realistic impressions of each other's competencies.

**Cultivate new knowledge of Quality Questioning**  
The important thing is to not stop questioning. Curiosity has its own reason for existing. - Albert Einstein

- Teachers ask many questions.
- Questions promote learning.
- Teachers need a fine carefully prepared/selected questions.
- Most teacher questions are low cognitive level (fact recall, knowledge).
- Purposeful planning of questions to engage students in learning.
- Teachers typically wait less than 3 seconds before calling on students.
- Provide Wait Time to elicit student thinking and formation of answers to more questions.
- Teachers accept answers from students or others without further questions.

**Reaching a Deeper Depth of Knowledge**  
"The world as we have created it is a process of our thinking; it cannot be changed without changing our thinking." - Albert Einstein

- Requires complex reasoning, planning, and thinking.
- Students make real-world applications in new situations.
- Focus is on reasoning in planning in order to respond.
- Level 1: Recall
- Level 2: Skill/Concept
- Level 3: Strategic
- Level 4: Extended Reasoning
- Focus on specific facts, definitions, details, or routine procedures. One right answer.
- Focus is on applying skills and concepts, relationships, and main ideas.

## The Practices



Quality Questions

<http://bit.ly/1qQRkdx>

Academic Vocabulary

<http://bit.ly/1BG6Uw4>

Flexible Grouping

<http://bit.ly/1oPALu9>

Depth of Knowledge

<http://bit.ly/1DaMtck>

## How do you know?



**How do you know if you're  
implementing instructional  
practices as intended?**

# Walkthrough Tool



**Classroom Walkthrough tool for Continuous Improvement**

Data collection look-fogs

Date: \_\_\_\_\_ Course/Content: \_\_\_\_\_

Time: \_\_\_\_\_

Grade: \_\_\_\_\_

**1. Focus on curriculum**

1a. Determine the learning objective(s) for the lesson:

Objective(s):  
 Exists                                       Does not exist                                       Unable to determine

1b. Learning objective(s) aligned to the specified timeline/scope and sequence:  
 Aligned                                       Not aligned                                       Unable to determine

1c. Learning objective(s) evident to the students:  
 Evident                                       Not evident                                       Unable to determine

**2. Focus on the learners**

2a. Identify learning materials:

<input type="checkbox"/> Activity/lab sheet	<input type="checkbox"/> Real-world objects	<input type="checkbox"/> Websites
<input type="checkbox"/> Content-specific manipulatives, materials, and/or models	<input type="checkbox"/> Student-created materials	<input type="checkbox"/> Worksheets
<input type="checkbox"/> Multimedia	<input type="checkbox"/> Technology and software	<input type="checkbox"/> Textbook
<input type="checkbox"/> Published print materials	<input type="checkbox"/> One-to-One device	<input type="checkbox"/> None

2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

<input type="checkbox"/> Listening	<input type="checkbox"/> Writing
<input type="checkbox"/> Reading	<input type="checkbox"/> None
<input type="checkbox"/> Speaking	

2c. Determine depth of knowledge level(s) of student work:

Level 1 *Recall of Information* – identify, list, define  
 Level 2 *Basic Reasoning* – describe, interpret, explain  
 Level 3 *Complex Reasoning* – evaluate, justify, apply  
 Level 4 *Extended Reasoning* – analyze, synthesize, provide solutions

2d. Determine level of class engagement:

Highly engaged – Students are authentically engaged  
 Well managed – Students are willingly compliant, ritually engaged  
 Disengaged – Students actively reject the assigned task or substitute another activity

**3. Focus on instruction**

3a. Identify instructional practices:

Coaching/empowerment                                       Hands-on learning                                       Providing direction/instructions                                       None



# Walkthrough Tool



**Classroom Walkthrough tool for Continuous Improvement**

Data collection look-fogs

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Time: \_\_\_\_\_

Grade: \_\_\_\_\_

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<input type="checkbox"/> Published print materials	<input type="checkbox"/> One-to-One device	<input type="checkbox"/> None

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2c. Determine depth of knowledge level(s) of student work:

Level 1 *Recall of Information* – identify, list, define  
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**3. Focus on instruction**

