

BHAG: Upon completing this course, learners will identify and successfully implement the five high-yield instructional practices recommended to improve instructional rigor and relevance and dramatically improve student performance, known as *The Fundamental 5*. Teachers who implement *The Fundamental 5* will easily meet and/or exceed T-TESS instructional requirements and the Texas Teacher Standards.

STAGE 1 – DESIRED RESULTS

Established Goals/§149.1001 Texas Teacher Standards: The standards identified in this section are performance standards to be used to inform the training, appraisal and professional development of teachers.

Standard 1: Instructional Planning and Delivery - Teachers demonstrate their understanding of instructional planning and delivery by providing standards-based, data-driven, differentiated instruction that engages students, makes appropriate use of technology, and makes learning relevant for today’s learners.

Standard 2: Knowledge of Students and Student Learning - Teachers work to ensure high levels of learning, social-emotional development, and achievement outcomes for all students, taking into consideration each student’s educational and developmental backgrounds and focusing on each student’s needs.

Standard 3: Content Knowledge and Expertise - Teachers exhibit a comprehensive understanding of their content, discipline, and related pedagogy as demonstrated through the quality of the design and execution of lessons and their ability to match objectives and activities to relevant state standards.

Standard 4: Learning Environment - Teachers interact with students in respectful ways at all times, maintaining a physically and emotionally safe, supportive learning environment that is characterized by efficient and effective routines, clear expectations for student behavior, and organization that maximizes student learning.

Standard 5: Data-Driven Practice - Teachers use formal and informal methods to assess student growth aligned to instructional goals and course objectives and regularly review and analyze multiple sources of data to measure student progress and adjust instructional strategies and content delivery as needed.

Understandings: Participants will understand that...

The Fundamental 5 are the five critical practices at the core of highly effective instruction.

- **Framing the Lesson** ensures the teacher provides the students with a clear picture of essential concepts addressed in the lesson and how they will demonstrate their knowledge.
- **Working in the Power Zone** reveals the distinct correlation between the teacher’s physical position in the classroom and improving student academic performance.
- **Frequent, Small Group, Purposeful Talk about the learning** affords students of all academic levels to exchange ideas and give their unique take on the current lesson.
- **Recognize and Reinforce** reveals the positive or negative influences of teachers who are in a unique position to dramatically strengthen or hinder a student’s self-esteem and academic achievement. Recognizing and reinforcing effort and positive behavior is paramount in ensuring that students reach their academic and social potential.
- **Writing Critically** that is intentional and purposeful to organize, clarify, defend, refute, analyze, dissect, connect, and/or expand on ideas or concepts increases rigor and improves understanding.

Essential Questions:

- The authors explained that the discovery of the need for the 5 practices came as a result of the “perfect storm,” a series of accountability changes in the Texas school system. What type of “perfect storm” has occurred to you or your school that has brought the need for adaptation or improvement of the quality of classroom instruction to the surface? Explain.
- The Fundamental 5 is incredibly powerful because of the synergy created when these practices are executed, as a synchronized routine, at both high frequency and high quality. Which of the fundamental 5 do you foresee being the most difficult to accomplish during every lesson? Why?
- How is this process for framing the lesson similar or different from your current practice? What changes might you make?
- When, in the planning process, teachers should create small group purposeful talk questions and or topics? On what should these questions and or topics be based?
- Discuss common misconceptions regarding writing critically.
- What are some reasons you do not write more in your classroom? How might you be more purposeful and intentional when incorporating critical writing in your classroom?

Participants will be able to:

For each of the five components, create an artifact demonstrating synthesized strategies implemented in your classroom.

STAGE 2 – ASSESSMENT EVIDENCE

Performance Tasks:

Create a note-taking guide or e-portfolio where you will collect artifacts and synthesize strategies that can be used to enhance learning and incorporate Fundamental 5 components in the classroom.

Other Evidence:

Participation in
Discussion Boards
Virtual Class meeting discussions

STAGE 3 – LEARNING PLAN

Summary of Learning Activities: