

What do Classrooms with Extraordinary Results Have in Common?

Teachers who...



- ✓ Believe strong relationships with their students are foundational to the academic experience
- ✓ Understand well what the grade level standards require students to know and be able to do
- ✓ Use sufficiently comprehensive, *Florida standards-aligned* instructional materials
- ✓ Understand how mastery of grade-level standards is assessed
- ✓ Anticipate points of student struggle and actively search out student misconceptions
- ✓ Refuse to make excuses when a lesson does not have the desired effect; instead figure out why and make it better
- ✓ Seek to continue learning throughout their careers

In schools where...

- ✓ Teachers enjoy coming to work, largely because they feel appreciated and supported by their administrators and colleagues and believe they can collectively have a positive educational impact on all students
- ✓ Teachers and principals share a vision of what extraordinary instruction and excellent results look like
- ✓ Principals require teachers to collaborate in *grade-level, content-specific teams* to plan for, assess learning from, and refine standards-aligned instruction on a weekly basis
- ✓ Principals are problem solvers, enablers, and cheerleaders; they encourage teacher agency in determining the “how” of instruction within clearly defined limits
- ✓ Student behavior is handled primarily at the classroom level with little need for escalation
- ✓ Principals know students by their academic needs and accomplishments more than their behaviors



In districts that...



- ✓ Build (and annually refine with teacher input) “guaranteed and viable curriculum” maps, linked to curated instructional resources and common interim assessments
- ✓ Support principals and teachers through effective PD cycles designed to meet needs observed in the field
- ✓ Establish expectations that district-produced curriculum maps and data from common assessments will be used by teachers to guide *weekly lesson planning*