3a. Identify instructional practices:

Coaching/empowerment                                       Hands-on learning                                       Providing direction/instructions                                       None

**Classroom Walkthrough Tool for Peer Observations**

Form Description

School Name \*

Date and time of walkthrough \*  
 Month:  Day:  Year:  Time:

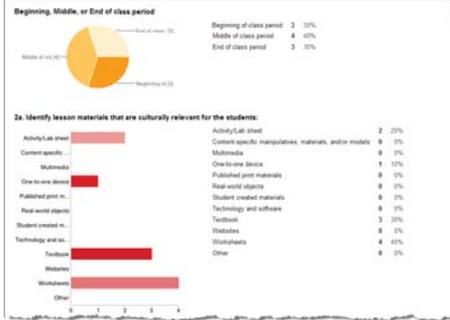
Beginning, Middle, or End of class period \*

2a. Identify lesson materials that are culturally relevant for the students \*  
 One 10% of students must have one or more of the lesson materials below. (Check all that apply during walkthrough observation time.)

Activity/lab sheet  
 Content specific manipulatives, materials, and/or models  
 Multimedia  
 One-to-one device  
 Published print materials  
 Real world objects  
 Student created materials  
 Technology and software  
 Textbook



# Data Dialogues



- What insights emerge from the data?
- What questions does this raise?
- What changes might we make?
- What kinds of decisions might we make as a group?



**Reflect**

**Analyze**

**Act**

- What do you see?
- What do you notice?
- What stands out?
- What jumps out?
- What catches your attention?

- What seems unclear/unclear?
- What concerns you?
- What pleases you?
- Where is more work needed?
- What seems the most critical?
- What seems to be the central issue or key problem area?
- What insights are beginning to emerge?
- What kinds of changes might we need to make?

- What actions will we take?
- What will we do differently?
- What kinds of decisions might we need to make as a group?
- What do we need to do in order to take action?
- What does this mean for future lessons?
- What are we committing to?

**Data Dialogue Discussion Responses**

Write responses to question prompts in the spaces provided. Submit document via EduGuide.

Intro notes

What do you see in the data?

What do you think about the data?

**Action Plan Form**

Action items need to be specific, measurable, achievable, realistic, and timely.  
Action plan form to be completed and submitted via EduGuide.

Action item to be completed? (Should be derived from data collected)	Who will be responsible for implementing action item(s)? (Include all names)	By when will the action item be implemented? (Specify date)	What evidence do you hope to see during the next cycle of implementing the action item? (Specify by action item)



# Academic Vocabulary



## Academic Vocabulary

Teachers will intentionally instruct academic vocabulary to increase comprehension and to build background knowledge.

**Classroom Walkthrough tool for Continuous Improvement**

Data collection book - \_\_\_\_\_ School Name: \_\_\_\_\_

Date: \_\_\_\_\_ Course/Content: \_\_\_\_\_

Time:  Beginning  Middle  End of class period

Grade: \_\_\_\_\_

**1. Focus on Curriculum**

1a. Learning objective(s) aligned to the specified time/course and sequence:

Aligned  Not aligned  Unable to determine

1b. Learning objective(s) evident to the students:

Evident  Not evident  Unable to determine

**2. Attention to Cultural Relevance**

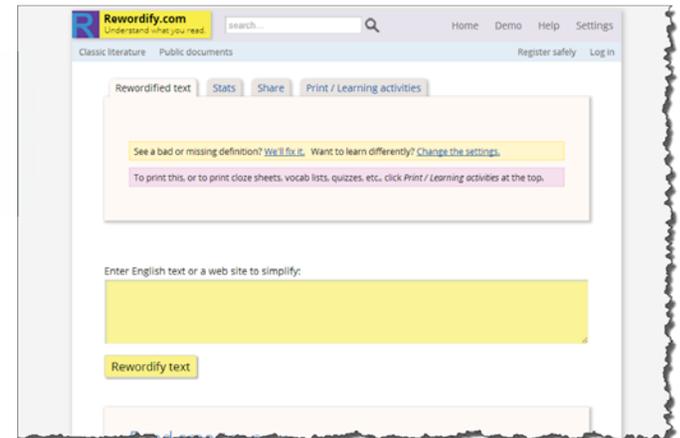
2a. Identify lesson materials that are culturally relevant for the students:

