

## **MES Vision for Teaching and Learning: Our Instructional Framework**

In educating the whole child, our purpose is for each child to develop academically as well as socially-emotionally to their fullest potential by providing an encouraging, joyful learning environment while implementing high quality curricula in support of schoolwide goals.

Schoolwide Academic Goal: Each student will make at least one year of growth per their individual growth target and 80% or more of all students in each grade level will meet grade level expectations in each subject area.

Schoolwide SEL Goal: All students will feel safe, supported, respected and be equipped to make healthy choices as they engage in learning and persevere to meet grade level academic standards.

Schoolwide Specials Goal: All MES children will explore the musical, artistic, athletic, and linguistic elements of the world and themselves.

Our instructional framework honors the belief that every student has the potential to build the skills they need to thrive. Self-confidence, self-advocacy, perseverance, creativity, and curiosity are bolstered in classroom environments that support students' social-emotional welfare as well as their academic needs.

Our framework captures a shared language of impactful methods which support high expectations for all students, active student engagement, and a growth mindset learning environment.

<b>High Expectations For All</b>
We hold high expectations for all students and progress is monitored regularly so that appropriate instructional and programmatic adjustments can be applied in a timely manner.
Teachers set and reinforce clear expectations for how students are to complete work/perform as well as how they are to conduct themselves aligned to school-wide behavioral expectations
<b>Positive Relationships and a Joyful Learning Environment</b>
There is an energetic, joyful tone in the classroom and it feels like a place that all students and adults want to be.
The classroom has a feel of mutual respect between teachers and students, among students, and between parents and educators.
When guiding students, teachers help cultivate in students the habit of persistence and a can-do attitude.
Teachers know the personalities, strengths, and needs of students and aim to tap into what motivates each to do their best.
In their effort to acquire knowledge, students are actively engaged as they imagine, inquire, research, build meaning, and explain their reasoning. Within reason, no student is allowed to be inactive/disengaged (zoned out) for extended amounts of time.
<b>Content and Methods Expertise To Maximize Engagement and Learning</b>
Teachers demonstrate deep knowledge of relevant standards/concepts and use evidence-based strategies to guide students to mastery.
Teachers explicitly and effectively teach skills and/or concepts following a scope and sequence to

systematically incorporate previously learned material to deepen understanding.

Teachers explicitly state the skill or concept to be focused upon in the lesson, referencing prior instruction, as applicable, to bridge to new learning.

Most lessons have the following *gradual release of responsibility* elements: (1) Teacher-led introduction and modeling of a new concept or skill (cognizant of students' developmental attention spans), followed by (2) Students having guided practice and corrective feedback with the new concept/skill, followed by (3a) Independent application and practice of the new content, and simultaneously (3b) Adults provide small group targeted instruction relative to the new concept or related/requisite skill development.

Teachers use questioning strategies and oral discourse to facilitate thinking and learning; Questioning strategies include open-ended questions/queries, requests for clarification, affirming responses, encouraging continued analysis, and summarizing

### **Checking for Understanding, Feedback, and Use of Assessment Information**

After formatively checking for understanding and evidence of learning, students are provided with timely and specific feedback and are encouraged to apply it to improve upon their work/performance.

Teachers use assessment data, including screening, progress monitoring, and diagnostic, to guide, differentiate, and adjust instruction.

### **Professional Collaboration, Differentiation, and Additional Supports**

Classroom teachers, special education teachers, curriculum specialists, school psychologists, and related service providers collaborate to co-design and co-deliver instruction in a differentiated manner to support the broad needs of students in the core/Tier 1 classroom.

Additional supports (Tier 2, 3 and special education) occur in specialized and targeted small group settings, in addition to differentiated core/Tier 1 instruction, to scaffold and reinforce grade level skills and concepts.