System: **Coherent Instructional System**

Structure: **Delivering Quality Instruction**

Process Name: **Instructional Delivery**

School-level ☒ District-level ☐

**Purpose of the process:**

To guide teachers in a schoolwide process for quality instructional delivery that aligns to the intent and rigor of content standards.

**Who is responsible for monitoring this process?** Department Chair

| **Action Step** | **Position Responsible** | **Link to applicable tool(s)/resource(s)** | **Action Step Completion Date** |
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| 1. Engage students through activating strategies (hook, bellringer, warm-up, etc.)
 | Teacher | [ELA Standards-based Instructional Framework](https://www.gadoe.org/School-Improvement/Documents/System%20for%20Effective%20School%20Instruction/ELA%20SBC%20Instructional%20Framework.pdf) |  |
| 1. Communicate daily learning target(s) and success criteria
 | Teacher | [Creating & Using Learning Targets & Performance Scales](http://www.learningsciences.com/files/samplechapters/Marzano_CreatingUsing_SampleChapter.pdf) (Learning Sciences/Marzano Center)[GaDOE Learning Targets Training Videos](https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Special-Education-Services/Pages/Learning-Targets-Videos.aspx)[Leveling the Playing Field: Sharing Learning Targets and Criteria for Success](http://www.ascd.org/publications/books/109031/chapters/Leveling-the-Playing-Field%40-Sharing-Learning-Targets-and-Criteria-for-Success.aspx)(ASCD)[Understanding Learning Targets](http://www.ascd.org/ASCD/pdf/books/moss2012_action_a.pdf) (ASCD) |  |
| 1. Assess prior knowledge and readiness skills
 | Teacher | [27 Ways to Assess background Knowledge](http://www.teachthought.com/pedagogy/assessment/27-ways-assess-background-knowledge/) (Teach Thought)[Activating Prior Knowledge](https://wvde.state.wv.us/strategybank/activating.html) (West Virginia Department of Education)[Are You Tapping into Prior Knowledge Often Enough in Your Classroom?](https://www.edutopia.org/blog/prior-knowledge-tapping-into-often-classroom-rebecca-alber) (Edutopia) |  |
| 1. Make connections to real-world application
 | Teacher | [The DBQ Project](https://www.dbqproject.com/)[Making a Real-world Connection](http://www.ascd.org/publications/books/102112/chapters/Making_a_Real-World_Connection.aspx) (ASCD)[Real-world Phenomena](http://www.georgiascienceteacher.org/phenomena) (Georgia Science Teacher) |  |
| 1. Provide explicit instruction on concepts utilizing instructional resources and/or organization tools (graphic organizers, note-taking organizers)
 | Teacher | [Explicit Instruction.org](http://explicitinstruction.org/)  |  |
| 1. Challenge students through higher level questioning and engage in classroom discourse
 | Teacher | [How to Increase Higher Order Thinking](http://www.readingrockets.org/article/how-increase-higher-order-thinking) (Reading Rockets)[DOK Question Stems](http://svesd.net/files/DOK_Question_Stems.pdf) (Norman Webb)[Teaching Strategies that Enhance Higher-Order Thinking](http://www.teachhub.com/teaching-strategies-enhance-higher-order-thinking) (K-12 Teachers Alliance)[Question Stems for Higher Order Thinking](http://www.saydel.k12.ia.us/cms_files/resources/general%20HOTSQuestionCards.pdf) (Saydel Community School District) |  |
| 1. Provide guided practice and model skills
 | Teacher | [Guided Instruction](http://janineschaub.com/guided-instruction-and-practice/) and Practice (Janine Schaub)[Inquiry-Based Learning: From Teacher-Guided to Student-Driven](http://www.edutopia.org/practice/inquiry-based-learning-teacher-guided-student-driven) (Edutopia)[The Importance of Guided Practice in Classroom](http://exclusive.multibriefs.com/content/the-importance-of-guided-practice-in-the-classroom)(MultiBriefs) |  |
| 1. Review learning targets, success criteria and expectations for work session
 | Teacher |  |  |
| 1. Facilitate independent and/or cooperative learning strategies to allow active engagement with concepts/skills
 | Teacher | [Collaborative Learning; Group Work](https://www.cte.cornell.edu/teaching-ideas/engaging-students/collaborative-learning.html) (Cornell University Center for Teaching Excellence)[Cooperative Learning Resources](https://www.teachervision.com/search/cooperative%20learning) (Teacher Vision)[Instruction: Cooperative Learning](http://www.instructionalcoaching.com/downloads/pdfs/HII_MM_CooperativeLearning.pdf) (Jim Knight - Instructional Coaching Group)[The Big Brain: A Cooperative Learning Protocol](https://www.teachingchannel.org/videos/big-brain-protocol) (Teaching Channel) |  |
| 1. Check for understanding and identify misconceptions (pervasive lesson practice)