<input type="checkbox"/> Activity/lab sheet	<input type="checkbox"/> Real-world objects	<input type="checkbox"/> Webpages
<input type="checkbox"/> Content-specific manipulatives, materials, and/or models	<input type="checkbox"/> Student-created materials	<input type="checkbox"/> Worksheets
<input type="checkbox"/> Multimedia	<input type="checkbox"/> Technology and software	<input type="checkbox"/> Textbook
<input type="checkbox"/> Published print materials	<input type="checkbox"/> One-to-One device	<input type="checkbox"/> None

2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

Listening  Writing

# Let's explore!

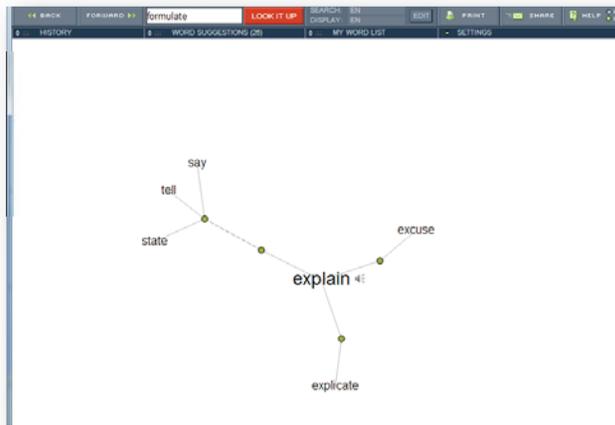


### 3c. Addressing Academic Vocabulary (AV):

- |  |  |
|--|--|
| <input type="checkbox"/> AV visible in room            | <input type="checkbox"/> AV heard in student conversations |
| <input type="checkbox"/> AV visible in student writing | <input type="checkbox"/> AV heard in teacher conversations |
| <input type="checkbox"/> AV defined by Student         | <input type="checkbox"/> AV defined by Teacher             |

[www.rewordify.com](http://www.rewordify.com)

Let's explore!



[www.visualthesaurus.com/vocabgrabber/](http://www.visualthesaurus.com/vocabgrabber/)

Let's explore!



[www.flocabulary.com](http://www.flocabulary.com)

# Quality Questioning



## Quality Questioning

Teachers will use quality questioning to advance student learning, performance, and achievement.

**Classroom Walkthrough tool for Continuous Improvement**

Data collection book: [fcs](#) School Name: \_\_\_\_\_

Date: \_\_\_\_\_ Course/Content: \_\_\_\_\_

Time:  Beginning  Middle  End of class period

Grade: \_\_\_\_\_

**1. Focus on Curriculum**

1a. Learning objective(s) aligned to the specified timeline/pace and sequence:

Aligned  Not aligned  Unable to determine

1b. Learning objective(s) evident to the students:

Evident  Not evident  Unable to determine

**2. Attention to Cultural Relevance**

2a. Identify lesson materials that are culturally relevant for the students:

<input type="checkbox"/> Activity/lab sheet	<input type="checkbox"/> Real-world objects	<input type="checkbox"/> Videos
<input type="checkbox"/> Content-specific manipulatives, materials, and/or models	<input type="checkbox"/> Student-created materials	<input type="checkbox"/> Worksheets
<input type="checkbox"/> Multimedia	<input type="checkbox"/> Technology and software	<input type="checkbox"/> Textbook
<input type="checkbox"/> Published print materials	<input type="checkbox"/> One-to-One device	<input type="checkbox"/> None

2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:

Lectures  Labs

# Let's explore!



### 3a. Assessing Quality Questioning

- Questions focus on grade level content/topic
- Questions engage students in deeper exploration
- Questions probe for "clarification", "explanation", etc.
- Questions provide scaffolding
- "Think time" is allowed before responses
- Questions promote higher levels of thinking
- Questions engage students in discussion

[www.newsela.com](http://www.newsela.com)

Math is fun or funny?!? 😊



## Depth of Knowledge



### Depth of Knowledge

Teachers will provide tasks of varying depths of knowledge to increase rigor and scaffold learning in the classroom.

