

Instructional Needs of Each Individual Students

The District's instructional model will utilize the following foundational principles:

*1. Care**

- Know each child
- Make decisions that are best for each child
- Be mindful, artful, and skillful in ensuring students see actions as caring

*Supported by various works of Nel Noddings

*2. Visible Learning**

- Curriculum needs to be clear, visible to all (faculty/staff, parents/guardians, students)
- Curriculum (competencies, power standards, goals, objectives) consists of skills, understanding, and content that is essential to students
- Curriculum builds capacity along with knowledge, skill, and understandings
- Less is not only more, but better

*Supported by various works of John Hattie, Lyn Lyons, Grant Wiggins, and Jay McTighe

*3. Pre-Assessment**

- Follows the first tenet of care
- Provides knowledge of students' skills, content, and understandings, as well as social/cultural experiences
- Essential to understanding a student's current level of performance and ensuring instruction is targeted in the zone of proximal development

*Supported by various works of John Hattie

*4. A Variety of Evidence/Researched Based, Effective Practices**

- Keywords: variety, evidence/researched, and effective
- Different instructional strategies weekly
- Examples: Reciprocal teaching, use of pictures to support vocabulary development, direct instruction (interactive, short bursts of instruction with practice, reflection, and feedback, continually integrated)

*Supported by various works of John Hattie and Robert Marzano

*5. Abundance of High-Quality Feedback**

- Feedback needs to be specific in support of the desired learning outcome
- Feedback informs instruction
- Feedback is utilized to determine the *ready in move on when ready*. (Move on when 80-90 % of students demonstrate proficiency. Effective RTI process supports the 10-20% of students who have not demonstrated proficiency YET.)

*Supported by various works of John Hattie and Robert Marzano

6. *Voice and Choice**

- Voice and choice increase engagement
- Students should have some choice in what they learn, how they learn, and how they demonstrate what they have learned.

*Supported by various works of Seymour Sarason

7. *Growth Mindset**

- High expectations are critical. One must believe that all students can learn and be relentlessly optimistic.
- Mistakes are essential to the learning process
- John Hattie says it best - “A safe environment for the learner (and for the teacher) is an environment where error is welcomed and fostered - because we learn so much from errors and from the feedback that then accrues from going in the wrong direction or not going sufficiently fluently in the right direction.”

*Supported by the work of Carol Dweck

In addition to these principles, administrators and staff should explore alternative learning programs such as extended learning opportunities, alternative learning plans, distance education, vocational/technical education, and others to ensure student engagement and growth.

Legal References:

Ed 306.04(a)(6), Instructional Needs of Each Individual Student
Ed 306.04(j), Instructional Needs of Each Individual Student Revised:

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