

FIGURE 1. Clarke County School District (CCSD) Commitments for High Student

Performance: Planning Practices

Commitment: Create lessons using the CCSD Instructional Framework that are engaging, rigorous and aligned to the required curriculum.

Observable Practices

- Lesson plans reflect the use of the curriculum and pacing guides.
- Lesson plans identify opportunities for flexible grouping and differentiation.
- International Baccalaureate components are part of lesson plans (middle and high schools).
- Lesson plans explicitly list components of the CCSD Instructional Framework (lessons include opening, mini-lesson, work session, and closing) and give specific details about each component:

Beginning of Lesson:

- Establishes the expected learning outcomes.
- Communicates an essential question and/or other type of organizer.
- Connects the previous lesson and/or prerequisite knowledge to new learning.
- Includes activating strategies centered on the standard, element(s), and/or essential question.

Mini-lesson:

- Contains modeling while referencing standards and key vocabulary.
- Includes exemplars (examples of student work that meets or exceeds the standard).

Work Session:

- Students are given time to practice the new content and/or elements of standards by demonstrating relevant, real world applications.

Closing of Lesson:

- Confirms conceptual understanding by linking back to the opening and the targeted standard or elements as well as the essential question and/or other organizer.
- Students are given time at the end of each lesson to give and receive feedback, clarify understandings, and summarize what was learned.
- Lessons incorporate content in which the standards promote higher-order thinking, problem posing, and/or problem-solving tasks.
- Flexible groups are used for students in need of additional and/or different forms of instruction.

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