

# AISD Instructional Focus

**2022-2023**



**Board Meeting  
May 15, 2023**

# ALEDO ISD FOCUS DOCUMENT 2022-2023



## WHAT WE TEACH

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Standards Driven  
Curriculum

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Teaching to the Depth  
of the Standards

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## HOW WE TEACH

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Focus on 8 Cognitive Skills  
*Thinking Maps*

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Fundamental Five

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Rigor, Relevance,  
Learner Engagement

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Workshop Model

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## AUTHENTIC LITERACY

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Cross-Disciplinary Literacy  
(listening, speaking, reading, writing, thinking)

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Write From the  
Beginning & Beyond

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Culture of Excellence  
Professional Learning Community

# Implementation Measures of District Instructional Focus

## PLC Goals

Reported Quarterly

### **Focus on Learning**

Goal 86% of CTs by June

### **Collaborative Culture**

Goal 85% of CTs by June

### **Focus on Results**

Goal 77% of CTs by June

## District Instructional Priorities

Reported Monthly

### **Lesson Frame**

Goal 100% of classrooms by June

### **Daily Critical Writing**

Goal 100% of classrooms by June

### **High-Yield Formative Assessment**

Goal 100% of classrooms by June

### **Learner Engagement**

Goal 80% of classrooms by June

### **Student-Driven Learning**

\*Monthly report will consist of exemplars, rather than a percentage

## Progress Monitoring

Reported BOY & MOY

### **CIRCLE Progress Monitoring**

PK Reading / Math Screener

### **mCLASS Texas & DRA**

K-2 Reading Screener

### **IXL Math**

K-2 Math Screener

### **MAP Growth**

3-10 Reading Screener

3-10 Math Screener



# Aledo ISD

## Instructional Focus Implementation

Reporting Period 5  
December 12-January 13, 2023



# Student-Driven Learning

## Stuard Elementary:

4th Grade Social Studies, Ms. Banks



Students were learning the Texas Revolution and investigated documents about the events of the Battle of the Alamo to understand the various positions of the different parties involved.

## Aledo High School:

U.S. History, Ms. Allen



Students worked together for a review and made connections between time periods that they have learned about this school year.

# Implementation Measures of District Instructional Focus

## PLC Goals

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## Instructional Rounds Process

Identifying a problem of practice



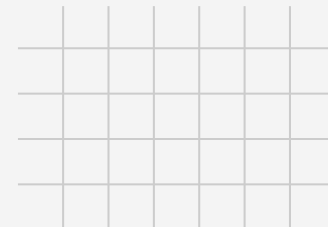
Observing



Debriefing



Focusing on the next level of work





## Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> <li>Students demonstrate their learning and display recall and recall tasks.</li> <li>Most tasks draw on memorization and focus on answering recall-type questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning and display recall and recall tasks.</li> <li>There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning and display recall and recall tasks.</li> <li>Students are able to analyze, synthesize, and/or evaluate new instructional content.</li> <li>Tasks include the opportunity for students to respond to content through inquiry and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation.</li> <li>Tasks include the opportunity for students to assess their own learning and move forward to adjust their knowledge to new activities.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Learning tasks include one assigned way for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks include one or more assigned ways for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks allow students to self-select options to best represent their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks extend students' learning, requiring them to pursue self-discovery.</li> </ul>
High-Level Questioning	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> <li>Students respond to questions that mainly focus on basic recall and recall.</li> <li>Few students ask questions, and most questions asked focus on basic recall or relating of content.</li> </ul>	<ul style="list-style-type: none"> <li>Students respond to questions that mainly focus on basic recall and recall.</li> <li>Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.</li> </ul>	<ul style="list-style-type: none"> <li>Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in rigorous and with little guidance.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Lesson mainly includes questions at a range of levels, but not all students are required to respond to each question.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson includes questions at a range of levels, but not all students are required to respond to each question.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is designed to challenge students to question with their thinking.</li> </ul>
Academic Discussion	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> <li>Student discussion is driven by the teacher and mainly remains at the level of using everyday language, with little to no evidence of academic or domain-specific vocabulary.</li> <li>Student discussion focuses on a variety of topics with each student offering their own thinking without using ideas from peers.</li> </ul>	<ul style="list-style-type: none"> <li>Students discuss and defend their thinking with evidence.</li> <li>Students provide explanations or evidence of their thinking and respond to their peers' comments.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with peers in rigorous academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied.</li> <li>Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.</li> </ul>	<ul style="list-style-type: none"> <li>Students discuss, to the data, and think through complex academic issues.</li> <li>Students are able to convert academic issues into their own language.</li> <li>Students are able to defend their thinking with evidence.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson mostly structures discussion as an independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is designed to challenge students to question with their thinking.</li> </ul>