  | Teacher | [53 ways to Check for Understanding](http://www.edutopia.org/pdfs/blogs/edutopia-finley-53ways-check-for-understanding.pdf)(Edutopia)[60 Formative Assessment Strategies, Book Two](http://www.stma.k12.mn.us/documents/DW/Q_Comp/FormativeAssessStrategies.pdf) (Regier Educational Resources)[Check for Understanding Strategies](http://nelearn.myelearning.org/pluginfile.php/439/mod_page/content/17/strategies.pdf)(NElearn)[Formative Assessment & Monitoring Student Progress](https://schools.archmil.org/CentersofExcellence/DOCsPDFs/Learning-Support-Teams/2015-16/October-8-2015/Formative-Assessments/FormativeAssessmentandMonitoringStudentProgress.pdf) (Centers of Excellence)[Checking for Understanding: Key Assessment for Learning Techniques](https://www.engageny.org/sites/default/files/resource/attachments/checking-for-understanding-techniques.pdf) |  |
| 1. Provide students with standards-based feedback to identify individual or classroom next steps
 |  |  |  |
| 1. Adjust current (in the moment) instruction based on check for understanding data, if necessary
 | Teacher | [Immediate Instructional Adjustments Based on Assessed Performance](http://www.ascd.org/publications/books/111008/chapters/Immediate-Instructional-Adjustments-Based-on-Assessed-Performance.aspx) (ASCD) |  |
| 1. Allow students time to reflect and connect knowledge to new learning
 | Teacher | [Reflection Activities](http://www.assessmentforlearning.edu.au/professional_learning/student_self-assessment/student_strategies_enhance.html): Strategies to Enhance Student Self-Assessment(Assessment for Learning) [10 Ways to Encourage Student Reflection(What Ed Said)](https://whatedsaid.wordpress.com/2011/06/11/10-ways-to-encourage-student-reflection-2/)  |  |
| 1. Summarize the lesson in connection to the learning target(s) (teacher and/or student-led)
 | Teacher or Student | [Teacher-Directed Instruction: Summary & Confirmation Video Series](http://www.indistar.org/VideoPlayer/Videos.aspx?VideoGroupID=11)(Indistar)[Tips on Closing a Lesson Effectively](https://www.teachingchannel.org/videos/tips-on-closing-a-lesson)(Teaching Channel video) [Summarization Techniques](https://wvde.state.wv.us/strategybank/summarization.html) (West Virginia Department of Education) |  |
| 1. Adjust future lesson plans based on progress data from current lesson
 | Teacher |  |  |

**What is needed to complete the process (including funding if applicable)?**

* Schoolwide Instructional framework (see Planning for Quality Instruction structure, Organize Operational Foundation process)
* Accountability Documents: unit plan, lesson plan, assessment(s) (see Planning for quality instruction structure, Organize Operational Foundation process)
* Lesson specific tools and resources
* Questions stems for higher order thinking

**How do you know when the process is implemented?** Evidence shows the schoolwide instructional framework is consistently and pervasively implemented. (See Delivering quality instruction structure, Evaluate instructional delivery process)

**How long does the process typically take?** Daily class period

**What is produced/made by the process?** Quality instructional delivery that engages students and aligns to the intent and rigor of content standards

**As you implement this process consider its impact and effect on the five Systems of Continuous Improvement. What adjustments should be considered? What new processes will be needed?**

|  |  |
| --- | --- |
| Coherent Instructional System: | The Instructional Delivery Process is the heart of the Coherent Instructional System. Consider a schoolwide process for monitoring and evaluating the effectiveness of daily instructional delivery through teacher reflection and student progress.  |
| Effective Leadership System: | Establish processes for monitoring and providing feedback on instructional delivery practices by leaders and peers to reduce the variability in the quality of instruction across all classrooms. |
| Professional Capacity System: | Ensure staff collaboration through ongoing guidance and support. To reduce the variability in quality of instruction, provide all teachers, leaders, and staff members, professional learning on: the schoolwide instructional framework for delivery of instruction; collaborative planning; evidence-based instructional strategies; differentiation strategies; using data to drive instruction including: SLDS, RtI/SST, and IEP information.  |
| Supportive Learning Environment System: | Support faculty in developing classroom processes that will engage students in self-reflective practices in order to monitor their own learning and encourages a risk-free environment to foster a positive student learning community. |
| Family & Community Engagement System: | Develop a system of two-way communication with all families to support each student’s learning outcomes. Disseminate learning expectations and the instructional framework with family and community stakeholders. Develop process to engage family and community entities in supporting instructional delivery with technical support, professional and logistical resources. |

***Disclaimer:***

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