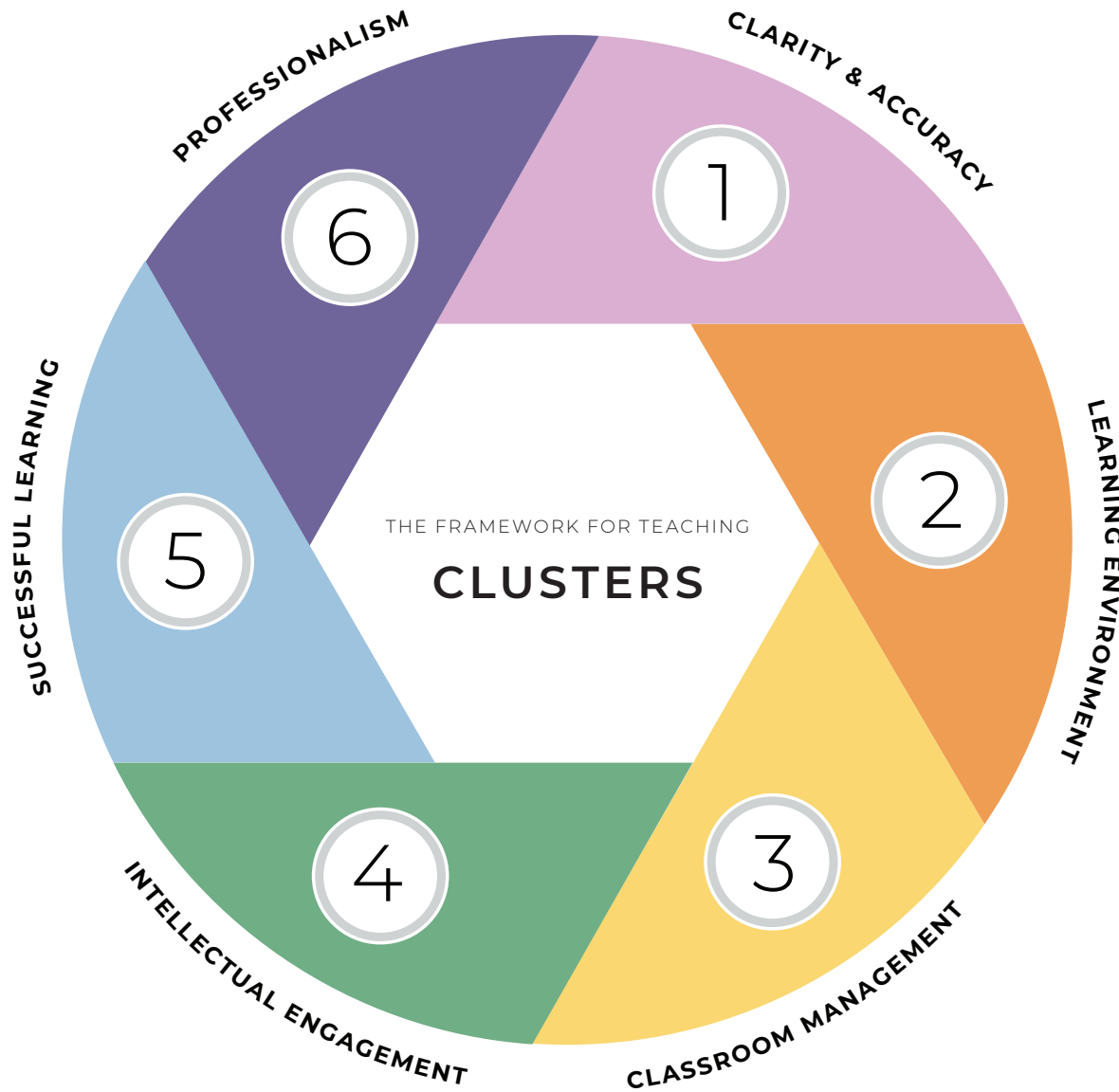




SMART CARD

THE FRAMEWORK CLUSTERS



FOCUS AREAS

1 Clarity & Accuracy

- Learning Outcomes
- Success Criteria & Activities
- Presentation & Explanation

2 Learning Environment

- Caring & Respect
- Intellectual Challenge
- Support & Persistence

3 Classroom Management

- Routines & Procedures
- Collective Responsibility
- Physical Environment

4 Intellectual Engagement

- Lesson Structure & Flow
- Important Learning
- Student Discourse

5 Successful Learning

- Assessment
- Feedback to Students
- Analysis & Reflection

6 Professionalism

- Continuous Professional Learning
- Collaboration
- Honesty & Integrity

THE FRAMEWORK CLUSTERS

CLUSTER 1: CLARITY & ACCURACY

LEARNING OUTCOMES are clear and ambitious, reflect important content knowledge, and contribute to the social, emotional, and intellectual development of students.