Classroom Walkthrough tool for Continuous Improvement	
Data collection book/fact	School Name _____
Date: _____	Course/Content: _____
Time: _____	<input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> End of class period
Grade: _____	
<b>1. Focus on Curriculum</b>	
1a. Learning objective(s) aligned to the specified time/venue and sequence:	
<input type="checkbox"/> Aligned <input type="checkbox"/> Not aligned <input type="checkbox"/> Unable to determine	
1b. Learning objective(s) evident to the students:	
<input type="checkbox"/> Evident <input type="checkbox"/> Not evident <input type="checkbox"/> Unable to determine	
<b>2. Attention to Cultural Relevance</b>	
2a. Identify lesson materials that are culturally relevant for the students:	
<input type="checkbox"/> Activity/lab sheet <input type="checkbox"/> Real-world objects <input type="checkbox"/> Webpages	
<input type="checkbox"/> Content-specific manipulatives, materials, and/or models <input type="checkbox"/> Student-created materials <input type="checkbox"/> Worksheets	
<input type="checkbox"/> Multimedia <input type="checkbox"/> Technology and software <input type="checkbox"/> Textbook	
<input type="checkbox"/> Published print materials <input type="checkbox"/> One-to-One device <input type="checkbox"/> None	
2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:	
<input type="checkbox"/> Lectures <input type="checkbox"/> Videos	

3a. Determining depth of knowledge level(s) of student work/tasks:

- Level 1 *Recall of Information* – identify, list, define
- Level 2 *Basic Reasoning* – describe, interpret, explain
- Level 3 *Complex Reasoning* – evaluate, justify, apply
- Level 4 *Extended Reasoning* – analyze, synthesize, provide solutions

# Let's explore!



Username or email   
Password (forgot?)  [login](#)  
[Sign up!](#)

**Explore the Standards**  
K-8 Standards  
High School Standards  
Standards for Mathematical Practice

#### Find Tasks

By:   
By:

**Professional Development**  
Overview  
Plan Your Program  
Facilitated PD Workshops  
Continue the Conversation

**Other Resources**  
Fractions Progression Videos  
IM Store

### Content Standards: Kindergarten Through Grade Eight

[Need help finding tasks?](#)

K	1	2	3	4	5	6	7	8
Geometry								
Measurement and Data					Statistics and Probability			
Number and Operations in Base Ten				The Number System				
Operations and Algebraic Thinking				Expressions and Equations				
Counting and Cardinality	Number and Operations—Fractions			Ratios and Proportional Relationships		Functions		

Reveal standards automatically (7)

[www.illustrativemathematics.org](http://www.illustrativemathematics.org)



# Let's explore!



The screenshot shows the Desmos website homepage. At the top, there's a navigation bar with 'desmos', 'About', 'Partners', 'Blog', and a 'Create Account' button. A central banner reads 'Explore math with Desmos' with a 'Launch Calculator' button. Below this, there are several featured sections: 'Just Add Sliders', 'Tables of Data', 'Quick Start Guide', and 'Free iOS Apps'. A 'Staff Picks: Math Examples' section displays four math-related images with captions: 'Integral of cotangent(x)', 'Projection's bell's Gauss', 'polarkoordinaten', and 'Right\_Ram\_Sum\_1'.

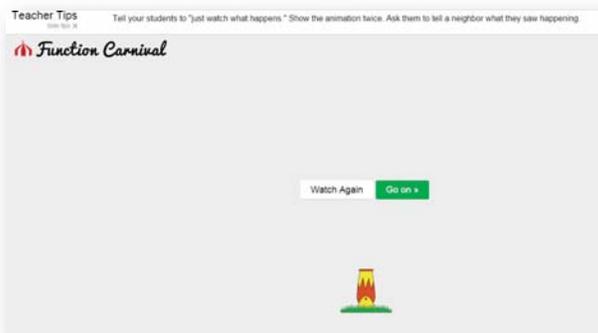
[www.desmos.com](http://www.desmos.com)

Let's  
explore!



