

Instructional Framework: Secondary Schools 2014-2015

Cabarrus County School District
Concord, North Carolina



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Cabarrus County Schools
Vision, Mission, and Beliefs

Our Vision:

- To produce globally competitive lifelong learners through rigorous and relevant curriculum taught by highly prepared visionary leaders who recognize the importance of engaging a diverse body of learners.
- To provide 21st Century resources through responsible and efficient use of funding.
- To ensure success for all students in safe, inviting, and healthy learning communities by building upon a foundation of stakeholder support and caring/respectful relationships.

Our Mission:

We will value, teach, and empower each student in a culture of educational excellence.

Our Beliefs:

We believe in...

- educating the whole child.
- personalized educational approaches for each child.
- caring and respectful relationships.
- safe, motivating, and inviting learning environments.
- integrity and honesty.
- parent and community partnerships.
- fiscal responsibility and efficient operations.
- data-driven decisions.
- achieving success and educational excellence.

CCS Curriculum and Instruction
Vision, Mission, and Beliefs

Our Vision:

Every Teacher Highly Effective...
Every Student Cognitively Engaged...

Our Mission:

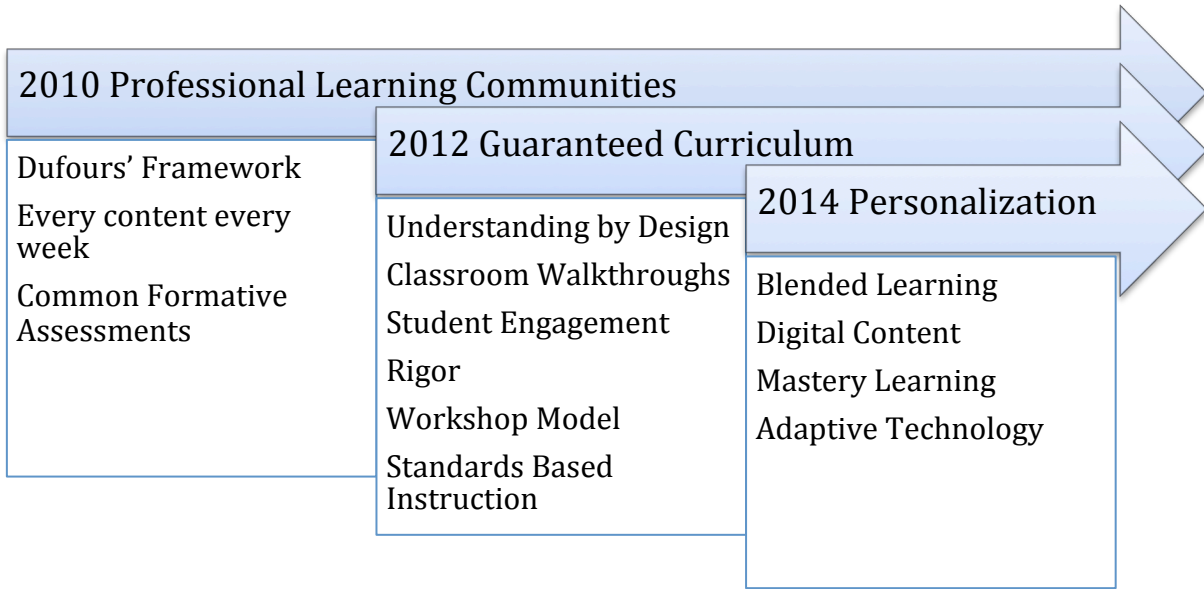
The Curriculum and Instruction leadership team will empower and equip educators to effectively engage and challenge all students by providing effective professional development, coaching support, and modeling.

Our Beliefs:

We believe in...

- educating the whole child.
- personalized educational approaches for each child.
- caring and respectful relationships.
- safe, motivating, and inviting learning environments.
- integrity and honesty.
- parent and community partnerships.
- fiscal responsibility and efficient operations.
- data-driven decisions.
- achieving success and educational excellence.

CCS Curriculum and Instruction
Vision, Mission, and Beliefs



In 2010, Cabarrus County Schools developed a visionary plan to continue the development of a cutting edge, 21st century school system. The process began with the implementation of Professional Learning Communities in every school. In 2012, CCS focused their work on writing a guaranteed, viable, and coherent curriculum based on the Common Core State Standards and the North Carolina Essential Standards. Beginning in 2014, CCS embraced the concept of personalization in education; the goal is to provide each student with a personalized education using various digital methods. These three initiatives are an ongoing process for CCS and are at the heart of our mission and vision statements. The Common Instructional Framework is a reference for these initiatives and processes. Each topic is explained and discussed in detail in the following pages.

Common Language of Instruction: Reflecting on Teaching (PLC)

Through the adoption of Professional Learning Communities (PLC) Cabarrus County Schools now has a structure that allows teachers to collaborate and reflect upon current teaching practices and student growth in order to plan instruction. This framework is based upon the work of Richard DuFour, et al. (*A Handbook for Professional Learning Communities at Work*, 2010). CCS made the PLC the basic framework for instructional planning and reflection in 2010.

The following are the expectations for PLCs in CCS:

- PLCs will meet once a week to discuss and reflect on current practices and to analyze student data
- Each PLC will identify a PLC facilitator, responsible for creating weekly agendas, facilitating discussions and submitting the proper forms to the administrative team
- Each PLC will provide feedback on the curriculum documents following the completion of every unit using the Google Apps document located in the PLC Toolbox
- PLCs will be evaluated twice a year (October and May) by their administrative team; this will be done using the PLC Performance Rubric and will be entered into Teachscape
- Each PLC will create quality Common Formative Assessments (CFAs) and submit two annually to their school administration for feedback; this will be done using the Rubric for Quality Assessments located in the PLC Toolbox

For further information on PLCs and the PLC process, please read the Framework for Facilitating PLCs found in the [PLC Toolbox](#).

Common Language of Instruction: Planning for Instruction, UbD

In 2012, Cabarrus County Schools began the process of writing a guaranteed, viable, and coherent curriculum. This process was a response to the adoption of the Common Core State Standards and the new North Carolina Essential Standards. CCS selected the framework Understanding by Design (UbD) developed by Grant Wiggins and Jay McTighe. UbD is a “backwards design” model, centered on the idea that the design process should begin with identifying the desired results and then work backwards to develop instruction. Their framework identifies three stages of development: Desired Results (Stage 1), Evidence (Stage 2), and the Learning Plan (Stage 3).

