Lesson Preparation & Classroom Environment Expectations

Every day, every student engages in rigorous, active learning that drives college readiness.

Classroom Environment Non-Negotiables	
C	**Clean & Organized Spaces** Classrooms are clean, clutter-free, and intentionally organized. Student materials have designated spaces, and technology arrangement allows for monitoring.
L	**Learning-Focused Layouts** The classroom layout supports effective teaching and learning. Students have clear visibility and strong lighting for reading and writing. Desks and tables are arranged so all students can see the board and move easily between independent, partner, and group work.
A	**Accessible Materials** Required technology, digital materials, and curricular resources are ready for student use.
S	**Standards Displayed** Instructional boards are updated daily with the date and clear, standards-aligned learning objectives. Displays are organized, purposeful, and reinforce daily instruction.
S	**Student Work & Data on Display** Current student work and academic data are posted and refreshed at least monthly to showcase progress and build student ownership of learning.

Daily Planning Classroom Benchmarks	
Student Exemplar	The teacher completes the student work accurately and at the appropriate level of rigor.
Lesson Preparation	The teacher uses curricular resources to craft criteria for success, facilitation moves, and any other planning needed to meet all student needs.

Systemwide Elementary Lesson Preparation Expectations

Every day, in every classroom, all teachers must have:

- A hard copy of student work completed with all ideal student responses
- A soft or hard copy of annotations on the teacher edition* that include:
  - Designation of the most important practice
  - Criteria for success
  - Facilitation moves, including time stamps and means of participation
  - Support for student needs

**For contents that do not have a Teacher Edition, annotations can be completed on the student work exemplar.*

Systemwide Secondary Lesson Preparation Expectations

Every day, in every classroom, all teachers must have:

- A hard copy of student work (including all student activities) completed with all ideal student responses
- Annotations on the hard copy student work exemplar* that include:
  - Designation of the most important practice
  - Criteria for success
  - Facilitation moves, including time stamps and means of participation
  - Support for student needs

**Reading Intervention teachers may complete their annotations on the Teacher Edition.*

Systemwide Special Education Lesson Preparation Expectations

Co-Teaching & Small-Group Pull Out	Specialized Programs
• A hard copy of student work completed with all ideal student responses • Annotations that meet all requirements noted above for elementary or secondary	• Completed Specialized Program Week at a Glance • Annotated curricular documents as required by program

Campus Specific Expectations

Campuses may have additional expectations for individual teachers, courses, or the whole campus:

- Additional unit/module annotations
- Additional lesson annotations
- Accurate completion of the summative exam for the unit (must be an expectation; campus can define system for how to review/submit)
- Differentiated expectations for SPED co-teaching classes vs. non co-teaching classes
- Procedures and deadlines for submitting lesson preparation

Daily Planning Process: Unit/Module Preparation

1	Experience the Unit/Module as a student	• Take the summative/End of Module assessment. For courses without assessments, complete the summative task • Read the unit/module overview and review other important summative tasks • Answer essential questions for the unit • Read the text (RLA, Social Studies)
2	Synthesize what students must be able to know and do by the end of the unit	• Synthesize what students should be able to know and do by the end of the unit • Annotate the criteria for success for critical skills that students need to master during the unit/module

3	Map out priorities for the Unit/Module	• Map out priority lessons and campus-specific calendars
		  ○ Alignment to summative exam and priority TEKS
		  ○ Connection to Grade Level or yearlong outcomes
		  ○ Work that will be graded
		• Identify what to grade
		  ○ Secondary: major and supporting grades
		  ○ Elementary: standards to be graded aligned to required quarter grades
		• Note access moves and accommodations to use throughout the unit/module

Daily Planning Process: Lesson Preparation

1	Read the Lesson Overview	• The overview will be in the Teacher Edition (elementary) or Daily Details (secondary). • Note what students will be learning in this lesson and why it's important.
2	Complete the end-of lesson task	• Complete an ideal **student** response for the end-of-lesson task. • Think about what you have to know and do to be successful.
3	Identify the most important practice(s) in the lesson	• The most important practice includes task(s) that most align to the objective and best set students up for success on the end-of-lesson task. • There may be more than one important practice task. • Designate these moments with a star or label.
4	Complete exemplar responses around the most important practice	• Complete an ideal **student** response for the most important practice(s) of the lesson. • Think about what you have to know and do to be successful.

5	Plan facilitation moves around the most important practice	• Script facilitation moves around the most important practice. These may include:
		  ○ Time stamps (required)
		  ○ Means of participation (required)
		  ○ Criteria for Success (required)
		  ○ Support for individual students and subpopulations of students such as access moves and accommodations (required)
		  ○ Academic monitoring: questions and prompts
		  ○ A plan for anticipated misconceptions and errors

6	Complete exemplar responses for the rest of the lesson	• Complete an ideal **student** response for other practice in the lesson. • Think about how this builds to the most important practice.

7	Plan facilitation moves for the rest of the lesson	• Script facilitation moves that ensure alignment to the most important practice. These may include:
		  ○ Time stamps
		  ○ Means of participation

8	Prepare for delivery mode	• Prepare the materials you need to successfully facilitate the lesson. This could include:
		  ○ A PowerPoint or Nearpod
		  ○ A teacher version for document camera display
		  ○ Exemplar in OneNote
		  ○ Anchor Charts
		  ○ Schoology Materials
		  ○ Annotated Texts
		  ○ Copies