

Memorandum

To: All Faculty and Staff
From: Dr. Matthew W. Ross, Superintendent
Date: August 1, 2018
Subject: Policy and Procedure Bulletin_System-Wide Model of Instruction

The intent of this memorandum is to provide guidance with regard to the System-Wide Model of Instruction

A system-wide model of instruction provides a common language that unifies the District's instructional vision and ensures the alignment of instructional decisions with this vision. The instructional model has three main components: 1) systems of learning, 2) the cycle of instruction, and 3) research-based instructional strategies.

The District has adopted the *New Art and Science of Teaching* (Marzano Research Center) as its system-wide model of instruction, which shall be employed by all Certificated Teachers across the District and shall be used as the basis for observing instructional practices.

The *New Art and Science of Teaching* identifies forty-three categories of instructional strategies (referred to as elements) embedded in ten design areas found within three general categories. These ten design questions and the general framework with the three categories provide a road map for lesson and unit planning that not only points to specific strategies but also ensures a focus on student outcomes.

The Learning Sciences International Marzano Center Essentials for Achieving Rigor model provides a model for the conduct of daily instruction intended to provide a learning path for students to complete complex tasks. The thirteen instructional strategies identified in the Learning Sciences International Marzano Center Essentials for Achieving Rigor model are designed to assist teachers in helping students achieve the required level of rigor. These pedagogical strategies build a clear focus on the necessary skills – analysis, reasoning, hypothesis generation and testing, decision-making in real-world applications, that are the basis for states' college and career readiness standards. These strategies also clearly move toward a student-centered pedagogy where students have increasing autonomy and responsibility for their own learning. The first six strategies are generally used for foundational learning or introducing new content. This learning is usually lower in complexity and includes the basic knowledge and processes that more complex thinking is built upon.

- Identifying Critical Content
- Previewing New Content
- Organizing Students to Interact with Content
- Helping Students Process Content
- Helping Students Elaborate on Content
- Helping Students Record and Represent Knowledge

The next six strategies are best applied to learning targets that are devoted to taking content previously learned and engaging students in deeper thinking. The purpose of these lessons for those learning targets is to have students thinking deeply about the content, and these lessons typically require students to be analytical.

- Managing Response Rates with Question Sequence Techniques
- Reviewing Content
- Helping Students Practice Skills, Strategies, and Processes
- Helping Students Examine Similarities and Differences
- Helping Students Examine Their Reasoning
- Helping Students Revise Knowledge

In the final strategy, students are thinking critically with full autonomy.

- Helping Students Engage in Cognitively Complex Tasks

In support of these thirteen strategies, seven additional strategies have been identified to assist the teacher in building the conditions within the classroom for to ensure students are actively engaged in learning. By establishing effective conditions for learning, teachers possess the ability to overcome student needs despite their root causes. By establishing the necessary conditions for learning, teachers are able to counteract student needs caused by various root causes, create a foundation for cognitive complexity as well as enhance instruction, create a classroom that focuses on student autonomy, and help students interact with others. These strategies for creating the conditions for learning include:

- Using Formative Assessment to Track Progress
- Providing Feedback and Celebrating Progress
- Organizing Students to Interact with Content
- Establishing and Acknowledging Adherence to Rules and Procedures
- Using Engagement Strategies
- Establishing and Maintaining Effective Relationships in a Student-Centered Classroom
- Communicating High Expectations for Each Student to Close the Achievement Gap

If you have any questions or a need any assistance regarding this memorandum, please do not hesitate to contact us.