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## District Look-fors

### \*Objectives (We Will/ I Will/ So That I Can)

15/18

### \*Critical Writing in Journals/Binders (Beyond Note Taking)

16/18

### \*Evidence of Differentiation

16/18

## Relevance Rubric

Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

Meaningful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> <li>Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit.</li> <li>Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Student work requires application of knowledge learned during the lesson/unit.</li> </ul>	<ul style="list-style-type: none"> <li>Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study.</li> </ul>	<ul style="list-style-type: none"> <li>Students think and act critically to curate content and apply information learned to address a range of cross-disciplinary tasks which are both creative and original.</li> <li>Student work requires the ability to select, organize, and present content through relevant products with multiple solutions.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to demonstrate foundational understanding of content.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to complete a specific task that requires application of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson inspires students with an opportunity to think critically about content.</li> </ul>
Authentic Resources	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> <li>Students mainly engage with one source of information for the lesson and/or unit.</li> <li>Students use one source to complete tasks focused on making simple connections to content.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it.</li> <li>Students use one or more sources to complete real-world tasks focused on making simple connections to content.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit. Students use multiple sources of information to complete real-world tasks involving comparison, analysis, argument, and research.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit. Students use multiple sources of information to complete real-world tasks involving comparison, analysis, argument, and research.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question, uses primary and secondary sources, and includes opportunities for students to connect content to a content-specific text and an additional resource.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question and relies on multiple authentic texts and resources to conduct comparison, analysis, arguments, research, and other relevant, real-world tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question and relies on multiple authentic texts and resources to conduct comparison, analysis, arguments, research, and other relevant, real-world tasks.</li> </ul>
Learning Connections	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> <li>Students have the opportunity to engage in content that has explicit connections to real-world application.</li> <li>Some students begin to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in content that has explicit connections to real-world application.</li> <li>Some students begin to articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in content that has explicit connections to real-world application.</li> <li>Students articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in content that has explicit connections to real-world application.</li> <li>Students articulate the connections between content learned and real-world application.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Lesson provides appropriate content, but without explicit connections to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides some opportunities to connect content learned to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple opportunities for students to connect content learned to real-world applications.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple opportunities for students to connect content learned to real-world applications.</li> </ul>

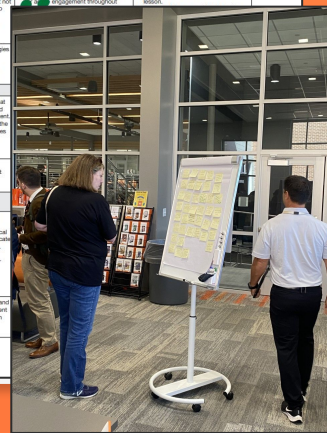
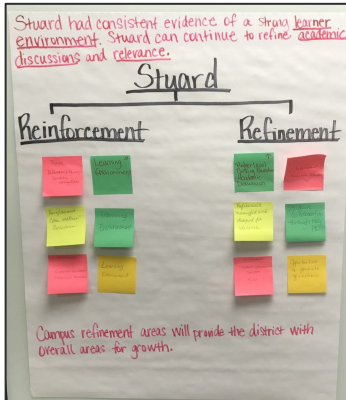
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## Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> <li>Students participate in learning, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not participating.</li> <li>Lesson is teacher-led and students progress through new learning through hand-raising.</li> <li>Lesson relies mainly on direct instruction with few opportunities for student engagement through application.</li> </ul>	<ul style="list-style-type: none"> <li>Students begin to participate in learning, but some students are off-task or have disengaged from the lesson and are not participating.</li> <li>Lesson is teacher-led and students progress through new learning through hand-raising.</li> <li>Lesson relies mainly on direct instruction with few opportunities for student engagement through application.</li> </ul>	<ul style="list-style-type: none"> <li>Students participate in learning, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not participating.</li> <li>Lesson is teacher-led and students progress through new learning through hand-raising.</li> <li>Lesson relies mainly on direct instruction with few opportunities for student engagement through application.</li> </ul>	<ul style="list-style-type: none"> <li>Students remain on-task and proactively engaged throughout the lesson.</li> </ul>
Learning Environment	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> <li>Students have the opportunity to engage in content that has explicit connections to real-world application.</li> <li>Some students begin to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in content that has explicit connections to real-world application.</li> <li>Some students begin to articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in content that has explicit connections to real-world application.</li> <li>Students articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in content that has explicit connections to real-world application.</li> <li>Students articulate the connections between content learned and real-world application.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Lesson provides appropriate content, but without explicit connections to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides some opportunities to connect content learned to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple opportunities for students to connect content learned to real-world applications.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple opportunities for students to connect content learned to real-world applications.</li> </ul>
Formative Processes and Tools	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	<ul style="list-style-type: none"> <li>Lesson includes few instances of formative assessment to evaluate student mastery of content. Assessment results indicate that student growth is minimal.</li> <li>Students are provided or grouped opportunities for differentiated learning based on content, process, and product.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson includes some instances of formative assessment to evaluate student mastery of content. Assessment results indicate that student growth is progressing.</li> <li>Students are provided or grouped opportunities for differentiated learning based on content, process, and product.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson includes multiple instances of formative assessment to evaluate student mastery of content. Assessment results indicate that student growth is progressing.</li> <li>Students are provided or grouped opportunities for differentiated learning based on content, process, and product.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson includes multiple instances of formative assessment to evaluate student mastery of content. Assessment results indicate that student growth is progressing.</li> <li>Students are provided or grouped opportunities for differentiated learning based on content, process, and product.</li> </ul>
Instructional Design	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to monitor progress.</li> </ul>

