The Noble Classroom Tenets SY20-21

The purpose of The Noble Classroom (TNC) is to drive exemplary results for students through collaboratively defining, analyzing, reflecting on, and improving classroom instruction.

SAFE & SUPPORTED (SS)

Students are safe and supported in the classroom.

Teachers and students co-create and uphold classroom expectations in order to ensure that the classroom is safe and supported. Teachers support students by creating classroom environments that welcome, affirm, and value the identities of their students. Teachers consistently support students to uphold classroom expectations by helping them understand their individual impact on the learning community. Challenges to classroom expectations are immediately addressed by teachers and/or students.

STANDARDS-BASED & DATA INFORMED (SD)

Students experience classroom curriculum driven by standards and informed by data.

Teachers create long-term, unit, and daily lesson plans that are backwards designed from a rigorous set of standards and assessments, integrating skills into content. Teachers create objectives that are aligned to standards, achievable, and logically sequenced. All classroom lessons are objective driven (rather than activity driven) with frequent checks for understanding to assess progress toward larger assessment mastery. In order to inform instructional decisions, teachers collect and analyze data through externally aligned assessments and more frequent classroom assessments (e.g. exit tickets and quizzes), as well as observational and qualitative information.

COGNITIVE LIFT (CL)

Students do the majority of the cognitive lift.

Teachers create learning events that are aligned to a meaningful objective and are challenging but developmentally appropriate. They enable and require students to speak, write, think, and do with intention. Teachers design questions that embed multiple skills and ask students to explain their thinking. Acting as facilitators, teachers put students at the center of the learning. They ensure that students become independent (as opposed to dependent) learners.

QUALITY RESPONSE (QR)

Students refine and revise their thinking.

Teachers support students when taking cognitive risks and ensure that students provide accurate responses. Teachers create tasks that allow for multiple paths to a correct answer. Teachers create accurate and useful exemplars to questions and consistently hold students to that exemplar while adjusting as necessary based on intentional checks for understanding. Teachers emphasize the importance of flexible thinking by coaching students to consistently revise their thoughts and develop metacognitive understanding about their thought processes. Teachers provide quality feedback to students and coach students to provide quality feedback to one another.

INVESTED (I)

Students want to do the work.

Teachers create the conditions for students to internalize the meaningfulness of their work and the desire to do well. Students care about the class because it piques their curiosity, stretches their thinking, and continuously challenges them. Teachers establish individual engagement in class by building professional and caring relationships with each student and collective engagement by building a larger community of learners. Teachers enable students to recognize how the coursework aligns to students' current and future goals (i.e. students are able to answer these questions: Why does it matter that I learn this content and master these skills? Right now? For the future?).

INTENTIONAL TIME (IT)

Students use their time intentionally toward daily and long-term goals.

Teachers ensure long-term, unit, and daily lesson plans cohesively integrate skills into content to build toward course goals. Teachers create learning events, assessments, and performance tasks that intentionally lead students to achieve short- and long-term goals. Teachers build a sense of urgency around achieving these goals. Teachers utilize structures inside and outside class in order to maximize learning. Teachers can explain their reasoning behind their class structures and learning activities.

CULTURALLY RESPONSIVE & SUSTAINING TEACHING (C)

Students experience culturally responsive and sustaining teaching.

Teachers engage in culturally responsive-sustaining instruction that yields academic success. Teachers actively seek opportunities to learn about oppressive histories, systems, and structures in order to dismantle those systems within their classrooms and instructional practices. Teachers recognize how personal culture, mindsets, biases, and privileges impact the learning environment. Teachers leverage students' prior experiences and cultural references, as well as activate cognitive frameworks to make learning inclusive, equitable, relevant, and rigorous. Teachers set rigorous learning objectives for all students and consistently build bridges between academic standards and students' heritages, lived realities, and the issues they care about. Teachers support students to develop a critical consciousness through which they challenge inequities.

EMPOWERED (E)

Students take ownership of their learning and feel authentic success.

Teachers establish conditions for success so that students are empowered to take ownership of their own learning. Teachers create conditions, including clear and equitable grading systems, where all students understand how to be successful. Teachers provide opportunities for students to reflect on feedback, set personal goals to address growth areas, and establish and execute steps to reach those goals. Teachers create an environment where students recognize and celebrate their own authentic success and the success of other students.