SUCCESS CRITERIA & ACTIVITIES are clear, aligned to the outcomes, and used consistently to engage all students in the intellectual work of learning

PRESENTATION & EXPLANATION of the content are rich and nuanced, bringing even difficult concepts to life for students.

- In what ways do the learning outcomes challenge students to think critically?
- In what ways are learning outcomes reflective of the standards of the discipline and appropriate to the students' levels of knowledge and skill?
- What examples do you see of congruence between the activities and instructional outcomes?
- What might be some ways to adapt lessons to meet the needs of all students?
- How does teachers' deep understanding of the content support intellectual work by students during lessons?

CLUSTER 2: LEARNING ENVIRONMENT

CARING & RESPECT are consistently shown between teacher and students and among students.

INTELLECTUAL CHALLENGE is evidenced by high expectations, high levels of cognitive energy, and risk taking.

SUPPORT & PERSISTENCE are demonstrated in the classroom environment; students persevere through challenges in their quest for mastery.

- In what ways do classroom interactions demonstrate genuine caring and a safe, respectful, supportive, and challenging learning environment?
- How do teachers convey high expectations for student learning and encourage hard work and perseverance?
- In what ways do teachers create classrooms that are safe for risk taking?
- How do students take ownership of their work and demonstrate a commitment to mastering challenging content?
- How do teachers establish environments that recognize and value students' identities as well as their social, emotional, and intellectual needs?

CLUSTER 3: CLASSROOM MANAGEMENT

ROUTINES & PROCEDURES create efficiency and clarity to support joyful, productive engagement in learning activities.

COLLECTIVE RESPONSIBILITY is shown by all members of the classroom community through monitoring of the standards of conduct, execution of procedures and routines, and productive contributions to learning.

PHYSICAL ENVIRONMENT is supportive of learning and appropriate for the social, emotional, and academic needs of all students.

- In what ways are classrooms well run and organized?
- How might classroom routines and procedures be clearer or carried out more efficiently to prevent loss of instructional time?
- How might students themselves take a more active role in ensuring a productive classroom?
- In what ways do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards?
- How does the physical environment in classrooms support learning and engagement?

CLUSTER 4: INTELLECTUAL ENGAGEMENT

LESSON STRUCTURE & FLOW allow for and support intellectual engagement and productive struggle; students are given time to think, develop ideas, and reflect on their learning.

IMPORTANT LEARNING occurs through well-designed activities, questions, and discussion; students view the content as worthwhile and interesting.

STUDENT DISCOURSE demonstrates higher-order thinking, reasoning skills, and the ability to engage thoughtfully and respectfully with others' thinking and ideas.

- How do the structure and flow of lessons support the development of ideas and opportunities for students to engage in thoughtful discussion and reflection?
- In what ways do instructional activities and questions explored promote intellectual engagement and energy in classrooms?
- In what ways are students asked to explain their thinking, construct arguments, and question the thinking of others?
- How do teachers create the conditions for students to take responsibility for their own learning?
- How do activities invite students to grapple with challenging content and solve problems in their collaborative and individual work?

CLUSTER 5: SUCCESSFUL LEARNING

ASSESSMENT, both of learning and for learning, occurs frequently and through a variety of means; it is aligned to outcomes and success criteria.

FEEDBACK TO STUDENTS is provided by the teacher, other students, and the activities and tasks themselves; it advances learning and informs necessary modifications and additional supports.

ANALYSIS & REFLECTION are a consistent aspect of learning; the teacher and students themselves assume responsibility for student learning.

- In what ways do teachers ensure learning by all students?
- What are some ways teachers monitor student understanding through specifically designed questions or assessment strategies?
- What are some examples of students monitoring their own learning and providing constructive feedback to classmates?
- How can teachers make strategic modifications to their lessons or leverage other sources of support based on student learning and progress?
- When teachers reflect on a lesson or unit, what are some ways they demonstrate awareness of their success in promoting student engagement and learning?

CLUSTER 6: PROFESSIONALISM

CONTINUOUS PROFESSIONAL LEARNING and improvement are valued and consistently demonstrated through an inquiry-based, growth-focused, and results-oriented approach to professional engagement.

COLLABORATION with colleagues occurs frequently, involves active engagement, and is characterized by commitment and trust.

HONESTY & INTEGRITY are consistently evident in the teacher's work and in interactions with colleagues, families, community members, and students.

- How do teachers engage with the professional community (within the school and beyond) and demonstrate their commitment to ongoing professional learning?
- In what ways do teachers collaborate productively with one another?
- How can teachers be supported to contribute to the intellectual life of the school?
- What might be some ways the teacher engages in professional learning and takes a leadership role in the school to promote the welfare of students?
- How do teachers support a strong school culture and a climate of trust for staff, students, and families?