The following section is a brief overview of Understanding by Design and the work the CCS has undertaken regarding curriculum writing for the past three years. For more information about the curriculum framework, UbD, or to access the current CCS curriculum documents, please contact your Assistant Principal of Instruction or visit the [PK-12 Curriculum Homepage](#).

Operational Definitions:

Term	Definition	Reference
<p>“Big Ideas”</p>	<p>Considered the “linchpins” of learning, these ideas connect the dots for the learner by establishing learning priorities. “Big Ideas” are the conceptual anchors that students use to make connections between facts and topics so that transfer can be achieved. “Big Ideas” are at the core of the subject and must be uncovered through inquiry and rigorous study.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Adaptation • Change • Movement • Evolution • System • Mood • Patterns 	<p>Wiggins, G. and McTighe, J. (2006). <i>Understanding by design</i>. Upper Saddle River, NJ: Pearson Education, Inc.</p>
<p>Common Core State Standards</p> <p><i>These were adopted by North Carolina on June 2, 2010.</i></p>	<p>The Common Core is a set of high-quality academic standards in mathematics and English language arts/literacy (ELA). These learning goals outline what a student should know and be able to do at the end of each grade. The standards were</p>	<p>Common Core Standards</p>

	created to ensure that all students graduate from high school with the skills and knowledge necessary to succeed in college, career, and life, regardless of where they live.	
“Do’s”	<p>These are a specific set of skills that are part of the acquisition process of learning. “Do’s” are the discrete skills and processes students should be able to use upon completion of the unit.</p> <p>Examples: <i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> • Providing a neutral summary • Tracing the logic of an argument • Expressing their findings orally and in writing • Solving a multi-step equation 	Wiggins, G. and McTighe, J. (2011). <i>The understanding by design guide to creating high-quality units</i> . Alexandria, VA: ASCD.
Enduring Understandings	<p>Enduring Understandings are the specific insights, inferences, or conclusions about the big idea you want your students to leave with. They are full-sentence statements and can be gained only through guided inference. They are not “teachable” facts. Enduring Understandings are inherently abstract, usually not obvious, sometimes counterintuitive, and possibly misunderstood by students.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Correlation does not ensure causality. • Sometimes a correct mathematical answer is not the best solution to messy, “real-world” problems. • In a free market economy, price is a function of demand versus supply. • Gravity is not a physical thing but a term describing the constant rate of acceleration of all falling objects, as found through experiment. 	Wiggins, G. and McTighe, J. (2011). <i>The understanding by design guide to creating high-quality units</i> . Alexandria, VA: ASCD.

Essential Questions	<p>Essential Questions frame ongoing and important inquiries about a “Big Idea”. These questions should cause genuine and relevant inquiry, provoke deep thought, lively discussion, new understanding and new questions. They are meant to be argued and should have various, plausible answers, rather than specific, straightforward, and unproblematic answers.</p> <p>Examples:</p> <ul style="list-style-type: none"> • Why do people move? • What happens when cultures collide? • Is there such a thing as a “just” war? • How precise must we be? • Must a story have a beginning, middle, and end? • To what extent is DNA destiny? • Must heroes be flawless? 	Wiggins, G. and McTighe, J. (2011). <i>The understanding by design guide to creating high-quality units</i> . Alexandria, VA: ASCD.
“Knows”	<p>“Knows” are an essential part of the acquisition process of learning. They are the facts and basic concepts students should know and be able to recall upon completion of the unit.</p> <p>Examples: <i>Students will know...</i></p> <ul style="list-style-type: none"> • Key vocabulary in the text • The elements of a valid argument • The Pythagorean Theorem • The difference between heliocentric and geocentric • The causes and effects of the Civil War 	Wiggins, G. and McTighe, J. (2011). <i>The understanding by design guide to creating high-quality units</i> . Alexandria, VA: ASCD.
North Carolina Essential Standards	The standards adopted by North Carolina to guide curriculum development. The goal of these standards was to identify the most crucial knowledge and skills that students need to learn – filtering the “must have” elements of the curriculum from the “nice to have” elements.	NC Essential Standards

Understanding by Design (UbD)	Created by Wiggins and McTighe, this is the unit planning process adopted by Cabarrus County Schools. The district is using this framework to guide the development of curriculum units based on the Common Core State Standards and the NC Essential Standards.	Wiggins, G. and McTighe, J. (2006). <i>Understanding by design</i> . Upper Saddle River, NJ: Pearson Education, Inc.
Transfer Goals	<p>Transfer Goals are long-term goals that highlight the effective uses of understanding, knowledge, and skill we want students to be able to do when they confront new challenges, both in and outside of school, beyond the current lessons and unit.</p> <p>Examples: <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • Determine the central idea of a text and provide a neutral summary, without evaluation, of it; then evaluate it. • Seek out, compare, and critique different historical accounts. • Make healthful choices and decisions regarding diet and exercise. • Create and perform an original work in a selected medium to express ideas and evoke mood/emotion. 	Wiggins, G. and McTighe, J. (2011). <i>The understanding by design guide to creating high-quality units</i> . Alexandria, VA: ASCD.
21 st Century Technology Standards	Created by the International Society for Technology in Education (ISTE) these standards should be used to guide lesson planning in order to promote the acquisition of 21 st century and technological skills.	ISTE

Below you will find an example of the UbD Template used for all curriculum documents in secondary schools. For further information on Understanding by Design, the UbD template, or the operational definitions, read [UbD in a Nutshell](#).

STAGE 1 – DESIRED RESULTS	
<p>Unit Title: _____</p> <p>Transfer Goal(s): <i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> • What kinds of long-term independent accomplishments are desired? 	
<p>Enduring Understandings: <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • What specifically do you want students to understand? • What inferences should they make? 	<p>Essential Questions: <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> • What thought-provoking questions will foster inquiry, meaning making, and transfer?
<p><i>Students will know:</i></p> <ul style="list-style-type: none"> • What facts and basic concepts should students know and be able to recall? 	<p><i>Students will be able to:</i></p> <ul style="list-style-type: none"> • What discrete skills and processes should students be able to use?