The Noble Classroom in Practice

	CLASSROOM MANAGEMENT & CULTURE	DATA ANALYSIS & PLANNING	INSTRUCTIONAL EXECUTION
CORE	• Prepares and explains clear "what to do" directions. (SS) • Assumes the best in students and prioritizes positive interactions. (SS) • Addresses challenges to classroom expectations consistently and firmly. (SS) • Upholds a warm and demanding tone in the classroom. (SS) • Recognizes personal culture, mindsets, biases, and privileges. (C) • Co-creates a trusting space with and among students. (C) • Sets, monitors, and communicates goals with students. (I) • Builds professional and caring relationships with students. (I) • Creates an environment where students feel safe to make errors. (QR)	• Utilizes a long-term plan that is backwards designed from rigorous standards and aligned assessments. (SD) • Creates a daily standards-based objective that is aligned to a daily formative assessment. (SD) • Plans thoughtful and efficient procedures to encourage urgency toward daily goals. (IT) • Collects formative data daily. (SD) • Utilizes clear and equitable classroom grading structures. (E) • Ensures students see themselves and their communities reflected and valued in the content. (C) • Learns about oppressive histories, systems, and structures. (C)	• Implements classroom procedures to promote efficiency and create urgency toward meeting daily goals. (IT) • Implements appropriately paced lesson plans to carry out all lesson components. (IT) • Provides feedback on the accuracy of student responses. (QR) • Learns students' identities, experiences, and their sociopolitical contexts. (C)
FOUNDATIONS	• Enables 100% of students to be able to uphold classroom values. (SS) • Highlights the positive actions of students publicly. (SS) • Creates engaging and relevant lessons to hook students into the content and stretch their thinking. (I) • Ensures students understand and articulate what it takes to be successful in class (i.e. clear and equitable grading). (E) • Demonstrates awareness of how personal mindsets, biases, and privileges impact student experience. (C)	• Creates long-term and unit plans that are backwards designed from rigorous standards and aligned assessments. (SD) • Writes objectives that are aligned to standards, achievable, and logically sequenced. (SD) • Plans for diverse learning needs (e.g. ELL, students with IEPs, high performing students). (CL) • Analyzes data (frequent classroom and quarterly interim data) to ensure alignment and improve learning. (SD) • Creates exemplar responses on a consistent basis. (QR) • Establishes and communicates criteria for success. (QR) • Creates learning events that are challenging but developmentally appropriate. (CL) • Centers diverse perspectives in the curriculum with intention (C) • Actively seeks opportunities to learn about oppressive histories, systems, and structures. (C)	• Executes objective driven learning events. (IT) • Utilizes various lesson structures to reach desired outcomes. (IT) • Uses checks for understanding to ensure all students are engaged and understanding the lesson. (IT) • Provides frequent feedback on student understanding. (QR) • Enables and requires students to speak, write, think, and do with intention. (CL) • Honors students' identities and experiences as assets. (C) • Leverages students' prior experiences and cultural references. (C) • Recognizes and articulates how oppressive systems are manifested in classrooms and instructional practices. (C)
RIGOR	• Builds community in class so students see the value of how one student's learning/behavior affects the whole group. (I/SS) • Creates a course that clearly aligns classroom goals with post secondary goals to create relevance. (I/C) • Promotes and responds to student curiosity. (I/C) • Creates conditions where students take ownership of classroom systems and their own learning. (E/C/I) • Creates opportunities for students to reflect on goals and growth. (E/I)	• Writes questions that embed multiple skills and ask students to explain their thinking. (CL/QR) • Creates cohesive long-term, unit, and daily lesson plans that authentically integrate skills into content. (IT/SD) • Connects sociopolitical context to content in order to critique inequity. (C/SD) • Empowers students to effectively utilize rubrics and criteria for success to evaluate and improve the quality of a response. (E/QR)	• Facilitates the process for students to become independent learners. (CL/QR/C) • Provides opportunities to incorporate feedback from multiple sources. (QR/E) • Uses in-the-moment lesson data to execute instructional decisions. (IT/SD) • Designs multiple methods for information processing to meet the needs of all students. (IT/CL) • Effectively utilizes in and out of class structures to maximize learning. (IT/CL/SD) • Activates students' cognitive frameworks and uses students' identities and experiences to bridge rigorous learning. (C/CL) • Dismantles oppressive systems and replaces them with equitable classroom systems. (C/SS) • Counteracts dominant narratives and structures by creating opportunities for student agency. (C/E)