



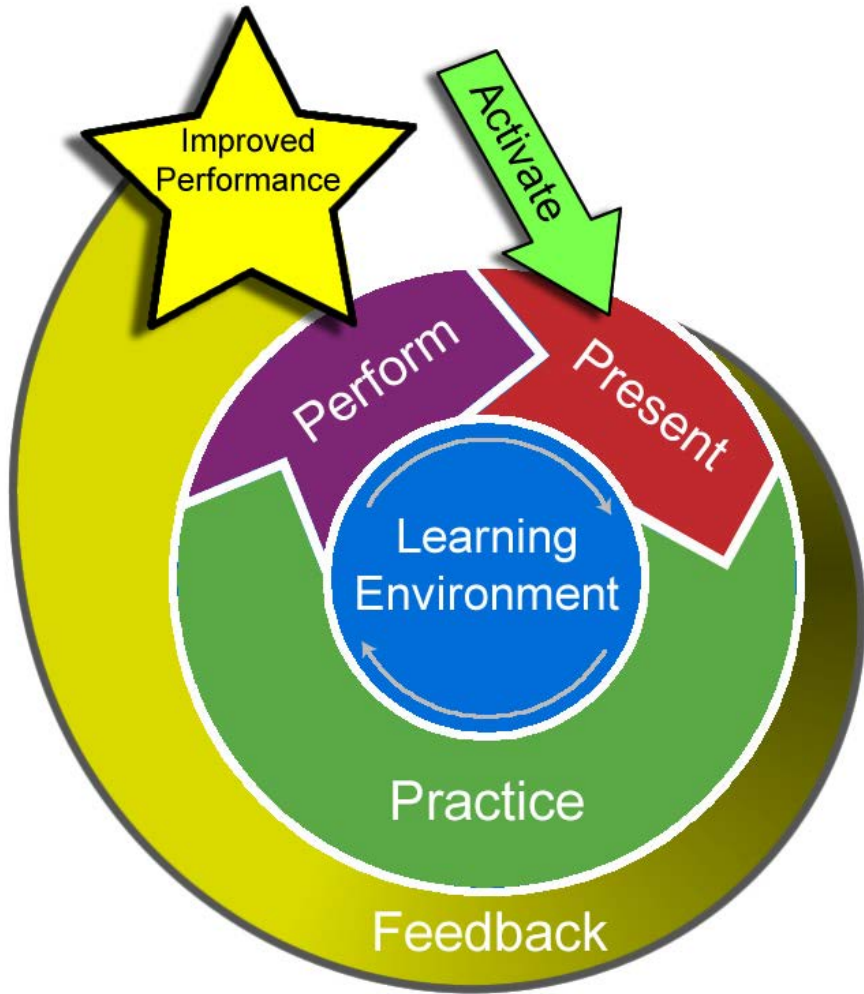
Instructional Framework & Social Emotional Learning

Update to Plymouth Public Schools Board of Education
November 13th, 2019



Instructional Framework

“If we utilize the PPS instructional framework to build teacher capacity and develop connected professional learning opportunities it will result in the consistent use of high impact instructional practices resulting in increased student learning.”



ACTIVATE

In the **activate** portion of instruction, the teacher creates an opportunity for students to engage in the work by connecting their present levels of understanding to where they have been, where they currently are, and where they are going with their learning. Teachers elicit responses that uncover what the students know or think about the concept. Activate usually looks like a brief activity, discussion, or task to establish a context for the day's lesson and hook the learners.