STAGE 1– Standards

CODE	Standards(s)

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks: *Students will show that they really understand by evidence of*

- How will students demonstrate their understanding (meaning-making and transfer) through complex performance?

Other Evidence: *Students will show they have achieved Stage 1 goals by...*

- What other evidence will you collect to determine whether Stage 1 goals were achieved?

Key Criteria:

- <Type here>

STAGE 3 – Resources

District Resources:

- Click here to access.

Supplemental Resources:

- Click here to access.

Differentiated Resources (AIG, ESL, EC, Technology, etc.):

- Click here to access.

Common Language of Instruction: Classroom Strategies and Behaviors

Engagement:

Cabarrus County Schools promotes the idea of teachers as designers and leaders within their classrooms and believes the primary task of the teacher is to design engaging tasks and activities for students. This portion of the framework identifies Schlechty’s (2002) engaging pedagogical practices that should be evident in all classrooms.

Operational Definitions:

Term	Definition	Reference
Design Qualities	<p>Phil Schlechty identified ten Design Qualities that teachers can utilize when designing lesson plans to increase engagement in the classroom by appealing to the values, interests, and needs of the students. The goal is to engage students in such a way that they are willing to work and persist even when they encounter problems. These ten qualities are subdivided into two categories, Design Qualities of Choice and Design Qualities of Context.</p>	<p>Schlechty, P. (2002). <i>Working on the work: An action plan for teachers, principals, and superintendents</i>. San Francisco, CA: Jossey-Bass/Wiley.</p> <p>Schlechty, P., (2011). <i>The next level of working on the work</i>. San Francisco, CA: Jossey-Bass/Wiley.</p>
Design Qualities of Choice	<p>There are six Design Qualities of Choice:</p> <ul style="list-style-type: none"> • Product Focus – Students undertake activities that focus on a product, performance, or exhibition that transforms meaningless activity into engaging work. • Affirmation of Performance – This includes providing concrete feedback that the student is making progress and affirming that what they are doing is important. • Affiliation – Allows students to work collaboratively and interdependently with others in a social, yet engaging and rigorous setting. • Novelty and Variety – Incorporates fun and surprise into the design process to increase interest and engagement in classroom activities. • Choice – Provides the students with the right to choose how they will go about their work or what product they will create to show they have learned a certain lesson. • Authenticity – Makes the work meaningful to students because it based upon their perception of the world around them. 	<p>Design Qualities PDF</p>

<p>Design Qualities of Context</p>	<p>There are four Design Qualities of Context:</p> <ul style="list-style-type: none"> • Content and Substance – Involves making the required subjects more interesting and meaningful to the students. • Organization of Knowledge – Allows for the learning styles of different students to guide the delivery of instruction, in such a manner that the skills needed to do the work successfully are organized in a way that is responsive to the motives students bring to the work. • Clear and Compelling Product Standards – Creating standards that are clear, concise, challenging, and meaningful to students. • Protection from Adverse Consequences and Initial Failures – Creating an environment that makes students feel safe because they know that challenging work always carries the risk of failure and that they will not be punished for trying and failing. 	<p>Design Qualities PDF</p>
<p>Engagement</p>	<p>Schlechy identifies four components that are always present when students are engaged:</p> <ol style="list-style-type: none"> 1. The engaged student is attentive. 2. The engaged student is committed. 3. The engaged student is persistent. 4. The engaged student finds meaning and value in tasks. 	<p>Schlechy, P., (2011). <i>The next level of working on the work</i>. San Francisco, CA: Jossey-Bass/Wiley.</p>
<p>Levels of Engagement</p> <p><i>A combination of these levels is used in the CCS Classroom Walkthrough Tool to measure student engagement.</i></p>	<p>In <i>Working on the Work</i>, Schlechy identified five levels of student engagement: Authentic Engagement, Ritual Engagement, Passive Compliance, Retreatism, and Rebellion. In <i>The Next Level of Working on the Work</i>, he modified those levels to include these five student responses to a learning task: Engagement, Strategic Compliance, Ritual Compliance, Retreatism, and Rebellion.</p> <p>These levels of engagement are explored in the chart below.</p>	<p>Schlechy, P., (2011). <i>The next level of working on the work</i>. San Francisco, CA: Jossey-Bass/Wiley.</p> <p>Engagement PDF</p>

The table below provides examples of what student engagement “looks like” in a classroom. This model is based off of Phil Schlechty’s work and the 2013-14 Cabarrus County Schools Classroom Walkthrough tool.

	Level of Engagement	Teacher	Student
Look-Fors	Authentic Engagement	<p>Class Context:</p> <ul style="list-style-type: none"> • Works with students to establish standards and expectations for the classroom/activity that are understandable and attainable • Emphasizes growth and learning (rather than grades) as the goal for the course, and/or activities <p>Instructional Design:</p> <ul style="list-style-type: none"> • Designs lessons that are student-centered, student-led, and student-driven • Designs lessons that have real-world implication and relevance • Uses the essential questions and enduring understandings to shape lessons and activities based on inquiry and exploration <p>Instructional Delivery:</p> <ul style="list-style-type: none"> • Acts as a facilitator and a coach • Challenges students to think “outside the box” • Meets students at their current level of knowledge and works to move them forward through personalized instruction • Prioritizes student discourse over teacher delivery • Uses a variety of instructional methods to create novelty and variety 	<ul style="list-style-type: none"> • Finds personal meaning and value in the task • Sees the task as responding to motives and values he or she brings to the work • Demonstrates commitment to the work with a moral value placed on its completion • Volunteers their time, effort, and attention to the task • Believes something worthwhile is be accomplished by completing the task • Persists in the face of difficulty and finds the task sufficiently challenging • Places emphasis is on optimum performance rather than on a “grade”
	Strategic Compliance	<p>Class Context:</p> <ul style="list-style-type: none"> • Establishes standards and expectations for the classroom and the activity that are understandable and attainable for most students 	<ul style="list-style-type: none"> • Believes there is an extrinsic reward for completion of the work, such as grades, class rank, graduation, etc. • Persists only up to the point where the desired reward is ensured • Allocates enough time, effort, and attention as are required to

