Instructional Standards 2019-2020

What are the Instructional Standards?

The Instructional Standards are a compilation of best teaching practices, successful teacher traits and common measures of student success. Each standard is designed to create an effective, rigorous, joyful and productive classroom experience that will truly prepare students for post-secondary success, and be able to pursue their dreams. There are five Instructional Standards:

1. **Student Achievement:** The degree to which students master the content, grow academically and achieve.
2. **Content Engagement:** The degree to which students are brought into and actively navigate their academic experience.
3. **Supportive Community:** The degree to which students participate in, support and enrich the academic experience of their classmates.
4. **Lesson Design and Facilitation:** The degree to which the teacher designs and facilitates a lesson that moves all students forward academically.
5. **Motivation, Relationships & Classroom Management:** The degree to which the teacher motivates, builds mindset and creates a supportive classroom community.

How are the Instructional Standards organized?

The Instructional Standards are organized into five underlined standards. The standards evolve across a continuum of four tiers. Each tier builds upon the last, highlighting next steps and opportunities to develop within that Standard. Each successive Tier descriptor highlights additional indicators of success within the standard. It's important to note that these new indicators do not replace but rather build upon the indicators that appear in previous tiers. The tiers are aligned to Mastery's teacher performance categories. The first tier, referred to as Instructional Foundations, serves to highlight baseline expectations for all classrooms.

The standards appear in two forms: Student Outcomes and Teacher Actions. Student Outcomes define observable student actions or outputs while Teacher Actions define strategies and approaches, that facilitate and support Student Outcomes. Instructional Strands are included within each Teacher Action Standard descriptor. These strands (along with the prior strands in that standard) capture specific indicators or components of successful execution of the standard at that particular tier.

The complete set of Instructional Standards is located on page 6. Pages 7 – 9 contain an At-A-Glance overview of the strands for both of the Teacher Action Standards.

How are the Instructional Standards used to support teacher development?

The Instructional Standards serve as the pedagogical basis for teacher reflection, coaching and professional development. Teachers, school leaders and teacher coaches use the Instructional Standards to define strengths and opportunities to further teacher practice. Standards that are commonly identified as high leverage opportunities become the subject of school-based and network-based professional development.

How do the Instructional Standards support Mastery's Teacher Advancement System?

Mastery's Teacher Advancement System (TAS) focuses on four elements: Student Achievement, Mastery Values, Student Perception and Instructional Effectiveness. The Instructional Standards serve as the rubric for the Instructional Effectiveness portion of TAS. Teachers are observed throughout the year. Each formal observation results in a set of five ratings based on the tier at which each standard was executed. Each standard is rated a 0 through 4. The set of five ratings is used to determine the Formal Observation Rating. Yearly performance on Instructional Effectiveness is informed by examining all observations in an effort to determine ability to consistently execute at a specific tier.

Standards Ratings

Rating	Definition
0	Does not meet Tier 1 critiera
1	Meets the Tier 1 criteria for the standard
2	Meets the Tier 2 criteria for the standard
3	Meets the Tier 3 critieria for the standard
4	Meets the Teir 4 crtieria for the standard

Formal Observation Ratings

Category	Unsatisfactory	Below Expectations	Meets Expectations	Exceeds Expectations
Support Teacher*	Three or more standards rated 0 (not meeting Instructional Foundations)	Three or more standards rated Tier 1 or above, but overall ratings fall below "Meets Expectations" for teacher cateory	All standards rated Tier 1 or above	Meets crieteria of senior associate teacher category or above
Associate				Meets crieteria of next teacher category
Senior Associate			All standards rated Tier 1 or above Three or more standards rated Tier 2 or above	
Advanced			All standards rated Tier 2 or above Three or more standards rated Tier 3 or above	
Master			All standards rated Tier 3 or above Two or more standards rated Tier 4	All standards rated Tier 3 or above, Four standards rated Tier 4

*Notes: Formal observations for support teachers will be conducted in the teacher's predominant setting. Relay Resident Support Teachers who are not yet leading instruction are exempt from formal observations in RP1.

