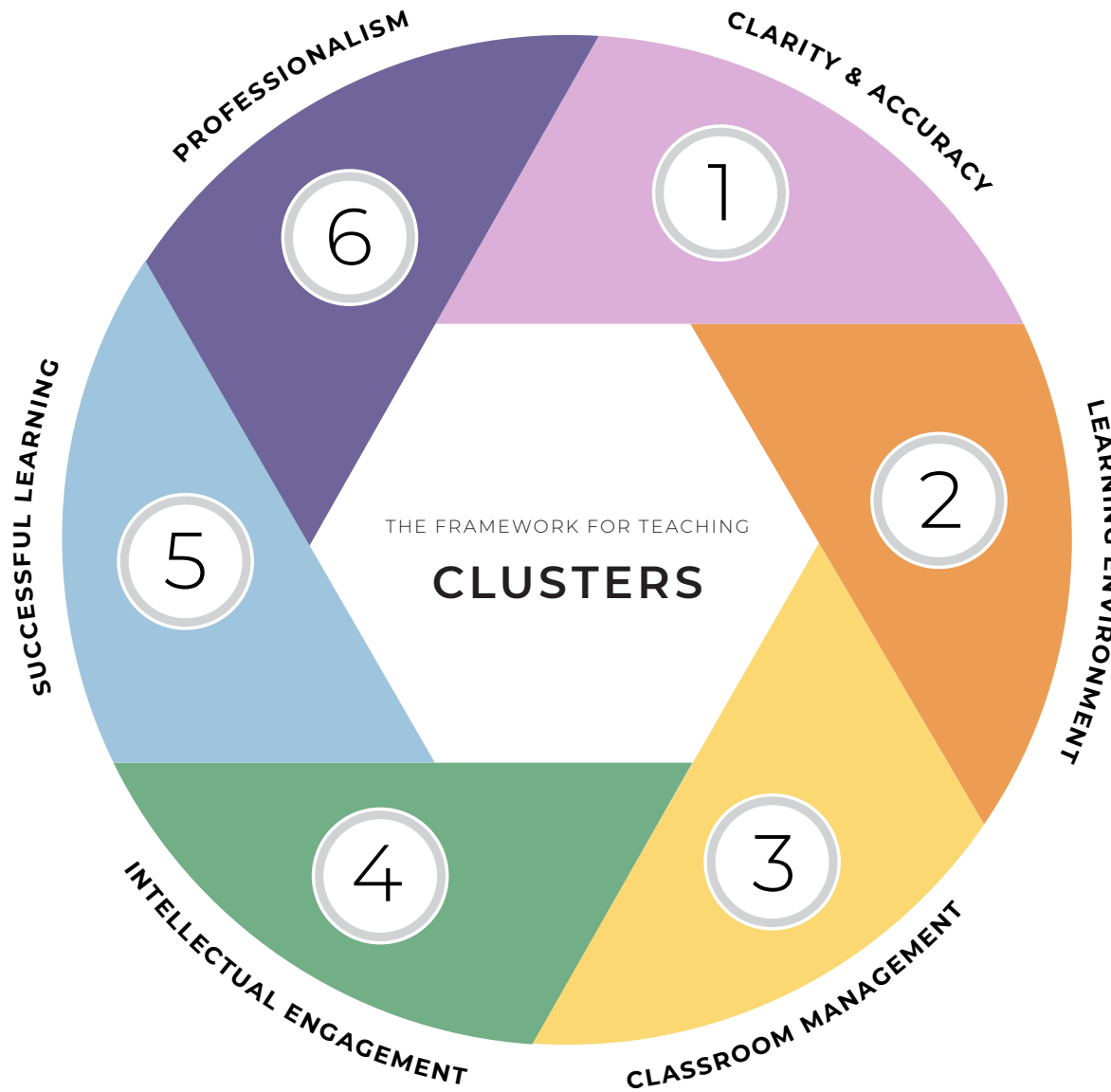




# SMART CARD

## THE FRAMEWORK CLUSTERS



### FOCUS AREAS

#### 1 Clarity & Accuracy

- Learning Outcomes
- Instructional Decision-Making
- Content Expertise

#### 2 Learning Environment

- Positive Developmental Relationships
- Intellectual Challenge
- Support & Persistence

#### 3 Classroom Management

- Routines & Procedures
- Collective Responsibility
- Physical Environment

#### 4 Intellectual Engagement

- Lesson Structure & Flow
- Rich Learning Tasks
- Student Collaboration & Discourse

#### 5 Successful Learning

- Equitable Access
- Assessment & Feedback
- Shared Accountability

#### 6 Professionalism

- Continuous Professional Learning
- Collaboration
- Principled Decision-Making

# THE FRAMEWORK CLUSTERS

## CLUSTER 1: CLARITY & ACCURACY

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

**INSTRUCTIONAL DECISION-MAKING** is guided by the instructional purpose and focused on student engagement in the intellectual work of learning.

**CONTENT EXPERTISE** is evident in the teacher's presentations, explanations, and responses to students.

- In what ways do the learning outcomes challenge students to think critically?
- In what ways are learning outcomes reflective of the standards of the discipline and appropriate to the students' levels of knowledge and skill?
- What examples do you see of congruence between the activities and instructional outcomes?
- How do the tasks engage students in high-level learning in the discipline?
- How does teachers' deep understanding of the content support intellectual work by students during lessons?

## CLUSTER 2: LEARNING ENVIRONMENT

**POSITIVE DEVELOPMENTAL RELATIONSHIPS** characterized by care and respect between teacher and students and among students, support a sense of safety and belonging.

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

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

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

## CLUSTER 3: CLASSROOM MANAGEMENT

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

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

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

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

## CLUSTER 4: INTELLECTUAL ENGAGEMENT

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

**RICH LEARNING TASKS** engage students in important learning through well-designed activities, questions, and discussion.

**STUDENT COLLABORATION & DISCOURSE** invite higher-order thinking, develop reasoning skills, and create the opportunity to engage thoughtfully with others' thinking and ideas.

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

## CLUSTER 5: SUCCESSFUL LEARNING

**EQUITABLE ACCESS** to important and rigorous content is supported for each student.

**ASSESSMENT & FEEDBACK** advance learning and inform necessary modifications and additional supports.

**SHARED ACCOUNTABILITY** for mastery and growth is established between teachers, students, and families.

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

## CLUSTER 6: PROFESSIONALISM

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

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

**PRINCIPLED DECISION-MAKING** consistently guides practice and interactions with students, families, colleagues, and community members.

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