	<ul style="list-style-type: none"> • Emphasizes completion and grades as the final goals for the course and/or activities <p>Instructional Design:</p> <ul style="list-style-type: none"> • Designs lessons that are a mixture of student-led and teacher-led activity • Designs lessons that have real-world implications to some students in the classroom • Includes the essential questions and enduring understandings in lessons and activities as an end goal that is to be met and answered for a grade <p>Instructional Delivery:</p> <ul style="list-style-type: none"> • Facilitates and directs during instruction and classroom activities • Chooses the proper style of instruction for the lesson/activity at hand 	<p>get the reward offered</p>
Ritual Compliance	<p>Class Context:</p> <ul style="list-style-type: none"> • Establishes standards and expectations for the classroom that are not driven by student needs and expectations <p>Instructional Design:</p> <ul style="list-style-type: none"> • Plans lessons that are primarily teacher-led and teacher-driven activities • Plans lessons that have little real-world relevance or implication to the majority of the students • Plans activities that involve rote memorization and “busy work” for students to complete <p>Instructional Delivery:</p> <ul style="list-style-type: none"> • Disseminates most information to students either through lecture or seatwork 	<ul style="list-style-type: none"> • Finds no personal meaning or connection to the work • Avoids certain tasks and seeks alternate activities to pursue • Emphasizes the minimum amount of work required to pass and “get it over with”

	<ul style="list-style-type: none"> • Provides students with the answers to the essential questions, rather than allowing them to discover the answer through inquiry 	
Retreatism	<p>Class Context:</p> <ul style="list-style-type: none"> • Establishes rules and regulations that govern the classroom environment <p>Instructional Design:</p> <ul style="list-style-type: none"> • Plans lessons that allow for little inquiry, discussion, or exploration • Plans lessons that are teacher-led and teacher-directed <p>Instructional Delivery:</p> <ul style="list-style-type: none"> • Acts as a director during lessons and classroom activities • Disseminates most information to students through seatwork and/or lecture • Provides little opportunity for student discourse and collaboration 	<ul style="list-style-type: none"> • Finds little relevance between academic task and real life • Feels unable to complete the work • Feels uncertain about what is being asked • Withdraws emotionally from work • Disengages from current classroom activities • Rejects both the official goals and official means of achieving those goals
Rebellion	<p>Class Context:</p> <ul style="list-style-type: none"> • Fails to establish clear and understandable rules, regulations, standards and/or expectations for students • Lacks consistency in methods of enforcement <p>Instructional Design:</p> <ul style="list-style-type: none"> • Fails to design, implement or enforce instructional plan • Lacks a clear cut vision of the standards, expectations, and goals of the course <p>Instructional Delivery:</p> <ul style="list-style-type: none"> • Disengages from current classroom activities and goals • Disseminates most information to students through seatwork 	<ul style="list-style-type: none"> • Disengages from current classroom activities and goals • Actively engages in another agenda or activity • Creates his/her own means and goals • Acts out and is distracting to others • Refuses to comply with classroom regulations and requirements of the activity

Rigor:

Cabarrus County Schools values rigorous instruction that promotes deep critical thinking. Specifically, the district utilizes Revised Bloom’s Taxonomy (RBT), and Webb’s Depth of Knowledge (DoK) to guide instruction and student work. This portion of the framework identifies rigorous practices that should be evident in all classrooms.

Operational Definitions:

Term	Definition	Reference
Cognitive Rigor	A new model of rigor created by combining Webb’s Depth of Knowledge with Bloom’s Taxonomy. It forms a comprehensive structure for defining rigor, posing a wide range of uses at all levels of curriculum development and delivery.	Hess, K., et al., (2009). <i>Cognitive rigor: Blending the strength’s of Bloom’s taxonomy and Webb’s depth of knowledge to enhance classroom-level processes</i> . ERIC Database (ED517804).
Depth of Knowledge (DoK)	Created as a method for aligning curriculum, objectives, standards, and assessments in order to maximize student learning and achievement. DoK is one of the foundational ideas behind the Common Core State Standards. This model relates closely to the depth of content understanding and scope of a learning activity, which manifests in the skills required to complete the task from inception to finale (e.g., planning, researching, drawing conclusions).	Norman L. Webb, Wisconsin Center for Educational Research (2002). Hess, K., et al., (2009). <i>Cognitive rigor: Blending the strength’s of Bloom’s taxonomy and Webb’s depth of knowledge to enhance classroom-level processes</i> . ERIC Database (ED517804).
Revised Bloom’s Taxonomy (RBT)	RBT is a recreation of Benjamin Bloom’s (1956) original taxonomy. It was created by Lorin Anderson (2001) to reflect a relevancy to 21 st skills and work. One of the foundational ideas behind the NC Essential Standards. This taxonomy categorizes the cognitive skills required of the brain when faced with a new task, therefore describing the type of thinking processes necessary to answer a question.	Anderson, L., et al., (2001). <i>A taxonomy for learning, teaching, and assessing: A revision of Bloom’s taxonomy of educational objectives, abridged edition</i> . Upper Saddle River, NJ: Pearson Education, Inc.

The table below provides examples of what rigor should “look like” in a classroom section. This information has been derived from Lorin Anderson’s work with Revised Bloom’s Taxonomy and Norman Webb’s Depth of Knowledge. This information is also utilized on the Cabarrus County Schools Classroom Walkthrough tool.

Look Fors		Teacher	Student
	Knowledge (RBT) or Recall/Reproduction	<p>Class Context:</p> <ul style="list-style-type: none"> Emphasizes completion of work in order to obtain a grade or pass a quiz or test <p>Instructional Design:</p> <ul style="list-style-type: none"> Designs lessons that ask students to tell the who, what, where, when, and why of specific topic and remember previously learned information Designs lessons that are focused on individual student work <p>Instructional Delivery:</p> <ul style="list-style-type: none"> Disseminates information through lecture or seatwork such as worksheets, vocabulary lists, or guided notes Acts as a director of instruction by providing directions and answering questions 	<p>Verbs:</p> <ul style="list-style-type: none"> Recognize, recall, name, recite, repeat, arrange, identify, memorize, list, label, illustrate, define, match, write, find, tell <p>Activities:</p> <ul style="list-style-type: none"> Recalls elements and details of story structure, such as sequence of events, character, plot and setting Conducts basic mathematical calculations Labels locations on a map Performs routine procedures like measuring length or using punctuation marks correctly Makes a list of the main events Recites a poem Makes a timeline of events
Understanding (RBT) or Recall/Reproduction (DoK)	<p>Class Context:</p> <ul style="list-style-type: none"> Emphasizes completion of work in order to obtain a grade or pass a quiz or test <p>Instructional Design:</p> <ul style="list-style-type: none"> Designs lessons ask students to tell the who, what, where, when, and why of a specific topic or demonstrate an understanding of the facts Designs lessons that focus on either individual student work or group work assignments that require surface level research 	<p>Verbs:</p> <ul style="list-style-type: none"> Describe, explain, calculate, classify, convert, discuss, review, revise, summarize, paraphrase, estimate, interpret, outline, compare <p>Activities:</p> <ul style="list-style-type: none"> Represents in words or diagrams a scientific concept or relationship Describes the features of a place or people Summarizes or paraphrases a novel, primary source document, or other written work 	