PRESENT

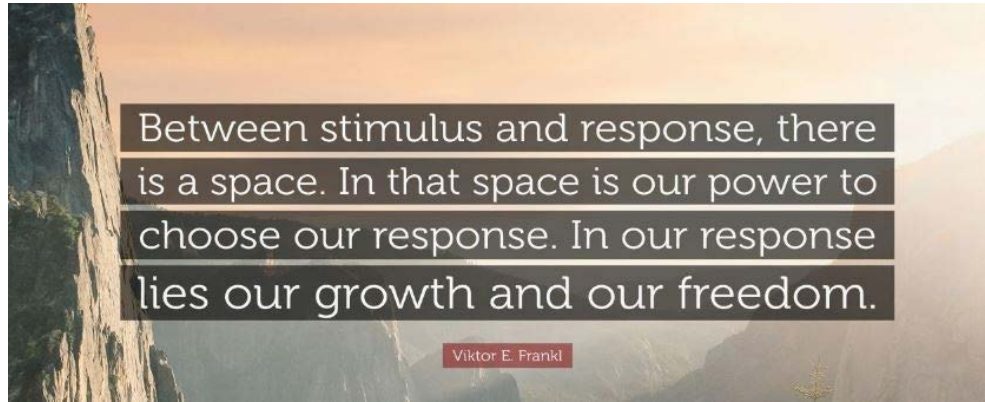
The lesson begins with the teacher “**presenting**” the learning target through the day's mini lesson. The teacher will clearly state the daily learning target - what the students are learning, how they will demonstrate their learning, and why this learning is important. The teacher will then briefly demonstrate a strategy or teach a new concept. The students will have a brief opportunity to apply this new learning under teacher supervision and guidance. The content and skills for this portion of the lesson come from grade level standards and core curriculum documents. The teacher monitors student understanding during this time and plans opportunities for students to process their learning collaboratively through brief discussions, such as turn and talks.



2019-20 Work

- Rollout to staff during August Professional Development
- Development of Look-for Document to monitor implementation and drive ongoing PD
- Explore ties to Instructional Rounds work
- Development of guidance around Practice & Performance
- Reinforcement of SEL through the Learning Environment
- Enhancing all Tier 1 Instruction

SEL - Social Emotional Learning



District Steering Committee supported by Building Level Teams

- Help the school community members build emotional intelligence
- Monitor and support implementation of RULER Charter and Mood Meter
- Support professional learning of RULER Meta-Moment and Blueprint tools
- Review & Revise 3-Year rolling plan for SEL implementation
- Revise survey to align with RULER and measure progress

What is SEL/ emotional intelligence?

The knowledge, attitude, and skills associated with:

- R**ecognizing emotions
- U**nderstanding emotions
- L**abeling emotions
- E**xpressing emotions
- R**egulating emotions

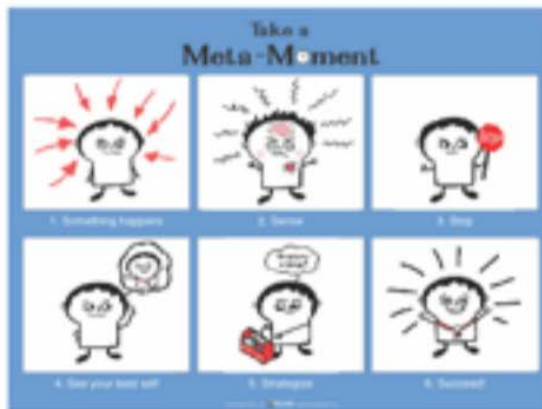
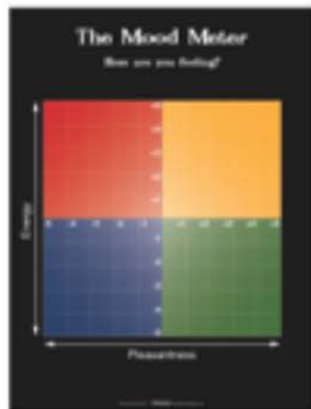
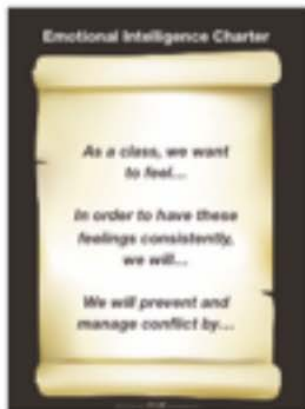


The RULER approach supports the development of the 5 SEL competencies

ANCHORS OF EMOTIONAL INTELLIGENCE

Staff 2018-19
Students 2019-20

Staff 2019-20
Students 2020-21





2019-20 Work

- Implementing Charter and Mood Meter professional development during August
- Meta-Moment and Blueprint professional development in November and March
- Revised student/teacher survey created and administered in early November
- Embedded in Instructional Framework through the Learning Environment
- Enhancing all Tier 1 Instruction, including Second Step & Gr. 9 Health
- Development of Tier 1 Strategies and Tier 2/3 Supports through SRBI

The Work in Action

