The Key Questions

Meaningful Learning

Are all students engaged in content aligned to the appropriate standards and experiences for their subject and grade?

Culture of Learning
Are all students continuously engaged in the work of the lesson?

Evidence of Learning
Are all students demonstrating that they are learning?

Ownership of Learning
Are all students responsible for doing the thinking in the classroom?

	Students:	Educators:
Meaningful Learning *Are all students engaged in content aligned to the appropriate standards and experiences for their subject and grade?* Standard Two: Instructional Planning Teachers plan using the Virginia Standards of Learning, the school's curriculum, effective strategies, resources, and data to meet the needs of all students.	❏ Engage with learning targets and materials that are aligned and appropriately demanding for grade level. ❏ Explain the learning target in their own words. ❏ Make connections to relevant, real-world learning experiences and other content areas.	❏ Establish rigorous, grade-level appropriate, student-friendly learning targets aligned with standards. ❏ Implement strategies and use materials that are grade-level appropriate and engage students. ❏ Plan daily instructional activities that are sequenced intentionally and have scaffolds to move all students towards mastery of grade-level standard(s) and/or IEP goals. ❏ Plan intentional connections of grade-level work to student experiences and real-world learning.
Culture of Learning *Are all students provided a learning environment that promotes continuous engagement in the work of the lesson?* Standard Five: Learning Environment Teachers use resources, routines, and procedures to provide a respectful, positive, safe, student-centered environment that is conducive to learning.	❏ Listen and respond to peers in productive ways, holding themselves and each other accountable to positively learn individually and together. ❏ Contribute to a growth mindset environment in which it is safe to take intellectual risks. ❏ Participate in a learning community by engaging in instructional tasks, volunteering responses, and asking appropriate questions. ❏ Use age-appropriate self-regulation during transitions, routines, and procedures with scaffolding from the teacher.	❏ Facilitate intellectual risk-taking through positive interaction among students and with the teacher. ❏ Use routines, procedures, and pacing to maximize instructional time and minimize time off task, providing specific, concrete, sequential, and observable directions. ❏ Use voice and presence to maintain engagement and convey caring for students.

Evidence of Learning
Are all students demonstrating that they are learning?

Standard Four: Assessment of and for Student Learning
Teachers systematically gather, analyze, and use all relevant data to measure student academic progress, guide instructional content and delivery methods, and provide timely feedback to both students and parents throughout the school year.

- ❏ Self-assess and reflect on their progress towards the learning target each day.
- ❏ Use academic language to cite evidence to support their thinking.
- ❏ Provide appropriate feedback to other students related to the learning target or critical goals (peer assessment).
- ❏ Make connections between what they are learning and how it advances their academic and career goals.

- ❏ Use multiple forms of assessment to provide all students the opportunity to demonstrate their learning *during* the key moments in the learning (e.g., during group instruction, before independent practice, at a transition, at the end of an activity to debrief the learning target).
- ❏ Use formative data to scaffold instruction as needed to continue student learning of rigorous content and skills.
- ❏ Use formative data to identify root cause for errors and plan instructional delivery to address those causes.

Ownership of Learning
Are all students responsible for doing the thinking in the classroom?

Standard Three: Instructional Delivery Teachers effectively engage students in learning by using a variety of instructional strategies in order to meet individual learning needs.

- ❏ Consistently attempt academic work, including classroom discussion, even if the work is challenging.
- ❏ Engage in productive struggle to reach high expectations, seeking help as appropriate.
- ❏ Cite evidence to support their thinking.
- ❏ Use critical thinking, problem solving, communication, self management, project management, and collaboration skills (5 Cs) to own their learning.

- ❏ Plan and facilitate activities in which students are doing the thinking rather than the teacher.
- ❏ Plan and facilitate activities in which students cite evidence to support their thinking.
- ❏ Support students in productive struggle to reach high academic expectations, using scaffolding as appropriate.
- ❏ Plan and facilitate activities related to the 5 Cs competencies critical for our students to successfully participate in college and career: critical thinking, creative thinking, communication, collaboration, citizenship.