	<p>Instructional Delivery:</p> <ul style="list-style-type: none"> • Disseminates information through lecture or seatwork such as worksheets, vocabulary lists, or guided notes • Acts as a director of instruction by providing directions and answering questions 	<ul style="list-style-type: none"> • Illustrates the main idea of a story • Makes a cartoon strip showing the sequence of events • Writes or perform a play based on a story or event • Retells the story or event in your own words • Prepares a flow chart to show a sequence of events
Applying (RBT) or Skill/Concept (DoK)	<p>Class Context:</p> <ul style="list-style-type: none"> • Emphasizes completion of work in order to develop skills needed to solve a problem <p>Instructional Design:</p> <ul style="list-style-type: none"> • Designs lessons that require students to apply previously learned knowledge to new and concrete situations • Designs lessons that engage mental process beyond habitual response using information or conceptual knowledge <p>Instructional Delivery:</p> <ul style="list-style-type: none"> • Provides students with the opportunity to explore and experiment • Acts as both a facilitator and director of instruction 	<p>Verbs:</p> <ul style="list-style-type: none"> • Solve, show, use, illustrate, construct, apply, classify, compare, compute, find, interpret, simplify, sort, represent, modify <p>Activities:</p> <ul style="list-style-type: none"> • Identifies and summarizes the major events in a narrative • Uses context clues to identify the meaning of unfamiliar words • Solves routine multiple-step problems • Identifies patterns in events or behavior • Describes the causes and effects of an event • Organizes, represents, and interprets data • Constructs a model to demonstrate how it will work • Designs a market strategy for your product using a known strategy as the model
Analyzing (RBT) or Strategic Thinking (DoK)	<p>Class Context:</p> <ul style="list-style-type: none"> • Emphasizes completion of work in order to develop skills needed to break down material into component parts in order to understand it's organizational structure <p>Instructional Design:</p> <ul style="list-style-type: none"> • Designs lessons that require students break information into parts in order to explore understanding and relationship • Designs lessons that engage the mental processes of reasoning and sequencing 	<p>Verbs:</p> <ul style="list-style-type: none"> • Analyze, distinguish, examine, differentiate, hypothesize, investigate, argue, assess, critique, advertise, separate, contrast <p>Activities:</p> <ul style="list-style-type: none"> • Designs a questionnaire to gather evidence • Conducts an investigation to identify information to support a position or viewpoint • Identifies research questions and designs investigations for a scientific problem • Applies a concept to other contexts

	<p>Instructional Delivery:</p> <ul style="list-style-type: none"> • Provides students with the opportunity to formulate and test hypotheses • Asks students to explain phenomena in terms of concepts • Acts as both a facilitator and director of instruction 	<ul style="list-style-type: none"> • Determines the author’s purpose and describes how it affects the interpretation of a reading selection
Evaluating (RBT) or Extended Thinking (DoK)	<p>Class Context:</p> <ul style="list-style-type: none"> • Emphasizes completion of work in order to develop skills needed to make judgments based upon criteria and standards <p>Instructional Design:</p> <ul style="list-style-type: none"> • Designs lessons that require students to make judgments based on criteria and standards • Designs lessons that engage the mental processes of evaluating, synthesizing, and complex reasoning <p>Instructional Delivery:</p> <ul style="list-style-type: none"> • Provides students with the opportunity to formulate opinions based on research, prior knowledge, personal beliefs, and experiences • Acts primarily as a facilitator and a coach 	<p>Verbs:</p> <ul style="list-style-type: none"> • Appraise, judge, critique, prove, justify, design, evaluate, connect, report, synthesize <p>Activities:</p> <ul style="list-style-type: none"> • Critiques a book, event, experimental design, design, etc. • Prepares a list of criteria that will be used to judge something • Forms a panel to discuss views • Conducts a debate about an issue of special or personal interest • Writes a letter to a company advising them on changes needed to a specific product • Determines what would happen if...
Creating (RBT) or Extended Thinking (DoK)	<p>Class Context:</p> <ul style="list-style-type: none"> • Emphasizes completion of work in order to develop skills to put elements together to form a coherent or functional whole • Emphasizes the creation of a unique product, idea, design, etc. of the student’s choice <p>Instructional Design:</p> <ul style="list-style-type: none"> • Designs lessons that require students to reorganize elements into a new pattern or structure through generating, planning, or producing 	<p>Verbs:</p> <ul style="list-style-type: none"> • Create, invent, compose, predict, plan, construct, design, imagine, propose, devise, formulate, synthesize <p>Activities:</p> <ul style="list-style-type: none"> • Invents a machine to do a specific task • Designs and conducts an experiment that requires specifying a problem; report results/solutions • Designs a mathematical model to inform and solve a practical or abstract situation

		<ul style="list-style-type: none"> • Designs lessons that engage mental processes of investigation, planning, reasoning, developing, and critical thinking <p>Instructional Delivery:</p> <ul style="list-style-type: none"> • Provides students with the opportunity to investigate, plan, develop, and use complex reasoning • Acts primarily as a facilitator and coach 	<ul style="list-style-type: none"> • Creates a new product; name it and plan a marketing campaign • Rewrites the ending to a story or historical event
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Literacy:

Cabarrus County builds its secondary literacy program on researched best practices in adolescent literacy. These practices, as documented by *Reading Next* (2004) and *Writing Next* (2007), are explicated below. For further information on best practices in literacy and/or Reader Writer Workshop please visit [Teacher Curriculum Resources](#) and read the Instructional Framework: Middle Grades English/Language Arts.