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# Moving Up the Rigor Continuum



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RIGOROUS LEARNING FOR ALL STUDENTS

## Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate their learning by completing tasks that require comprehension.</li> <li>There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.</li> </ul>	<p>Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content. Tasks include the opportunity for students to respond to content through inquiry and interpretation.</p>	<ul style="list-style-type: none"> <li>Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation.</li> <li>Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Learning tasks include one assigned way for students to demonstrate their thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Learning tasks include one or more assigned ways for students to demonstrate their thinking.</li> </ul>	<p>Learning tasks allow students to self-select options to best represent their thinking.</p>	<ul style="list-style-type: none"> <li>Learning tasks extend students' learning, inspiring them to pursue self-discovery.</li> </ul>
<b>High-Level Questioning</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students respond to questions that mainly focus on basic recall and retell.</li> <li>Few students ask questions, and most questions asked focus on basic recall or retelling of content.</li> </ul>	<ul style="list-style-type: none"> <li>Students respond to questions that demonstrate a comprehension of content.</li> <li>Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.</li> </ul>	<p>Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information.</p> <p>During the lesson, students generate questions about content that demonstrate rigorous independent thinking.</p>	<ul style="list-style-type: none"> <li>Students actively engage in developing rigorous questions to challenge the thinking of their peers.</li> <li>Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson includes questions at a range of levels, but not all students are required to respond to each question.</li> </ul>	<p>Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.</p>	<ul style="list-style-type: none"> <li>Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.</li> </ul>
<b>Academic Discussion</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary.</li> <li>Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.</li> </ul>	<ul style="list-style-type: none"> <li>Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence.</li> <li>Students provide explanations or evidence of their thinking and respond to their peers' comments.</li> </ul>	<p>Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied.</p> <p>Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.</p>	<ul style="list-style-type: none"> <li>Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&amp;A session regarding the major concepts studied.</li> <li>Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.</li> </ul>	<p>Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed, while evaluating the quality.</p>	<ul style="list-style-type: none"> <li>Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.</li> </ul>

Developed/  
Well Developed  
Classrooms

Out of 180 Classrooms

82 → 111

33 → 43

55 → 47

# Moving Up the Relevance Continuum



Developed/  
Well Developed  
Classrooms

Out of 180 Classrooms

51 → 70

62 → 76

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RIGOROUS LEARNING FOR ALL STUDENTS

## Relevance Rubric

Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

Meaningful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit.</li> <li>Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills.</li> </ul>	<ul style="list-style-type: none"> <li>Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality.</li> <li>Student work requires application of knowledge learned during the lesson/unit.</li> </ul>	<ul style="list-style-type: none"> <li>Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality.</li> <li>Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study.</li> </ul>	<ul style="list-style-type: none"> <li>Students think and act critically to curate content and apply information learned to address a range of cross-disciplinary tasks which are both creative and original.</li> <li>Student work requires the ability to select, organize, and present content through relevant products with multiple solutions.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to demonstrate foundational understanding of content.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to complete a specific task that requires application of knowledge.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning to complete the task.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson inspires students with an opportunity to think critically about new learning to create their own real-world, relevant tasks.</li> </ul>
<b>Authentic Resources</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students mainly engage with one source of information for the lesson and/or unit.</li> <li>Students use one source to complete tasks focused on making simple connections to content.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it.</li> <li>Students use one or more sources to complete real-world tasks focused on making simple connections to content.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit.</li> <li>Students use multiple sources of information to complete real-world tasks involving comparisons, analysis, argument, and research.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage with multiple sources of information, both primary and secondary, during a lesson/unit, including multi-format resources.</li> <li>Students select and use a variety of resources to solve predictable or unpredictable real-world scenarios.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question, uses primary and secondary sources, and includes opportunities for students to connect content to a content-specific text and an additional resource.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question and relies on multiple authentic texts and resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson is structured around an essential understanding/question and relies on students to select multiple authentic texts and resources to engage in real-world problem solving.</li> </ul>
<b>Learning Connections</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students seldom have the opportunity to engage in content that has explicit connection to real-world application.</li> <li>Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Students occasionally engage in content that has explicit connection to real-world application.</li> <li>Some students begin to articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Students engage in content that has explicit connections to real-world applications.</li> <li>Students clearly articulate the connections between content learned and real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Students discover opportunities to apply content to their lives as well as real-world application.</li> <li>Students independently make thoughtful connections between content learned and real-world unpredictable situations.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson provides appropriate content, but without explicit connections to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides some opportunities to connect content learned to real-world application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson inspires students to create their own opportunities to connect content learned to their lives, as well as real-world applications.</li> </ul>