How does Mastery's commitment to Culturally Competent Instruction live within the Instructional Standards?

Culturally Competent Instruction is integrated into our Instructional Standards. At Mastery, we believe awareness of culture, race, identity and bias enables the teacher to nurture a mindset that places deep belief in students and his/her instructional practices. This, in turn, results in instruction that reflects:

- ✓ **High Expectations**: An inclusive, supportive and respectful classroom community is paramount. Instruction is sacred. Teachers hold all students to high expectations and work to engage all students in the lesson.
- ✓ **Strong Relationships:** Teachers know their students deeply and foster positive and supportive relationships with them.
- ✓ **Effective Support and Redirection**: Teachers frequently and authentically acknowledge effort and success, redirect students respectfully and effectively, and continually build students' growth mindset and self-efficacy.
- ✓ **Relevant Instruction**: Teachers recognize the backgrounds of the students they serve and actively draw from their experiences to make instruction relatable, relevant and engaging.

MASTERY INSTRUCTIONAL STANDARDS (SY2019-2020)

Standards		Tier 1: Associate (Instructional Foundations)	Tier 2: Sr. Associate	Tier 3: Advanced	Tier 4: Master
STUDENT OUTCOMES	**Student Achievement**	**On Task:** Students are consistently attempting (although may not yet have mastered) the lesson's grade level standard-aligned task. ≥ 95% of students are meeting basic behavior expectations and consistently follow teacher's directions.	**Objective Realized:** Student work/discourse suggests some students are on track to mastering the lesson's grade level standard-aligned task.* Students are on a path to realize the objective.	**Student Growth & Performance:** Student work/discourse suggests most students are on track to mastering the lesson's grade level standard-aligned task.* Growth is concrete, measurable and often meeting expectations.	**Exceptional Student Growth & Performance:** Student work/discourse suggests nearly all students are on track to meet (or exceed) the lesson's grade level standard-aligned task.* Students are building lasting and transferable fluency, knowledge, skills and understandings.
	Content Engagement	**Ready to Learn:** Students know the objective of the lesson. All relevant instructional materials for the course or program are in place and students engage in academic routines. Posture conveys buy-in to the lesson. Environment is free of distractions; outerwear and book bags are properly placed. Phones, food/drinks and other distractors are not visible.	**Cognitive Engagement:** Students are reading, writing, problem solving, making connections and processing information. Students are focused and urgent. Throughout the majority of the lessons, students actively engage with the grade-level content.	**Outcomes Oriented Engagement:** Students are actively and independently making decisions, problem solving and navigating towards the lesson objective. Students require little to no prompting to utilize available resources and work with peers in an effort to overcome challenges.	**Academic Ownership & Persistence:** Students are aware of their academic performance, progress and challenges. Students independently maximize instructional time and persist through difficult work. Students confidently take on challenges. Students take ownership for their learning by asking questions, accessing resources, and relentlessly problem solving. Students are comfortable expressing struggle and view mistakes as learning opportunities.
	Supportive Community	**Productive Interactions:** Student interactions with peers and adults are respectful, productive and facilitate a learning environment.	**Active Participation:** Students actively engage in the classroom community by responding to teacher questioning and participating in class, small group, and partner-level discussions.	**High Level Participation:** Student participation reflects a high bar. Students' answers and participation in class and small group discussions reflect a high level of accuracy, detail and precision. Academic and content specific language is fluidly incorporated. Students frequently respond to, build upon, and are highly influenced by the responses of their peers.	**Student Leadership & Voice:** Students positively and significantly influence classroom productivity, student achievement and instructional innovation through class jobs, discussion leaders, teaching/ supporting peers, selecting content or texts, etc. Students have frequent opportunities to effectively evaluate and augment their own work and the work of their peers.