<i>Reading Next</i> (2004): Infrastructural Considerations	Extended Time for Literacy	<i>Reading Next</i> (2004) calls for two to four hours of literacy instruction per day at the secondary level. Since typical class blocks do not meet this time frame in isolation, coordinated efforts from all teachers provide students with the necessary time and practice for literacy instruction and development.
	Professional Development	The complexities of literacy instruction warrant ongoing, longterm professional development in order to support teachers in effective literacy instruction. Topics for these sessions are indicated by data and teachers’ voiced concerns.
	Ongoing, Summative Assessment of Students and Programs	Districts and schools create a comprehensive literacy assessment system for screening, progress monitoring, and student achievement using both formal and informal measures. The results of each assessment within a system are available to teachers, administrators, and evaluators in order to inspect students as individual, cohorts, and schools in an effort to increase student achievement.
	Teacher Teams	Interdisciplinary teams of teachers plan and provide coordinated, consistent literacy instruction. Teams meet together to discuss texts used in each class, strategies and skills necessary to unlock meaning in those texts, and how the ideas and strategies overlap. These discussions guide creation of coordinated, comprehensive literacy programs and ensure students receive the necessary two to four hours of literacy instruction daily.
	Leadership	Within the school, the principal is an instructional leader who demonstrates knowledge of adolescent literacy and attends teachers’ literacy PD sessions to continually further his/her knowledge of adolescent literacy. Teacher leaders spearhead curriculum improvements and work with principals and specialists to create and support school-wide vision for literacy.
	Comprehensive, Coordinated Literacy Program	The above elements work together to create a literacy program that is flexible to student needs and fosters collaborations with organizations in the community and outside of school.

Reading Next (2004): Instructional Practices

Direct, Explicit Comprehension Instruction	Students are provided explicit instruction regarding the declarative, procedural, and conditional knowledge of strategies as well as explicit instruction on comprehension monitoring and metacognition. Instruction includes teacher modeling and appropriate scaffolding, using apprenticeship models to increase student understanding and confidence with strategy use.
Effective Instructional Principles Embedded in Content	Teachers share authentic texts and content-area specific strategies for understanding those texts with students.
Motivation and Self-Directed Learning	Students' motivation is impacted by their sense of autonomy. To this end, teachers provide student choice in selection of texts to read and topics to research. Additionally, teacher-selected texts and topics relate to students' lives outside of school, intentionally fostering motivation and self-directed learning.
Text-Based Collaborative Learning	Text-based collaborative learning indicates small groups of students interacting <u>around</u> a text. By making text the central focus of small group work, students are positioned to think and talk with a critical-analytic stance.
Strategic Tutoring	The secondary context creates challenges in finding opportunities, staff, and resources for strategic tutoring. However, in addition to pull-out tutoring, differentiated instruction and strategic grouping can serve as a means of intensive, individualized instruction.
Diverse Texts	Students' texts cover a range of topics and genres on a variety of reading levels. Not only does this range appeal to students' individual personal differences, but also these texts ensure access to key academic vocabulary and concepts, regardless of student reading ability.
Intensive Writing	Regardless of genre, writing experiences create contexts for students to engage with academic texts and topics in ways that foster high levels of reasoning, positively influencing students' reading comprehension.
Technology Component	Technology is "both a facilitator...and a medium of literacy" (Reading Next, 2004, p. 19). As a facilitator, technology can be utilized as a means of support for struggling readers. When using technology as a medium for instruction, including explicit instruction about structure and strategy use is essential to student understanding.
Ongoing, Formative Assessment	Teachers' assessment of students is informal and occurs regularly and frequently. Assessments are used to guide and differentiate literacy instruction to increase student achievement.

Writing Next (2009)	Writing Strategies	Providing adolescents' direct, explicit instruction on the strategies writers use during prewriting, revising, and/or editing demonstrates the most significant impact on the quality of adolescents' writing.
	Summarization	The quality of adolescents' writing is impacted by direct, explicit instruction on summarizing. Both rule-governed and intuitive approaches demonstrate equal effectiveness.
	Collaborative Writing	When adolescents work together during planning, drafting, revising, and editing their work, they produce higher quality of writing than working independently.
	Specific Product Goals	Setting clear, reachable goals (i.e., include more details or utilizing specific structural elements) and communicating expectations of the final product improves the quality of student writing.
	Word Processing	Overall, word processing had a positive impact on adolescent writing, especially for low-achieving writers.
	Sentence Combining	Explicit instruction about the procedural, declarative, and conditional knowledge of writing increasingly complex sentences contextualizes grammar instruction and improves student writing.
	Prewriting	Providing experiences for students to generate and organize ideas prior to writing benefits students' writing.
	Inquiry Activities	Engaging students in activities that offer students the opportunity to explore ideas and content by examining concrete objects/data using specific strategies builds student interest and background knowledge and leads to better writing.
	Process Writing Approach	The process approach to writing (as opposed to the product approach) incorporates several activities (including extended opportunities for writing, writing for authentic audiences, cyclical planning and revising, developing supporting writing environments, and personalized instruction).
	Study of Models	Providing students with mentor texts, time, and instruction for analyzing the content and structure translates into positive effects on adolescent writing (when the connections between the mentor text and writing assignment are made clear).
	Writing for Content Learning	Writing to learn (informal, in-class writings with the purpose of exploring content and deepening students' understanding) positively impact content area knowledge in all content areas.

Common Language of Instruction: Personalization

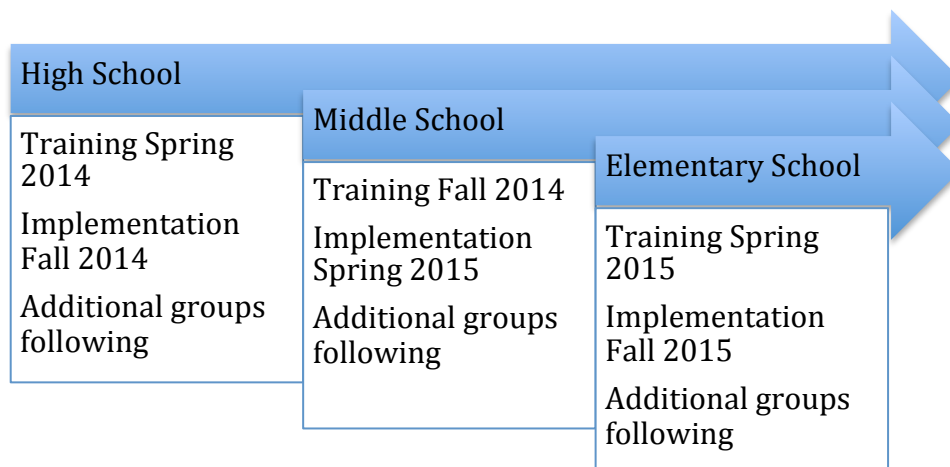
In 2014, CCS set the goal of creating personalized education for all students in all classrooms. This will be an on-going process, with many facets and elements. Chief among these elements is the integration of digital content into CCS classrooms and the development of Blended Learning courses.

