AIM4S^3 ™

Administrator's Tool for supporting teacher implementation of AIM4S^3

Framework Components

Focus & Motivation is meant to prime students' thinking prior to teaching new concepts and to create connections between students' current understandings and these new concepts, using literature connections, exploration activities, games, songs and chants, and real world applications. These activities should focus on letting the students explore and describe what they are seeing, rather than on teaching the concepts explicitly.

K-12: Done at the start of the unit and included in some unit lessons to maintain high student engagement.

Compendium is a chart created with the students providing the foundational "big picture" for the unit. It builds a common language, defines the standards or targets in student friendly language, and captures what students already know about the topic and questions that they have.

K-1: Created in front of the students in smaller chunks during the first half of the unit.
2-12: Used to front load information during the first few days of the unit or after discovery activities if using a constructivist approach.

Unit Lessons are driven by state standards and formative assessment data. Lessons incorporate sheltering strategies to support language development for English language learners and scaffolding strategies to support students with grade-level content.

K-12: Focus and Motivation activities and the Compendium are incorporated with lesson delivery.

Closure & Goal Setting are designed to solidify connections and ideas for students and provide reflective goal setting. Connecting to the Focus and Motivation experiences and activities, clarify and reinforce students' end understandings. Goal setting provides students with the opportunity to reflect on their progress and to action plan for the next unit.

K-12: Review assessments, study goals and set new goals. (Whole Class and/or Individually)

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Key Instructional Principles
(Ongoing, to be evident during all teaching)

Teacher: Mechanics & Delivery
The **mechanics** can be defined as the methods the teacher uses to present the material during instruction, such as using the chart to demonstrate the knowledge of the concept and providing realia and models to give comprehensible input. The mechanics has to do with the presentation strategies used by the teacher to support all learners.

The **delivery** is how the teacher engages and interacts with students, being flexible and responsive to students' needs during the lesson. This is seen in the students' interactions—teacher to student, student to student—and how students reflect on their own learning and understanding.

Student: Output
Output, or the opportunity for students to speak and write about their learning, is key to developing both conceptual understanding and mathematical language. Giving students daily opportunities to process with a partner, think/pair/share or 10/2s, which alternate teacher talk time with student talk time; using quick writes or learning logs for reflection and explaining their thinking, and doing cooperative learning activities.

Positive Classroom Culture
Building a classroom community that supports risk-taking and active questioning is key to student success. The classroom must be a place that is supportive and safe for students.

Sheltering & Scaffolding
Throughout all implementation of this model, sheltering/scaffolding strategies and classroom routines are used to support students with developing the mathematics content as well as the academic language.

Continuous Feedback
Continuous feedback is a timely, ongoing process, which provides students with accurate and relevant feedback on their progress and informs teachers as to the effectiveness of their instruction.