English/ Language Arts	Students	Teachers
The instructional vision of Richmond Public Schools English Language Arts is to empower every student with essential literacy skills through evidence-based instruction and high-quality, culturally relevant materials, fostering an inclusive and collaborative learning environment that ensures equity and prepares students for future success.	❏ Use the text to provide evidence, confirm ideas, and/or clarify and answer questions. ❏ Build knowledge and comprehension skills from reading and listening to a range of challenging, content-rich texts. ❏ Use academic vocabulary in both written and oral tasks and during discussions. ❏ All students are engaged in tasks aligned to the learning target using the VDOE Standards of Learning that enables student ownership. ❏ Students have opportunities to connect the topic to their own lives, communities, experiences, and abilities. ❏ Spend the majority of class reading, analyzing, and writing in response to grade-level complex text. ❏ Students use strategies to read and write with grade-level fluency and skill. ❏ Demonstrate effective oral communication and collaboration skills to build a community of learners that process, understand, and interpret content together.	❏ Unpack aligned learning targets at the beginning of the lesson. ❏ Create multiple opportunities to check for student understanding throughout the lesson. ❏ Provide support, encouragement, and opportunities equally across all sub-groups. ❏ Differentiate to support individuals and groups of students through oral and written feedback, specific materials (e.g.,visual cues, graphic organizers, vocabulary guides), conferences or small-group sessions. ❏ Engage students in multiple opportunities to promote equitable student talk during a lesson (e.g., think/pair/share, back-to-back face-to-face, etc…). ❏ Provide multiple opportunities to engage students in the writing process. ❏ Ensure students adjust writing content, technique, and voice for a variety / of audiences and purposes.
## Math *The instructional vision of Richmond Public Schools' mathematics is to engage students with a balance of conceptual understanding, procedural fluency, and application of the mathematical thinking and reasoning skills*	Students ❏ Effectively use math discourse to communicate, written and oral, and justify solutions using objects, drawings, diagrams, or actions. ❏ Make connections between concrete	Teachers ❏ Provide and orchestrate opportunities for students to communicate and listen to the solutions and strategies of others and justify their ideas, both written and oral, related to reasoning and application of mathematical concepts.

that will enable them to become accurate, efficient, and flexible problem-solvers.	manipulatives, mathematical representations, abstract numbers, and symbols. ❏ Regularly use appropriate and specific tools and strategies (Desmos calculators, pencil/paper, ruler, protractor, digital technologies, manipulatives, etc.) ❏ Look for patterns or structures, recognizing that quantities can be represented in various ways. ❏ Continually evaluate the reasonableness of answers while attending to details and making generalizations based on findings. ❏ Engage in problem-solving through independent practice, collaborative activities, and productive struggle.	❏ Provide opportunities for students to make connections between the concrete, representational, and abstract models of mathematics. ❏ Model using appropriate physical/digital tools, strategies, and precise mathematical language to represent, explore, and deepen student understanding. ❏ Provide activities in which students demonstrate their flexibility in representing mathematics in various ways. ❏ Create and foster opportunities for independent practice, collaborative activities, problem-solving, and productive struggle. ❏ Pose purposeful questions that elicit student thinking, prompt reflection, and promote metacognition.
History/Social Science *The instructional vision of RPS History and Social Science is to engage students with critical thinking through the use of primary/secondary sources and historical skills (involving geographical awareness, multiple perspectives and connections between the past and present) to foster enduring understandings for life-long learning.*	**Students** ❏ Use content specific vocabulary during lesson ❏ Engage content-specific geographical maps ❏ Analyze primary/secondary source materials during the lesson ❏ Use primary/secondary source materials to construct an historical argument ❏ Respond to or pose at least two critical thinking or analysis question relating to the topic ❏ Use writing to help increase critical thinking and oral skills.	**Teachers** ❏ Use content specific vocabulary during lesson ❏ Instruct by use of content-specific geographical maps ❏ Model the use of primary/secondary source materials within the lesson ❏ Pose and respond to at least two critical thinking or analysis question from students relating to the topic ❏ Provide students an opportunity to engage differing perspectives/cultures/ideas in a safe and thoughtful way. ❏ Provide opportunities for students to use writing skills to prepare for oral applications, and increase critical thinking through the use of analyzing primary/secondary sources to construct an argument.
Science	**Students** ❏ Observe, question, and measure the world	**Teachers** ❏ Use the SOL-aligned RPS Science comprehensive

The vision of RPS Science is that all Richmond students graduate as scientifically literate citizens, able to use critical thinking skills to navigate the modern world and to have connection to their local community and the environment at large.

around them using the SOL-aligned RPS Science comprehensive curriculum.