Digital Conversion Model:

This is a goal for all Cabarrus County teachers; the district has provided resources such as Discovery Education, iCurio, and Google Apps to facilitate the creation of personalized classrooms in all schools. By moving toward digital conversion in the classroom, teachers will create student autonomy and ownership of learning, flexibility in the learning path of students, and help foster a network of peers, experts, and leaders in an online, collaborative setting. Professional Development and training on these resources will be made available throughout the year.

Blended Learning:

During the summer of 2014, CCS began a pilot program with 13 teachers to create online, blended learning courses. This Blended Learning Cohort includes various subjects at the high school level. The graphic below is the planned timeline for the implementation of this initiative in CCS.


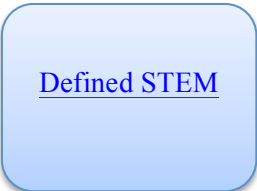

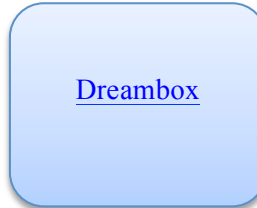


For more information on Blended Learning in CCS please contact Jessica Garner, jessica.garner@cabarrus.k12.nc.us or Jennifer Jenkins, jennifer.jenkins@cabarrus.k12.nc.us.

Digital Content:

In order to assist with implementation of personalization and Blended Learning, CCS has begun purchasing and piloting numerous online, digital resources. The chart below details the resources and provides a brief explanation of each. Each of these programs provide online, digital content that can be used in all grades and in all disciplines. For further information on these resources please follow this [link](#).

District Resources

 <p>ALEKS</p>	<p>Assessment and Learning in Knowledge Spaces is an artificially intelligent, web-based learning and assessment tool for mathematics. Through adaptive questioning, ALEKS accurately assesses a student’s knowledge and then delivers targeted instruction on the exact topics the student is most ready to learn.</p> <p>ALEKS can be an instructional or supplemental resource for MATH ONLY. Professional Development for ALEKS is currently in progress. At this time it is the expectation that students will use ALEKS between 1-3 hours a week in the first semester of the 2014 school year.</p> <p>Grade Level: K-12 Math Only URL: http://www.aleks.com/about_us Username and Password: In progress</p>
 <p>Defined STEM</p>	<p>Defined STEM is an online, web-based resource that provides a variety of instructional and supplemental resources based on the STEM philosophy. Lesson Plans, literacy tasks, performance tasks and real-world videos have been aligned to the Common Core State Standards and are ready for teacher use.</p> <p>Grade Level: K-12 URL: http://www.definedstem.com/home/index.cfm Username: firstname.lastname Password: User sets the password</p>
 <p>Discovery Education</p>	<p>Cabarrus County Schools has partnered with Discovery Education to provide teachers with a wealth of online materials that have been specifically aligned to our curriculum documents. Links to the DE resources can be found on the curriculum documents under District Resources. Discovery Education is also the program used for delivering benchmark exams in certain courses.</p> <p>Grade Level: K-12 URL: http://www.discoveryeducation.com Username: firstname.lastname Password: User sets the password</p>
 <p>Dreambox</p>	<p>Dreambox Learning is a web-based, artificial intelligence resource that offers a personalized math environment. Teachers can monitor student progress and assign personalized content based on student need with this program.</p> <p>Grade Level: K-8 URL: http://www.dreambox.com Username: firstname.lastname Password: User sets the password</p>

<p>iCurio from Knovation</p>	<p>iCurio has over 360,000 Common Core State Standards and NC Essential Standards aligned resources. CCS has partnered with Knovation Learning to align their resources to our curriculum documents in order to create customized digital content and resources for use in the classroom. Access to iCurio can be found on the Curriculum and Instruction webpage.</p> <p>Grade Level: K-12 URL: https://www.icurio.com/ntw/cabarrus Username: firstname.lastname Password: Use your CCS email password</p>
<p>Google Apps</p>	<p>Google Apps is also referred to as Cabarrus Apps in our district. Google Apps is a suite of applications that fosters online collaboration and organization. Google Apps tools allow users to create documents, forms, presentations, etc.; all of which can be shared and used for online collaboration. Every member of the district has a Cabarrus (Google) Apps login.</p> <p>Example Login: John.Doe@apps.cabarrus.k12.nc.us</p> <p>Access to Cabarrus Apps can be found at the bottom of the CCS Homepage.</p> <p>Grade Level: K-12 URL: http://www.google.com Username: firstname.lastname@apps.cabarrus.k12.nc.us Password: Use your CCS email password to sign in</p>
<p>Odysseyware</p>	<p>Cabarrus County Schools purchased OdysseyWare to be used as the credit recovery/course remediation program for the district. This program is typically used in high school “YES Centers”.</p>
<p>Schoolology</p>	<p>Schoolology is an online learning and management system (LMS). It is the management and online collaboration platform that CCS is piloting as the LMS for the first blended learning cohort. Schoolology improves learning through better communication, collaboration, and increased access to curriculum and supplemental content.</p> <p>Grade Level: K-12 URL: http://cabarrus.schoolology.com Username & Password: In progress</p>
<p>Schoolwires</p>	<p>Schoolwires is the website editing tool used by CCS. All teachers, schools, TFs, and Ed Center departments are expected to maintain a website in Schoolwires.</p> <p>Grade Level: K-12 URL: http://ccs.schoolwires.net/site/Default.aspx?PageType=7&SiteID=4&IgnoreRedirect=true Username: firstname.lastname Password: Use your CCS email password</p>

