



# Instructional Practices that Lead to Student Success

## 1. Set Clear Expectations for Teaching & Learning

- Every classroom should reflect intentional, high-quality instruction with clarity of purpose.
- Students must be able to answer: “*What are you learning?*” and “*Why does it matter?*”
- Consistent expectations for clarity build ownership and accountability for all learners.

## 2. Bridge Generations of Teachers & Learners

- Leaders help educators evolve from 20th-century habits to 21st-century engagement strategies.
- 21st-century students thrive in a world of constant connection; teachers must adapt with empathy and innovation.
- Instruction should connect relevance, rigor, and reflection to inspire today’s **learners**.

## 3. Build Cognitive and Critical Thinking Ability

- Move beyond memorization to emphasize reasoning, problem-solving, and application.
- Students should evaluate arguments, synthesize information, and communicate their understanding clearly.
- The goal: learning that matters — not just learning for the test.

## 4. Empower Collaborative Learning Teams (CLTs)

- True instructional progress begins with well-structured, high-functioning CLTs.
- Each team defines clear roles for:
  - i. **Instructional Design** – plans engaging learning experiences.
  - ii. **UPSFLO Development** – writes student-friendly unit plans and objectives.
  - iii. **Assessment Design** – develops aligned measures of mastery.
  - iv. **Remediation Planning** – designs re-teaching and enrichment strategies.
- Collaboration thrives when expectations are clear, responsibilities are distributed, and teachers are supported with time and structure.

## 5. Apply the UPSFLO Framework

- **UPSFLO** = *Unit Plan in Student-Friendly Language and Objectives*.
- Connects content, purpose, and performance by answering:
  - **What** are students expected to learn?
  - **Why** does it matter?
  - **How** will they know they’ve achieved it?
- **UPSFLO** makes learning transparent, reinforces higher-order thinking, and prepares students for the language and rigor of standardized assessments like AP, IB, ACT, and SAT.

## 6. Structure and Sustain the CLT Protocol

- Provide staff with consistent language and model phrasing for UPSFLO documents to promote higher-level thinking.
- Ensure CLT expectations are clear and sustainable, even as staff transitions occur or curriculum shifts.
- Continuously refine the CLT process to reflect updates in standards, testing, and assessment practices.
- CLT Operational Expectations:
  1. Roles of all members are clearly defined.
  2. State objectives and/or targets are included in each plan.
  3. Power standards may be identified as final products.
  4. Learning targets are written as “*I can*” statements (e.g., *I can identify the function of a polynomial*).
  5. Each plan includes a clear target, timeframe, and participant responsibility.

## 7. Use Assessments to Drive Action

- Assessments fall into two categories:
  - **Formative (for learning)** – guide instruction during the unit.
  - **Summative (of learning)** – measure mastery at the end.
- Each unit concludes with an **action plan** identifying:
  - What specific content students did not master.
  - *Why* the misunderstanding occurred.
  - *How* instruction or support will be adjusted in response.
- A strong alignment must exist between **learning objectives, instructional activities, and assessments** to ensure coherence.
- CLT members should be able to articulate *why* they are using specific instructional activities and *how* student performance data informs their ongoing team discussions.

## 8. Promote a Culture of Continuous Improvement

- High-quality instruction includes clear targets, valid assessments, and reflective adjustment.
- Collaboration, feedback, and flexibility drive ongoing improvement.
- Continuous improvement is not an initiative — it’s a mindset.
- Over time, this reflective process became a shared, schoolwide norm that improved both instruction and equity.

### As the Leader:

- **Must** provide staff with time to do the work.
- **Must** understand this takes time to develop.
- **Must** be able to have new staff be mentored in the process
- **Must** provide CLT leads with opportunity to provide input

*Instructional excellence doesn't happen by accident — it's built through clarity of purpose, collaborative practice, and a culture of growth.*