❏ Explain, defend opinions, and justify decisions scientifically.

❏ Apply knowledge of scientific concepts and use of scientific vocabulary.

❏ Engage in collaborative scientific inquiry.

curriculum to engage students deeply in scientific content and essential knowledge and practices.

❏ Facilitate lessons in which students use reading and writing to explain, defend opinions, and justify decisions scientifically

❏ Facilitate common, hands-on scientific inquiry experiences in relation to scientific concepts and essential knowledge and practices in order for students to have authentic experiences to which they can apply knowledge of scientific concepts and to connect scientific vocabulary

World Languages

The instructional vision of Richmond Public Schools' World Languages is to develop target language proficiency and intercultural competence. Students will achieve language proficiency in all three modes of communication: interpersonal, interpretive and presentational, and cultivate enhanced cultural understanding and increased global perspective.

Students

❏ Communicate in the target language during every learning block and improve their understanding of and ability to communicate in the English language by comparing and contrasting another language with their own.

❏ Understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

❏ Interact and negotiate meaning in spoken, signed, or written conversations to share the information, reactions, feelings, and opinions.

❏ Gain awareness and appreciation of other cultural perspectives by interacting with cultural products and practices.

❏ Connect with other content areas through language study, which enables them to understand cross-curricular relationships.

❏ Respond to and contribute to their communities and to the world in a more informed and effective manner, as 21st century learners and global citizens.

Teachers

❏ Encourage student ownership in communicating and growing proficiency in the target language.

❏ Provide opportunities for students to make meaningful connections to other content areas via interaction with culturally authentic materials.

❏ Facilitate communication in the target language (at least 80%) during the learning environment.

❏ Engage students with significant levels of meaningful communication, interactive feedback, and scaffolded resources in the target language in order to support students' development of language and cultural proficiency.

❏ Assess students frequently, in a variety of contexts, through formative and summative assessments, project-based learning and Integrated Performance Assessments to ensure that learning is ongoing and measurable.

❏ Reflect upon student data from assessments to shape instructional decisions and plan future learning experiences.

RPS RICHMOND PUBLIC SCHOOLS

Fine Arts (Performing Arts)

The instructional vision of Richmond Public Schools' Fine Arts Department is to reinforce skills of analysis, creative choice, critical thinking, and communication for students through engaging experiences and opportunities. Through offerings in dance, theater, music and visual arts, the culture of artistic excellence reinforces the essential skills needed to be academically successful and life-ready.

Students

- ❏ Develop and refine artistic technique and work for presentation. (Music, Dance, Theatre)

- ❏ Demonstrate evidence of effective procedures concerning proper use of instruments/music/supplies/equipment & facilities.

- ❏ Understand performing arts elements and terminology through practice in an authentic context.

- ❏ Explain and/or demonstrate how to improve performances, etiquette and proper technique. (Orally or in writing)

Teachers

- ❏ Implement strategies for Sight-reading using sightreadingfactory.com and demonstrating Solfege vocal technique, using hand signals, (Choral classes).

- ❏ Model appropriate technique through demonstrations and presentations.

- ❏ Ensure that all students, regardless of ability, are participating in the use of instruments, facilities, and resources provided.

- ❏ Using available high-quality resources that are approved and licensed for use and aligned to the standards.

- ❏ Encourage student ownership of ideas in the performing arts development and creation process.

- ❏ Relates artistic ideas and works with societal, cultural and historical context to deepen understanding.

- ❏ Explain and/or model how to improve performances, etiquette and proper technique. (Orally or in writing)

RPS RICHMOND PUBLIC SCHOOLS

Fine Arts (Visual Art)

The instructional vision of Richmond Public Schools' Fine Arts Department is to reinforce skills of analysis, creative choice, critical thinking, and communication for students through engaging experiences and opportunities. Through offerings in dance, theater, music and visual arts, the culture of artistic excellence reinforces the essential skills needed to be academically successful and life-ready.

Students

❏ Use systems to critique, respond and form an opinion, and interpret meaning in art-making. (Orally or in writing)

❏ Engaged in lesson activity to include creating, evaluating or analyzing (art-making, critique, art history)

❏ Demonstrate evidence of art making techniques using a variety of materials.

