

# 4J INSTRUCTIONAL FRAMEWORK: FIVE DIMENSIONS OF HIGH QUALITY INSTRUCTION

Every classroom provides high quality instruction as defined by the following dimensions:

DIMENSION		The VISION		GUIDING QUESTIONS
<b>1.0</b>		<b>PURPOSE</b>		
1.1	IIB	Standards	Designs and delivers coherent, relevant, and developmentally appropriate instruction that is rigorous and aligned to standards.	<ul style="list-style-type: none"> <li>• How do the standard and learning target relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners (i.e. language, culture, academic background)?</li> <li>• How do the standard and learning target relate to the ongoing work of this classroom? To the intellectual lives of students beyond this classroom? To broader ideals such as problem-solving and citizenship, etc.?</li> <li>• What is the learning target(s) of the lesson? How is it meaningful and relevant beyond the specific task/activity?</li> <li>• Is the task/activity aligned with the learning target? How does what students are actually engaged in doing help them to achieve the desired outcome(s)?</li> <li>• How are the standard(s) and learning target communicated and made accessible to all students?</li> <li>• How do students communicate their understanding about what they are learning and why they are learning it?</li> <li>• How does the learning target clearly communicate what students will know and be able to do as a result of the lesson? What will be acceptable evidence of student learning?</li> <li>• How do teaching point(s) support the learning needs of individual students in meeting the learning target(s)?</li> <li>• How does the teacher affirm students' cultural identity by celebrating students' cultural values?</li> <li>• How are students allowed to use their personal culture to enhance their quest for educational excellence?</li> </ul>
1.2	IIB	Learning Targets	Lessons have clearly stated objectives and outcomes and meet the needs of diverse groups of learners.	
1.3	CSI	Cultural-Based Knowledge	The lessons incorporate implicitly the cultural knowledge, prior experiences, frames of reference, and performance styles of diverse students to make learning more appropriate and effective for them.	
<b>2.0</b>		<b>STUDENT ENGAGEMENT</b>		
2.1	IID	Intellectual Work	Uses questioning strategies to promote higher level thinking and understanding. Engages students in problem solving and discussions that enhance learning.	<ul style="list-style-type: none"> <li>• What is the frequency of teacher talk, teacher-initiated questions, student-initiated questions, student-to-students interaction, student presentation of work, etc.?</li> <li>• What does student talk reveal about the nature of students' thinking?</li> <li>• Where is the locus of control over learning in the classroom?</li> <li>• What evidence do you observe of student engagement in intellectual, academic work? What is the nature of that work?</li> <li>• What is the level and quality of the intellectual work in which students are engaged (e.g. factual recall, procedure, inference, analysis, meta-cognition)?</li> <li>• What specific strategies and structures are in place facilitate participation and meaning-making by all students (e.g. small group work, partner talk, writing, etc.)?</li> <li>• Do all students have access to participation in the work of the group? Why/why not? How is participation distributed?</li> </ul>
2.2	IIE	Engaging Strategies	Provides activities and assignments intended to actively engage all students and motivate learning. Pacing of lessons and grouping allows for intellectual engagement of most students.	

