**Excellence for All**

**Framework for Instructional Planning**

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| **Essential Component** | **What it looks like** |
| **Clear Objective/Vocabulary** referenced by teacher/students throughout learning | What do we want our students to know and be able to do? |
| **Creating an Environment for Learning**  Provides students with context  Allows teacher to build/check for background knowledge | How will we check for readiness and provide a context for learning?  What will we do for students who already know it? |
| **Helping Students Develop Understanding**  This is the teaching/learning/discovering phase. Multiple checks for understanding along the way. Modeling, Guided Practice, Independent Practice | What will we do to help students understand the content? What will we do to help students develop skills? |
| **Helping Students Extend & Apply Knowledge**  Student reflection & doing something with what they learned. | How will we know when they know it?  What will we do for students who still don’t know it? |