TEACHER ACTIONS	**Lesson Design & Facilitation**	The lesson is thoughtfully planned, internalized and designed with a clear standard-aligned objective, an exit assessment/exemplar and lesson flow. Routines and procedures are observable and maintain a productive use of time. The teacher is well-prepared and highly familiar with the content presented as well as the lesson structure and activities. **STRANDS:** ○ Objective, Agenda, Lesson Flow & HW ○ Lesson Plan & Lesson Assessment ○ Fundamental Routines ○ Clear Directions ○ Accurate Content ○ Specially Designed Instruction	Building on Tier 1, the standard-aligned objective is rigorous and strategic, assessed daily and informed by students' past performance and goals. The lesson design, including presentation, activities, checks for understanding (CFUs) and opportunities for practice are engaging, relatable and intentionally move students towards realizing the objective. **ALL PREVIOUS STRANDS +** ○ 3M Objective ○ Objective Driven ○ Grabbing Engagement ○ Checking for Understanding ○ Practice & Assessment ○ Relatable& Engaging Approach	Building on Tiers 1 &2, instruction becomes more nuanced. The lesson design is highly influenced by yearly academic goals as well as whole class and individual student needs and next steps. Differentiation is proactively built into the lesson. The teacher keenly questions students, monitors individual and whole group performance and makes strategic decisions in the moment to maximize learning. **ALL PREVIOUS STRANDS +** ○ Actively Facilitate Learning ○ Solidify Student Learning ○ High Order Questioning ○ Strong Response ○ Planned Differentiation	Building on previous tiers, the Tier 4 classroom expertly accounts for and efficiently meets the specific needs of all learners. This is accomplished through expert planning and facilitation. Planning considers student data and individual learning styles as well as strategies to maximize group dynamics, technology, and other approaches and resources. Facilitation focuses on ensuring all students are productively engaged in and successfully navigating highly ambitious yet achievable challenges. Opportunities for students to monitor and attend to their academic paths are maximized. **ALL PREVIOUS STRANDS +** ○ Multiple Pathways ○ Innovation ○ Aware and Relevant
	Motivation, Relationships & Classroom Management	The teacher creates a productive and positive classroom environment. The teacher has established a positive rapport with students. The teacher consistently recognizes positive student actions while respectfully and successfully attending to off-task and unproductive actions. The classroom environment is neat and organized. **STRANDS:** ○ Warm/Confident Tone ○ Rapport ○ Monitoring, Reinforcement, Praise & Redirection ○ Neat & Organized Environment	Building on Tier 1, the teacher develops relationships and builds authentic student engagement. The teacher consistently praises student effort to reinforce a positive student mindset. Teacher projects enthusiasm for learning and encourages participation and engagement. The teacher builds relationships with students and families and fosters positive student-to-student rapport. The classroom is well adorned with student work, academic visual aids and positive messaging. **ALL PREVIOUS STRANDS +** ○ Speak Success and Challenge ○ Relationship Building ○ Academic & Mindset Rich Environment	Building on Tiers 1 & 2, the teacher builds student independence, creates supportive group dynamics and ensures an inclusive classroom community. The teacher consistently coaches individuals and groups on academic independence, group engagement, conflict resolution and other academic and social emotional skills. **ALL PREVIOUS STRANDS +** ○ Facilitate Student Independence ○ Student Feedback, Coaching & Support ○ Inclusive Community	Building on previous tiers, the teacher teaches and reinforces student mindset regarding self-efficacy and growth mindset while building a highly inclusive and supportive classroom community. These efforts support academic aspirations and help students develop transferable skills. **ALL PREVIOUS STRANDS +** ○ Build Mindset ○ Inclusive and Supportive Community

*NOTE: When dictated by an Individualized Education Plan, students may be working toward IEP goals (vs. a grade level standard-aligned task).