

# Instructional Model

The Seneca High School Instructional Model is congruent with the school's Curriculum Model. That is, in order to teach core competencies (70%), essential content (20%), and habits for success (10%), instruction needs to match curriculum. We believe the hardest workers in a classroom should be students, as they engage in rigorous and relevant work within each discipline. High quality planning and preparation on the part of a teacher becomes paramount (See Danielson Domain 1: Planning and Preparation). The role of a teacher resembles that of a coach rather than that of a keynote speaker. Subject matter expertise is vital as teachers craft lessons where students are actively participating in challenging tasks to develop cognitive skills through reflective thought, analysis, problem-solving, evaluation, or creativity and where students apply core knowledge, concepts, or skills to solve real-world problems characteristic of each discipline (See Danielson's Domain 3). Notwithstanding these characteristics, the SHS Instructional Model acknowledges the critical importance for each teacher to utilize a variety of instructional strategies to meet the diverse needs of diverse learners, including the limited, yet critical use of direct instruction. A respectful and safe learning environment reflecting the district's core values, the classroom should imitate a lab-like setting. The ideal learning environment is portrayed in Charlotte Danielson's Domain 2: The Classroom Environment.

The Instructional Model's tenets as outlined below flow from the Danielson Framework for Teaching. These ideas serve to provide an instructional philosophy which parallels the philosophy of the Seneca High School Curriculum Model and provides a springboard for the Seneca High School Assessment Model.

## 1. Role of Teacher -Teacher as Coach

### **Coach does not:**

- Run sprints with kids
- Provide the final outcome alone
- Accept status quo
- Talk all of practice
- Only coach the stars
- Limit resources when developing skills
- Show up to practice without a plan

### **Coach does:**

- Provide feedback/assess progress to player during practice
- Encourages
- Support through individual and small group work
- Make practice conditions challenging
- Prepare players well for performances/games
- Analyze film to improve coaching and success
- Put players in a place to be successful
- Demonstrate/model what he/she wants players to do
- Provide options when things don't work
- Use direct control depending on the situation - varies amount of control

## 2. Focused Communication

- What is the purpose of the lesson (objective)
- Feedback relative to: meeting objective(s), progress toward standards and goals, an avenue to improve, remediation before reassessing
- Modeling
- Facilitator does not mean teacher as "Maytag Repairman"
- Promote higher level thought
- Leading students to draw conclusions - not telling.

## 3. Grouping for Collaboration

- Flexible grouping for investigation
- Throw kids for a change (flexible & promote agility)
- Not shared assignments, but shared problem-solving
- Assign roles, but must actively work together - reciprocal teaching

## 4. Inquiry

- Investigations, problem-based learning, project-based learning, exploration, research and the like
- Questions, problems, and issues to provide framework for learning.
- Interdisciplinary opportunities

## 5. Direct Instruction- is permissible and even required in certain situations.

- During modeling
- Mini-lessons (0-15 minutes)
- Procedural items, including classroom practices
- After formative assessments (Reteach)
- Introduction of new material
- Foundational knowledge and skills
- Interactive lectures
- Habits of Success, organizational skills, soft skills

## 6. Disciplinary Literacy - NOT just reading and writing across curriculum.

- Speaking, listening, researching, writing, and reading in each course based upon the required skills of that discipline
- Through disciplinary literacy, students learn how to become a(n):
  - Accountant, Agriculturist, Athletic Trainer, Business Owner/Entrepreneur, Dietitian, Editor, Geologist, Historian, Mathematician, Media Journalist, Mechanic, Physical/Occupational Therapist, Publisher, Scientist, Writer, etc.

## 7. Opportunities to Create

- Develop divergent thinking (look at world differently)
- "What if" mentality
- Synthesizing information
- The 3M Sticky Note phenomenon: problem-solving for improvement
- Innovation, imagination, curiosity
- Invention; improve something (creating efficiency);
- Technology as a tool for creativity

## 8. Out of School Resources for the Real World

- Speakers/Presenters
- Field trips
- Work-based experiences