# Moving Up the Learner Engagement Continuum



Developed/  
Well Developed  
Classrooms

Out of 180 Classrooms

96 → 109

105 → 99

## Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected.</li> <li>Lesson is teacher led and students progress through new learning with some challenges with productivity.</li> </ul>	<ul style="list-style-type: none"> <li>Most students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond.</li> <li>Lesson is led by the teacher, and students productively progress through new learning.</li> </ul>	<ul style="list-style-type: none"> <li>All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson.</li> <li>Lesson is led by both teacher and students, and students productively progress through new learning.</li> </ul>	<ul style="list-style-type: none"> <li>All students remain on-task and productively engaged throughout the lesson.</li> <li>Students take ownership of learning new content, actively seeking ways to improve their own performance.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Lesson relies mainly on direct instruction with few opportunities for student engagement through application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.</li> </ul>	<ul style="list-style-type: none"> <li>Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.</li> </ul>
<b>Learning Environment</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions.</li> <li>Students demonstrate a lack of respect for peers, teacher, and/or learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Students exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content.</li> <li>Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning.</li> <li>Students demonstrate respect for peers, teacher, and the learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning.</li> <li>Students demonstrate respect for peers, teacher, and the learning environment.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are inconsistently communicated and/or implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are visible, but are not consistently implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Clear classroom learning procedures and routines are visible and are consistently implemented.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to</li> </ul>
<b>Formative Processes and Tools</b>	<b>1 – Beginning</b>	<b>2 – Emerging</b>	<b>3 – Developed</b>	<b>4 – Well Developed</b>
<b>Student Learning</b>	<ul style="list-style-type: none"> <li>Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal.</li> <li>Students are partnered or grouped, but all students receive the same lesson content, process, and product.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing.</li> <li>Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations.</li> <li>Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs.</li> </ul>	<ul style="list-style-type: none"> <li>Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning.</li> <li>Assessment results indicate that students are exceeding expected outcomes.</li> </ul>
<b>Instructional Design</b>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.</li> </ul>	<ul style="list-style-type: none"> <li>Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.</li> </ul>



# Aledo ISD 2022-23

## Fall to Spring Instructional Rounds

### Comparative Data

District Look Fors:	Overall Reinforcement & Refinement Areas
<p><b>Lesson Frame (We Will, I Will, So that I Can)</b></p> <ul style="list-style-type: none"><li>● Fall: 171 out of 180 = 95% of classrooms</li><li>● Spring: 174 out of 180 = 97% of classrooms</li></ul> <p><b>Daily Critical Writing</b></p> <ul style="list-style-type: none"><li>● Fall: 124 out of 180 = 69% of classrooms</li><li>● Spring: 128 out of 180 = 71% of classrooms</li></ul> <p><b>Differentiation</b></p> <ul style="list-style-type: none"><li>● Fall: 116 out of 157 = 74% of classrooms</li><li>● Spring: 112 out of 157 = 71% of classrooms</li></ul>	<p><b>Reinforcement / Celebration:</b></p> <ul style="list-style-type: none"><li>● Fall: Learner Engagement (Active Participation &amp; Learning Environment)</li><li>● Spring: Thoughtful Work &amp; Active Participation</li></ul> <p><b>Refinement / Growth Area:</b></p> <ul style="list-style-type: none"><li>● Fall: Relevance &amp; Academic Discussion</li><li>● Spring: High Level Questioning &amp; Academic Discussion</li></ul>

# Response to the Data

What we've already done	Upcoming
Strategy Share Out  Campus JITs	Continue to look at Academic Discussion in District Look-fors  All Staff August PD  New Teacher Rounds  District Rounds  C&I newsletters

