



# The Pursuit of Clarity: An Instructional Model of Learning

# Presentation Will:



- understand components required for highly effective instructional model including NSQ/QM Standards
- create collaboratively w/ attendees a draft of an instructional model incorporating QM standards
- compare various Instructional Models & facilitator's model to mine for ideas to create own model



# OUR STORY



Attending a statewide learning collaborative rolling out the concepts of Marzano's The New Art and Science of Teaching.

Major Features:

- Effective Application of Instructional Strategies
- Specific Student Mental States and Processes
- Enhanced Student Learning

Exploration of Instructional Model Components and Need for Clarity

Need for a way to anchor Professional Learning, Quality Matters K-12 Rubric Standards, and National Standard for Quality Online Teaching

# Research and Resources supporting development of an Instructional Model



[The New Art and Science of Teaching](#) by Robert J. Marzano

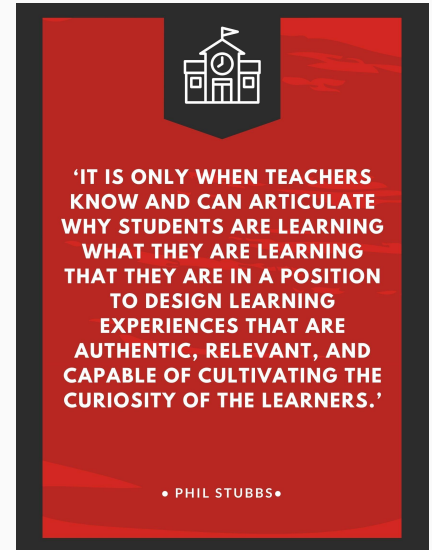
[“Teacher Clarity: Finding the Why”](#) guest columnist for EdTech

Digest, Phil Stubbs regarding research on John Hattie’s effect size with Teacher Clarity

[Leading a High Reliability School](#) by Marzano, Warrick, Rains,

and DuFour

[Bridge Between National Standards of Quality and Quality Matters Standards](#)



# Elements essential to our Instructional Model:

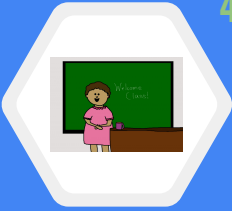


- Context
- Content
- UDL Principles
- **Implementation**---> Evaluation---> **Instruction** --->Feedback = **Guaranteed Viable Curriculum (GVC)**
- Quality Matters Standards
- National Standards of Quality for Teaching
- Vision, Mission, Goals



# CATEGORY: CONTENT

## 4 Design Areas



### DIRECT INSTRUCTION LESSONS

Chunking Content, Processing Content, Recording and Representing Content



### Practicing and Deepening Lessons

Structured Practice Settings, Examining Similarities and Differences, Examining Errors



### Conducting Knowledge Application Lessons

Engaging Students in Cognitively Complex Tasks, Providing Resources and Guidance, Generating and Defending Claims



### Using Strategies that Appear in All Types of Lessons

Prewriting Strategies, Highlighting Critical Information, Reviewing Content, Revising Knowledge, Reflecting on Learning, Assigning Purposeful Homework, Elaborating on Information, Organizing Students to Interact

## 17 Elements



# LESSON LINE

*High-quality unit  
of instruction*





# Category: Context

## Four Design Areas



### Using Engagement Strategies

Noticing and Reacting when Students are not Engaged, Increasing Response Rates, Using Physical Movement, Maintaining a Lively Pace, Demonstrating Intensity and Enthusiasm, Presenting Unusual Information, Using Friendly Controversy, Using Academic Games, Providing Opportunities for Students to Talk About Themselves, Motivating and Inspiring Students



### Implementing Rules and Procedures

Establishing Rules and Procedures, Organizing the Physical Layout of the Classroom, Demonstrating Withitness, Acknowledging Adherence to Rules and Procedures, Acknowledging Lack of Adherence to Rules and Procedures



### Building Relationships

Using Verbal and Nonverbal Behaviors that Indicate Affection for Students, Understanding Students' Backgrounds and Interests, Displaying Objectivity and Control

## 21 Elements






### Communicating High Expectations

Demonstrating Value and Respect for Reluctant Learners, Asking In-depth Questions of Reluctant Learners, Probing Incorrect Answers with Reluctant Learners