Professional Resources

<p style="text-align: center;">Best Practices in Instruction</p>	<ul style="list-style-type: none"> • DuFour, R., DuFour, R., Eaker, R., & Many, T. (2010). <i>Learning by doing: A handbook for professional learning communities at work</i>. Bloomington, IN: Solution Tree Press. • Echevarria, J., Vogt, M. E., & Short, D. J. (2004). <i>Making content comprehensible for English learners: The SIOP model</i>. (2nd ed.). Upper Saddle River, NJ: Pearson Education, Inc. • Marzano, R. J. (2004). <i>Building background knowledge for academic achievement</i>. Alexandria, VA: Association for Supervision and Curriculum Development. • Marzano, R. J., Norford, J. S., Paynter, D. E., Pickering, D. J., & Gaddy, B. B. (2001). <i>A handbook for classroom instruction that works</i>. Alexandria, VA: Association for Supervision and Curriculum Development.
<p style="text-align: center;">Engagement</p>	<ul style="list-style-type: none"> • Schlechty, P. C. (2002). <i>Working on the work: An action plan for teachers, principals, and superintendents</i>. San Francisco, CA: Jossey-Bass. • Schlechty, P. C. (2011). <i>Engaging students: The next level of working on the work</i>. San Francisco, CA: Jossey-Bass.
<p style="text-align: center;">Literacy</p>	<ul style="list-style-type: none"> • Biancarosa, G., & Snow, C. E. (2004). <i>Reading next: A vision for action and research in middle and high school literacy: A report from Carnegie Corporation of New York</i>. Alliance for Excellent Education. • Graham, S., & Perin, D. (2007). <i>Writing next: Effective strategies to improve writing of adolescents in middle and high schools. A report to Carnegie Corporation of New York</i>. Alliance for Excellent Education.
<p style="text-align: center;">Rigor</p>	<ul style="list-style-type: none"> • Hess, K., et al., (2009). <i>Cognitive rigor: Blending the strength's of Bloom's taxonomy and Webb's depth of knowledge to enhance classroom-level processes</i>. ERIC Database (ED517804).
<p style="text-align: center;">Understanding by Design</p>	<ul style="list-style-type: none"> • McTighe, J., & Wiggins G. (2013). <i>Essential questions: Opening doors to student understanding</i>. Alexandria, VA: ASCD. • Wiggins, G., & McTighe, J. (2005). <i>Understanding by design</i>. (2nd ed.). Alexandria VA: ASCD. • Wiggins, G., & McTighe, J. (2011). <i>The understanding by design guide to creating high-quality lessons</i>. Alexandria, VA: ASCD. • Wiggins, G., & McTighe, J. (2012). <i>The understanding by design guide to advanced concepts in creating and reviewing units</i>. Alexandria, VA: ASCD.

The chart that follows shows the connections between research and practice, aligning engagement, rigor, and literacy research with the classroom walk-through tool and the NCEES.

Classroom Contexts for Learning	Pedagogical Decisions	Instructional Texts and Tasks	Assessment
Design Qualities of Engaging Work (Schlechty, 2011)			
<ul style="list-style-type: none"> ✓ Protection from Adverse Consequences ✓ Affiliation ✓ Affirmation 	<ul style="list-style-type: none"> ✓ Product Focus ✓ Organization of Knowledge 	<ul style="list-style-type: none"> ✓ Content and Substance ✓ Novelty and Variety ✓ Choice ✓ Authenticity 	<ul style="list-style-type: none"> ✓ Clear and Compelling Standards
Rigor (Revised Bloom’s Taxonomy [2005]; Webb’s Depths of Knowledge [1997])			
Cognitive Rigor Matrices (Hess, et al., 2009): Reading and Writing Math and Science			
Effective Secondary Literacy Practices (Reading Next, 2004; Writing Next, 2009)			
<ul style="list-style-type: none"> ✓ Motivation and self-directed learning ✓ Extended time for literacy learning ✓ Text-based collaborative learning ✓ Collaborative writing experiences ✓ Process writing approach 	<ul style="list-style-type: none"> ✓ Direct, explicit comprehension instruction ✓ Effective instructional principles embedded in content ✓ Strategic tutoring ✓ Direct instruction in writing strategies ✓ Direct instruction in summarization ✓ Direct instruction in sentence combining (writing instruction) 	<ul style="list-style-type: none"> ✓ Diverse texts ✓ Technology as a tool of literacy learning ✓ Intensive writing ✓ Specific product goals for writing tasks ✓ Prewriting opportunities ✓ Inquiry activities ✓ Model texts for writing ✓ Writing for content learning 	<ul style="list-style-type: none"> ✓ Ongoing formative assessment of students ✓ Ongoing summative assessment of students and programs
Taken together, what might instruction “look” like in a classroom/school setting? (Marzano, 2001)			
<ul style="list-style-type: none"> ✓ Reinforcing Effort/Providing Recognition ✓ Cooperative Learning 	<ul style="list-style-type: none"> ✓ Summarizing/Notetaking 	<ul style="list-style-type: none"> ✓ Cues, Questions, Advance Organizers ✓ Nonlinguistic Representations ✓ Homework/Practice ✓ Identifying Similarities/Differences ✓ Generating/Testing Hypotheses 	<ul style="list-style-type: none"> ✓ Setting Objectives/Providing Feedback
Alignment to NCEES			
<ul style="list-style-type: none"> ✓ Standard 1: Teachers Demonstrate Leadership ✓ Standard 2: Teachers Establish a Respectful Environment for Diverse Population of Students ✓ Standard 3: Teachers Know the Content They Teach ✓ Standard 4: Teachers Facilitate Learning for their Students 	<ul style="list-style-type: none"> ✓ Standard 3: Teachers Know the Content They Teach ✓ Standard 4: Teachers Facilitate Learning for their Students 	<ul style="list-style-type: none"> ✓ Standard 2: Teachers Establish a Respectful Environment for Diverse Population of Students ✓ Standard 3: Teachers Know the Content They Teach ✓ Standard 4: Teachers Facilitate Learning for their Students 	<ul style="list-style-type: none"> ✓ Standard 1: Teachers Demonstrate Leadership ✓ Standard 4: Teachers Facilitate Learning for their Students ✓ Standard 5: Teachers Reflect on Their Practice ✓ Standard 6: Teachers Contribute to the Academic Success of Students