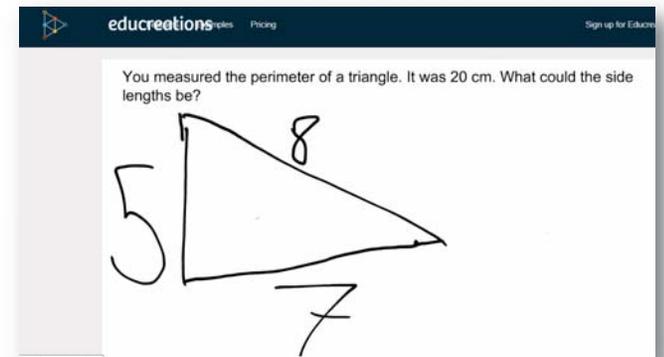
[student.desmos.com](http://student.desmos.com)

Enter code: bhvc



[teacher.desmos.com](http://teacher.desmos.com)

Let's  
explore!



<http://www.educreations.com>

Let's explore!



<http://illuminations.nctm.org>

Let's explore!



<http://www.thirteen.org/get-the-math/>

# Flexible Grouping



## Flexible Grouping

Teachers will use flexible grouping and cooperative learning to facilitate instruction of rigorous tasks.

Classroom Walkthrough tool for Continuous Improvement	
Data collection book <i>fact</i>	School Name _____
Date: _____	Course/Content: _____
Time: <input type="checkbox"/> Beginning <input type="checkbox"/> Middle <input type="checkbox"/> End of class period	
Grade: _____	
<b>1. Focus on Curriculum</b>	
1a. Learning objective(s) aligned to the specified time/usage and sequence:	
<input type="checkbox"/> Aligned	<input type="checkbox"/> Not aligned <input type="checkbox"/> Unable to determine
1b. Learning objective(s) evident to the students:	
<input type="checkbox"/> Evident	<input type="checkbox"/> Not evident <input type="checkbox"/> Unable to determine
<b>2. Attention to Cultural Relevance</b>	
2a. Identify lesson materials that are culturally relevant for the students:	
<input type="checkbox"/> Activity/lab sheet	<input type="checkbox"/> Real-world objects <input type="checkbox"/> Web sites
<input type="checkbox"/> Content-specific manipulatives, materials, and/or models	<input type="checkbox"/> Student-created materials <input type="checkbox"/> Worksheets
<input type="checkbox"/> Multimedia	<input type="checkbox"/> Technology and software <input type="checkbox"/> Textbook
<input type="checkbox"/> Published print materials	<input type="checkbox"/> One-to-One device <input type="checkbox"/> None
2b. Identify ways students acquire, comprehend, and communicate knowledge of the content:	
<input type="checkbox"/> Lectures	<input type="checkbox"/> Videos

3. Identify grouping format.			
<input type="checkbox"/> Whole group	<input type="checkbox"/> Small group	<input type="checkbox"/> Paired	<input type="checkbox"/> Individual
<input type="checkbox"/> Problem-Solving Partnership	<input type="checkbox"/> Cooperative Teams	<input type="checkbox"/> Collaborative Groups	

# Walk 'N' Talk



How might these activities/tools support access to the career- and college- ready characteristics for....?

- the struggling reader
- the apathetic learner
- the learner lacking confidence
- the EL student
- \_(fill in the blank)\_\_\_\_\_

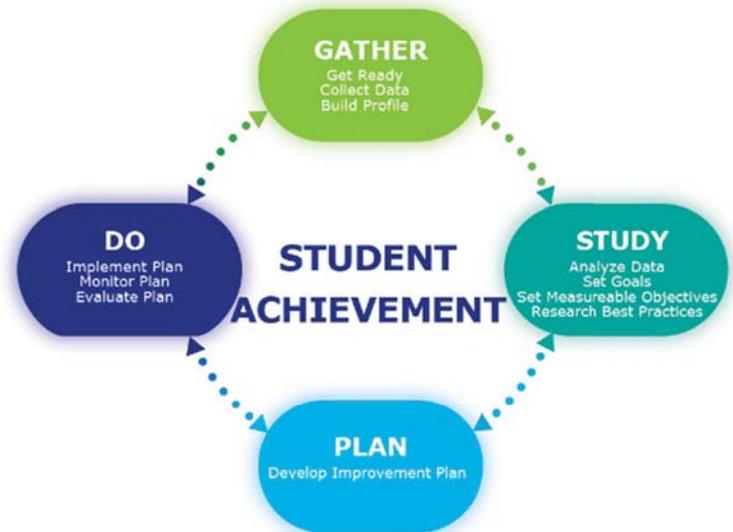
What are some options for using this tool to scale up classroom activities, increase rigor, integrate other content areas, or overcome potential barriers for students?



