

## What are the implementation expectations for Focused Instruction?

The resources contained within the curriculum guides are primarily intended to serve as a foundation for unit and lesson planning. While there are some required elements, the majority of the guides' content is recommended. This document outlines the implementation expectations for each element of Focused Instruction in detail.

REQUIRED ELEMENTS	RECOMMENDED ELEMENTS
<p>→ <b>Learning targets</b> All teachers are required to use the <b>long-term learning targets</b> indicated in the guides. These targets are based on the state standards for the grade level and content area. For this reason, the targets should be consistent across classrooms and schools. All teachers should also utilize <b>supporting (daily) learning targets</b> that appear in the agenda of lessons, since these often contain details about the knowledge and skills required by the standards that are not reflected in the long-term learning targets. However, each teacher may customize the supporting learning targets.</p> <p>→ <b>Unit sequence</b> The unit sequence is also required. Units should be taught in the order that they appear on the Year-at-a-glance. This helps ensure a consistent and predictable curriculum for students. There are a few exceptions to this requirement: elementary science may vary the order of units based on rotation of instructional materials. Physical Education teachers may also alter the unit sequence.</p> <p>→ <b>Benchmark assessments</b> Benchmark assessments are required in all content areas. They should be administered toward the end of each unit, but not on the last day. The results of these assessments should be used formatively in professional learning communities (PLCs) to help guide conversations about students' strengths, gaps in understanding, and the appropriate instructional next steps.</p> <p>In math and science grades 3 and up, students' responses should be recorded on Classroom for Success. Students may either take the assessment online OR they can take the assessment on paper and record their answers later.</p> <p>There is no defined timeline for administering benchmark assessments. The district will provide guidance on approximate time frames, but each school will decide when students are ready to take the assessments. As a general rule, students should be on pace to master all of the long-term learning targets by the end of a course.</p>	<p>→ <b>Pre-assessments and formative assessments</b> The other assessments linked in the curriculum guides, such as pre-assessments and other formative assessments, are optional. Teachers may use the ones that appear in the guides or create their own. However, since formative assessment is a continuous process of analyzing student learning, it is expected that brief classroom assessments are used on a continuous basis. It is also strongly recommended that these classroom assessments take a variety of forms (oral, selected response, constructed response, performance task, etc.).</p> <p>→ <b>Agenda of lessons</b> Using the agenda of lessons to make daily lesson plans within a unit is recommended but not required. The purpose of the agenda of lessons is to provide a sequence of supporting (daily) learning targets that is aligned to core resources and possible lesson activities. Taken as a whole, mastery of the supporting learning targets should lead students to master the long-term learning targets that are assessed on the benchmark assessment.</p> <p>→ <b>Use of core resources</b> For each unit, a set of core resources has been identified to help lead all students to master the long-term learning targets. Since no single core resource is sufficient for all instructional needs, most Focused Instruction guides feature multiple resources. It is recommended but not required that teachers use the district's core adopted resource. Other appropriate instructional materials available to a teacher can and should be utilized to supplement or extend student learning. However, it is important to note that the district provides funding only for formally adopted core resources.</p> <p>→ <b>All other curriculum guide resources</b> The remainder of curriculum guide contents, including the student background knowledge, vocabulary, common misconceptions, differentiation strategies, cross-content integration, and resources are all recommended.</p>