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2.3	IIC	Talk	Communicates and interacts clearly and appropriately with students. Explains content accurately with appropriate directions. Reinforces high expectations for all students and clarifies the purpose for lessons.	<ul style="list-style-type: none"> <li>• What questions, statements, and actions does the teacher use to encourage students to share their thinking with one another, to build on one another's ideas, and to assess their understanding of one another's ideas?</li> <li>• How does the teacher encourage <i>students</i> asking questions effectively to build literacy skills and content knowledge while engaging in expert thinking?</li> <li>• How does the teacher encourage <i>students</i> to participate in social justice events either through critical dialogue, advocacy, or activism?</li> <li>• How do students have opportunity to collaborate together, and with others inside and outside the the system, to investigate and solve real-world problems?</li> </ul>
2.4	CSI	Inquiry-Based Learning and Social Justice	Teachers implement inquiry-based learning and promote student's intellectual skills to recognize societal problems, ask critical questions, develop robust investigations.	
<b>3.0</b>		<b>CURRICULUM AND PEDAGOGY</b>		
3.1	IIA	Content	Demonstrates content knowledge and related vocabulary. Connects content to real-world concepts. Collaborates to provide cross-curricular opportunities as opportunities arise.	<ul style="list-style-type: none"> <li>• How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study? (e.g. How does the work reflect what mathematicians do and how they think?)</li> <li>• How does the content of the lesson (e.g. text or task) influence the intellectual demand (e.g. the thinking and reasoning required)? How does it align to grade-level standards?</li> <li>• How does the teacher scaffold the learning to provide all students with access to the intellectual work and to participate in meaning-making?</li> <li>• What does the instruction reveal about the teacher's understanding of how students learn, of disciplinary habits of thinking, and of content knowledge?</li> <li>• How is students' learning of content and transferable skills supported through the teacher's intentional use of instructional strategies and materials?</li> <li>• How does the teacher differentiate instruction for students with different learning needs--academic background, life experiences, culture and language?</li> <li>• How does the teacher contextualizing learning by connecting what is taught to students' lives and communities?</li> <li>• How are teachers setting high expectations for rigorous learning?</li> <li>• How are students held accountable despite difficult circumstances?</li> <li>• How does the teacher see promise and possibilities in all students?</li> <li>• How does the teacher communicate and value mistakes as a part of the learning process?</li> <li>• How does the teacher praise students' effort rather than intelligence?</li> <li>• How does the teacher adjust teaching styles to engage all students and meet individual needs?</li> <li>• How does the teacher promote cooperative, collaborative and collective learning?</li> <li>• How does the teacher provide instructional scaffolding that support students success?</li> </ul>
3.2	IIG	Teaching Approaches and Strategies	Incorporates a variety of instructional strategies. Effectively transitions students into and out of programs and/or grade levels.	
3.3	IIG	Scaffolds for Learning	Demonstrates flexibility and responsiveness in planning, delivering, and assessing instruction to meet individual student needs.	
3.4	CSI	Community-Based Knowledge	The teacher engages students in academic tasks and topics that connect in some way to their lives and communities, future educational pursuits or current interests.	
3.5	CSI	Mindset	Both the teacher and the students embrace a mindset that we all possess the intelligence and capabilities to engage in rigorous academic learning experiences.	

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3.6	IIE	High Leverage Strategies	The teacher develops critical and complex teaching practices to engage all students.	
<b>4.0</b>		<b>ASSESSMENT FOR STUDENT LEARNING</b>		
4.1	IIH	Assessments	Designs and/or selects a variety of interim, formative, and summative assessments that align with learning objectives. Provides timely and specific verbal and written feedback that helps students to improve.	<ul style="list-style-type: none"> <li>• How does the instruction provide opportunities for all students to demonstrate learning? How does the teacher capitalize on those opportunities for the purposes of assessment?</li> <li>• How does the teacher gather information about student learning? How comprehensive are the sources of data from which he/she draws?</li> <li>• How does the teacher's understanding of each student as a learner inform how the teacher pushes for depth and stretches boundaries of student thinking?</li> <li>• How do students use assessment data to set learning goals and gauge progress to increase ownership in their learning?</li> <li>• How does the teacher's instruction reflect planning for assessment?</li> <li>• How does the teacher use multiple forms of assessment in inform instruction and decision-making?</li> <li>• How does the teacher adjust instruction based on in-the-moment assessment of student understanding?</li> </ul>
4.2	III	Adjustments	Ensures student progress toward meeting standards by working independently and collaboratively to document, analyze, and interpret a variety of student data to inform instruction.	
<b>5.0</b>		<b>CLASSROOM ENVIRONMENT &amp; CULTURE</b>		
5.1	ID	Use of Physical Environment	The learning space and materials are safe, accessible, and appropriate to the activities.	<ul style="list-style-type: none"> <li>• How does the physical arrangement of the classroom, as well as the availability of resources and space to both the teacher and students, purposefully support and scaffold student learning?</li> <li>• How, and to what extent, do the systems and routines of the classroom facilitate student ownership and independence?</li> <li>• How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity, and accountability for learning?</li> <li>• What is the climate for learning in this classroom? How do relationships (teacher-student, student-student) support or hinder student learning?</li> <li>• How does discourse and interactions reveal about what is valued in this classroom?</li> <li>• How and to what extent are sources of status and authority in this classroom (e.g., reasoning and justification, intellectual risk-taking, popularity, aggressiveness, etc.)?</li> <li>• How does the teacher design culturally-relevant learning spaces where students' cultural identity is widely represented?</li> <li>• How does the teacher honor students' individual and collective strength?</li> </ul>
5.2	IE	Classroom Routines and Rituals	Establishes clear and appropriate expectations and routines that maximize learning time.	
5.3	ID	Classroom Culture	Establishes a respectful and collaborative learning environment where each student feels they are included.	
5.4	CSI	Academic Belonging	The teacher builds a strong sense of academic belonging in the classroom where students see themselves as members of not only a social community, but also an intellectual community.	

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