

# Instructional Framework: Purpose, Engagement, Rigor, Results (PERR)

	Teacher Indicators	Guiding Questions	Student Indicators
<b>Purpose</b> Teacher intentionally plans and instructs for student achievement of essential learnings	Clearly sets and reinforces outcome throughout the lesson; links activities to the outcome.	How does the identified outcome guide the learning?	Can explain what he or she is learning and why.
	Supports students in making connections to prior learning and life situations.	How is the learning made relevant to students?	Applies learning in different settings and situations.
	Prioritizes instructional strategies according to student needs.	How are learning activities appropriately matched to student needs?	Demonstrates understanding of concepts and mastery of skills.
	Has and communicates a clear plan for assessing student work.	How does assessment help frame the learning?	Understands how his or her work will be assessed.
<b>Engagement</b> Teacher and students actively participate in the learning and are focused on the lesson	Facilitates discussion, monitors learning activities, and stimulates interest in learning.	How is participation demonstrated?	Asks and responds to questions, completes assignments, and contributes to discussions.
	Shows joy and passion for learning.	What is the evidence of motivation?	Shows persistence and enthusiasm for learning.
	Seeks feedback, analyzes his or her work, and uses reflection to inform next steps.	In what ways is reflection part of the classroom routine?	Seeks feedback, evaluates his/her work, and uses reflection to deepen understanding.
	Tries new instructional strategies and demonstrates being a learner.	How is risk-taking modeled?	Shares his/her thinking and work, and participates in new learning experiences.
<b>Rigor</b> Each learner is appropriately challenged as the teacher moves students to higher levels of thinking	Varies question type, uses wait time, and asks higher level questions.	How do questions support student learning?	Gives thoughtful responses and asks meaningful questions.
	Builds to more complex concepts, anticipates likely confusions, reteaches and provides enrichment as appropriate.	How does the content of the lesson provide the correct level of difficulty?	Challenged by new concepts, builds on prior learning, and learns from mistakes.
	Intentionally builds conceptual knowledge, and chooses to cover less breadth for more depth.	What is the evidence of deeper understanding?	Synthesizes, analyzes, and generalizes thinking.
	Stresses student responsibility and accountability, accepts only quality work, consistently encourages all students.	How are high expectations an influence on learning?	Produces quality work and demonstrates willingness to "rewrite/redo."
<b>Results</b> The intended learning is achieved	Creates opportunities for students to demonstrate learning, and gives timely feedback.	How is student understanding monitored?	Completes learning tasks, uses vocabulary, and demonstrates mastery of skills.
	Uses multiple measures over time to gather data.	How are assessments used to evaluate learning?	Completes a variety of assessments.
	Evaluates results and adjusts instruction both for groups and individual students.	How is data used to improve performance?	Sets personal learning goals.

Fielding, Kerr, & Rosier (2007)  
*Annual Growth for All Students, Catch-Up Growth for Those Who Are Behind*