**KEEP  
CALM  
AND  
TAKE A  
BREAK**



## Connections



# Connections



## SCHOOL IMPROVEMENT FRAMEWORK 2.0

### School Improvement Framework 2.0

#### D. Effective Instructional Practices

- Instructional delivery incorporates a variety of research-based instructional practices that are implemented and monitored for fidelity and effectiveness.
- Instruction engages students in higher levels of cognitive thinking, leading to greater depth of knowledge.
- Instruction ensures that students are engaged in applications and transfer of their learning beyond the classroom.
- Teachers exhibit instructional flexibility and responsiveness that allows for timely adjustments to instruction based on student needs.
- A system of interventions is in place for all students, including developing and advanced students.
- Instruction integrates appropriate technology in order to enhance delivery and engage students.



Access to  
MDE  
documents

[www.michigan.gov/mde](http://www.michigan.gov/mde)

Career & College Ready  
Instruction

Intentional Instructional Practices

Intentional Instructional Practices (under construction)

When **Standards, Instruction, and Culture** intersect we'll see...

Curriculum with Higher Cognitive Demand (Increased Rigor) and Career and College Ready Characteristics

Lessons that Address appropriate grade level standards and include content relevant to students lives

Teaching that is engaging, culturally responsive, and provides for experiential learning

**Standards** - Curriculum with higher cognitive demand (increased rigor) and Career and College Ready characteristics.

**Instruction** - Teaching that is engaging, culturally responsive, and provides for experiential learning.

**Culture** (under construction) - Lessons that address appropriate grade level standards and include content relevant to student lives.

Intentional Instructional Practices (under construction) - The intersection of Standards, Instruction, and Culture.

Academic Vocabulary	Depth of Knowledge
Flexible Grouping	Quality Questioning

**Academic Vocabulary Articles**

- [Developing Academic Vocabulary](#)
- [Effective Academic Vocabulary Instruction in the Urban Middle School](#)
- [How Can Teachers Increase Classroom Use of Academic Vocabulary?](#)
- [How to Teach Academic Vocabulary to Middle School Students](#)
- [Vocabulary Teaching and Learning across Disciplines](#)

# Update Early Literacy/Early Mathematics

Create internal team to leverage existing (and future) state initiatives, resources, and partnerships



Engage stakeholders from field to shape vision and mission



Connect MTSS and Intentional Instruction with student success



Statewide Vision for Early Literacy and Early Mathematics in MI



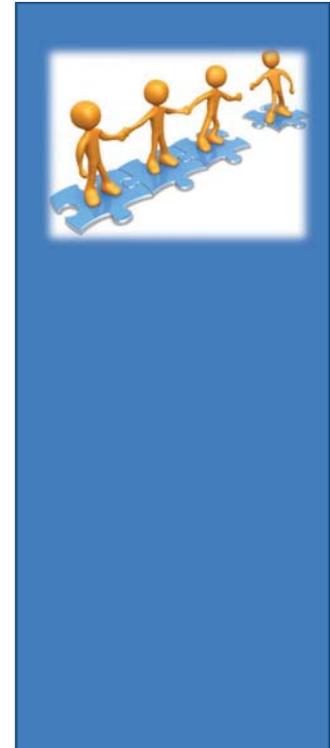
# Google Community



*Please provide email address to receive invite.*



- Sign up to be part of google community
- Complete Exit Ticket through link in google community





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Unit**

***Questions  
or  
Comments***

