

Instructional Framework: Final

Planning Master List

Will Occur	Might Occur	Never Occur
Social relevance	Project Based Learning (PBL)	Continuous teacher lecture
Differentiated instruction	Student driven tasks	No differentiation
Student Centered	Student reflection	Lack of relevance - both
Academically rigorous	Engagement	academically and culturally
Flexibility	<u>CER-Claim, Evidence, Reasoning</u> writing skills	No teacher reflection
Teacher Reflection		No teacher collaboration
Teacher Collaboration Inquiry & Reflective-Based		

Instruction Master List

Will Occur	Might Occur	Never Occur
Real-World relevance	Student collaboration	Only Teacher-centered
Student-centered/choice	Direct instruction- <u>Chunking content delivery</u>	Negative feedback
Differentiation <u>designed instruction to bridge current levels and expected levels.</u>	Independent learning- <u>Students take ownership of learning outcome</u>	Lack of opportunity
<ul style="list-style-type: none"> - Customized instruction - Flexible groupings - Variety of approaches - Multiple intelligences 	Student reflection	Feelings of defeat
High quality delivery and expectations	Student inquiry	Cookie-cutter approach- <u>canned lesson</u> <u>"one size fits all"</u>

<p>Teacher facilitation</p> <p>Inquiry Based-Key Questions drive investigation, exploration, and experimentation throughout the learning process</p> <p>Growth & Reflection-there is solid evidence for growth and learning that occur. Reflecting on this makes the learning process more meaningful and contributes to a willingness to positively share the benefits of learning.</p> <p>Skill Mastery-a specific set of skills have been learned and appropriated through project or problem solving challenges</p>		
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Culture/Environment Master List

Will Occur	Might Occur	Never Occur
Growth Mindset	Collaboration	Power-struggle
Multicultural	Intellectualism	Fixed mindset
Respectful	Resilience	Disrespectful
Inclusive	Perseverance	Punitive
Goal-oriented	Self reflective	non-engaging

Inviting	Constructive feedback	
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Marzano: Level 2 of a High Reliability School: Effective Teaching in Every Classroom

- Leading indicator: Instructional Framework
- Lagging indicator(s):
 - Teachers collect 2-3 artifacts of their best practices for different elements of the model
 - School provides PD opportunities for new teachers regarding model
 - Teachers can describe the major elements of the schoolwide model.

Reference

Marzano, R., Dufour, R., Rains, C., Warrick, P. (2018). *Leading a High Reliability School*.
Bloomington, In. Solutions Tree

Danielson Alignment

Instructional Framework Planning

- Danielson
 - Domain 1 (all)
 - Domain 2 (2b, 2c, 2e)
 - Domain 4 (4a, 4d, 4e, 4f)

Instructional Framework Instruction

- Danielson
 - Domain 1 (all)
 - Domain 2 (all)
 - Domain 3 (all)
 - Domain 4 (4b, 4c, 4d)

Instructional Framework: Culture/Environment

- Danielson
 - Domain 1 (1b, 1e)
 - Domain 2 (all)
 - Domain 3 (3a, 3b, 3e)

- Domain 4 (all)

Reference

Danielson Framework (2020). *The domains of professional practice. The Danielson framework. The professional portfolio*. Retrieved from <https://www.etoyn.edu/depts/education/professionalportfolio.pdf>