❏ Appropriate application of problem solving and proper use of materials and tools.

Teachers

❏ Encourage student ownership of ideas in the art-making process.

❏ Model appropriate technique through demonstrations and presentations.

❏ Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

❏ Facilitate care for safety, materials, and tools in the studio classroom.

❏ Teach art elements in context (line, shape, form, color, value, space, texture).

Health & Physical Education

The Instructional vision of Richmond Public Schools Health & Physical Education department is to offer a sequential K-12, standards-based health and physical education program. To actively promote lifelong learning through physical activity, exercise, & sport while supporting students in making health-conscious decisions, meeting challenges, and participating in positive social and mental positive behaviors.

Students

❏ Demonstrate meaningful learning of concepts, principles, strategies, and tactics related to movement, skills, and performance.

❏ Exhibit responsible personal and social inclusive behavior that respects self and others.

❏ Acknowledge the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

❏ Engage in evidence-based practices that promote student ownership in all areas of instruction, including written and oral applications, physical fitness and active participation.

Teachers

❏ Encourage student personal well-being and achieve 85% class participation in healthful activities to foster lifelong habits.

❏ Integrate Social-Emotional Learning (SEL) into their teaching practices, helping students develop emotional management, positive relationships, and responsible decision-making skills.

❏ Establish and implement systematic processes and protocols that improve safety and proper use of equipment in the educational setting.

❏ Employ instruction practices that engage students in moderate to vigorous physical activity for at least 70 percent of class time.

❏ Ensure the inclusion of all students and make the necessary adaptations for students with special needs or disabilities.

RPS RICHMOND PUBLIC SCHOOLS

Library

The instructional vision of the Richmond Public Schools' Library department is to empower students and teachers to become lifelong learners with a joy and culture of reading, be ethical users and producers of information, and to provide an avenue to Think, Create, Share, and Grow.

Students

❏ Apply knowledge of library terms, skills, and research strategies through written and oral applications.

❏ Exhibit a love of reading and an appreciation for literature.

❏ Engage in meaningful learning by following an inquiry process on a self-directed path/topic and applying appropriate aligned content.

❏ Use critical thinking, problem solving, communication, self management, project management, and collaboration skills (5 Cs) to own their learning.

Librarians

❏ Reinforce content by aligning Library Lessons to curriculum frameworks/pacing guides.

❏ Encourage and model a love of reading, writing, literature, and a quest for knowledge (inquiry).

❏ Engage students through lessons incorporating the AASL standards/domains of Think, Create, Share, and Grow.

❏ Employ instructional strategies to reach all students through a diverse collection of materials.

❏ Encourage reading by promoting book circulation throughout the student population.

Gifted & Talented

The instructional vision of the RPS Programs for Gifted and Talented is to enable students to become independent, self-directed and reflective learners who use their knowledge, understanding and highly capable ability to build rich and productive lives as individuals and as innovators within their community.

It is our vision that students gain exposure to content-rich text, complex acceleration options, diverse career pathways, writing across the curriculum and culturally responsive strategies, All students may experience a broad array of enriching learning opportunities to nurture their passion for learning as they grow into tomorrow's scholarly minds, talented

Students

☐ Defend their ideas and supply a rationale for their thinking based on research, facts, and/or data.

☐ Participate in developing rubrics, assessments, and performance based tasks using the backwards design model.

☐ Apply newly learned concepts to other content areas.

☐ Identify what critical or creative thinking skill or problem solving technique would be best suited to a problem or situation.

☐ Will understand and apply composition skills across all content areas and will write effectively, succinctly and communicate their point to the audience.

Teachers

☐ Encourage students to take academic risks to develop a growth mindset and take ownership of their learning.

☐ Provide strategies that move students from literal to analytical learning skills.

☐ Explain and model concepts with consistency using logical and systematic concrete examples. Provide clarity and concise instructions facilitting conceptual understanding enhancing the students ability to apply this knowledge to new concepts.

☐ Facilitators will guide discourse with probing questions Allowing students to take the lead in by formulating their own open-ended and essential questions.

☐ Utilize best instructional practices to ensure the activities are intrinsically appealing to students based on real world applications and/or student interest.

workforce, and community stewards taking student ownership of their learning.		☐ Emphasize distinctive features of new concepts while making connections to previously-learned material.