## Universal Design for Learning Guidelines

	<p><b>Provide multiple means of Engagement</b> ➔</p> <p>Affective Networks The "WHY" of learning</p> 	<p><b>Provide multiple means of Representation</b> ➔</p> <p>Recognition Networks The "WHAT" of learning</p> 	<p><b>Provide multiple means of Action &amp; Expression</b> ➔</p> <p>Strategic Networks The "HOW" of learning</p> 
Access	<p>Provide options for <b>Recruiting Interest</b> (7) ⚙️</p> <ul style="list-style-type: none"> <li>Optimize individual choice and autonomy (7.1) ➔</li> <li>Optimize relevance, value, and authenticity (7.2) ➔</li> <li>Minimize threats and distractions (7.3) ➔</li> </ul>	<p>Provide options for <b>Perception</b> (1) ⚙️</p> <ul style="list-style-type: none"> <li>Offer ways of customizing the display of information (1.1) ➔</li> <li>Offer alternatives for auditory information (1.2) ➔</li> <li>Offer alternatives for visual information (1.3) ➔</li> </ul>	<p>Provide options for <b>Physical Action</b> (4) ⚙️</p> <ul style="list-style-type: none"> <li>Vary the methods for response and navigation (4.1) ➔</li> <li>Optimize access to tools and assistive technologies (4.2) ➔</li> </ul>
	<p>Provide options for <b>Sustaining Effort &amp; Persistence</b> (8) ⚙️</p> <ul style="list-style-type: none"> <li>Heighten salience of goals and objectives (8.1) ➔</li> <li>Vary demands and resources to optimize challenge (8.2) ➔</li> <li>Foster collaboration and community (8.3) ➔</li> <li>Increase mastery-oriented feedback (8.4) ➔</li> </ul>	<p>Provide options for <b>Language &amp; Symbols</b> (2) ⚙️</p> <ul style="list-style-type: none"> <li>Clarify vocabulary and symbols (2.1) ➔</li> <li>Clarify syntax and structure (2.2) ➔</li> <li>Support decoding of text, mathematical notation, and symbols (2.3) ➔</li> <li>Promote understanding across languages (2.4) ➔</li> <li>Illustrate through multiple media (2.5) ➔</li> </ul>	<p>Provide options for <b>Expression &amp; Communication</b> (5) ⚙️</p> <ul style="list-style-type: none"> <li>Use multiple media for communication (5.1) ➔</li> <li>Use multiple tools for construction and composition (5.2) ➔</li> <li>Build fluencies with graduated levels of support for practice and performance (5.3) ➔</li> </ul>
Internalize	<p>Provide options for <b>Self Regulation</b> (9) ⚙️</p> <ul style="list-style-type: none"> <li>Promote expectations and beliefs that optimize motivation (9.1) ➔</li> <li>Facilitate personal coping skills and strategies (9.2) ➔</li> <li>Develop self-assessment and reflection (9.3) ➔</li> </ul>	<p>Provide options for <b>Comprehension</b> (3) ⚙️</p> <ul style="list-style-type: none"> <li>Activate or supply background knowledge (3.1) ➔</li> <li>Highlight patterns, critical features, big ideas, and relationships (3.2) ➔</li> <li>Guide information processing and visualization (3.3) ➔</li> <li>Maximize transfer and generalization (3.4) ➔</li> </ul>	<p>Provide options for <b>Executive Functions</b> (6) ⚙️</p> <ul style="list-style-type: none"> <li>Guide appropriate goal-setting (6.1) ➔</li> <li>Support planning and strategy development (6.2) ➔</li> <li>Facilitate managing information and resources (6.3) ➔</li> <li>Enhance capacity for monitoring progress (6.4) ➔</li> </ul>
Goal	<p><b>Expert Learners who are...</b></p> <p><b>Purposeful &amp; Motivated</b>      <b>Resourceful &amp; Knowledgeable</b>      <b>Strategic &amp; Goal-Directed</b></p>		



“Coherent, content-rich curriculum isn’t just important: it is indisputably essential to the educational enterprise, to all we aspire to accomplish for students.”

Focus: Elevating the Essentials to Radically Improve Student Learning (2nd Edition), Mike Schmoker, p. 22



## Course Design Rubric Standards

Current Edition: Fifth Edition, 2019

**Description:** The K-12 Rubric is appropriate for use with locally developed courses or those adapted with significant change from publisher content. There are eight General Standards and 43 Specific Review Standards in this Rubric used to evaluate the design of elementary, middle and high school online and blended courses. The Rubric scoring system is used by the Review Team to determine whether a course meets Standards. Standards identified as essential have the highest point values and must be met in order to receive QM Certification\*.

**Membership Requirements:** K-12 Basic or Consortium. This Rubric is also available with an Individual or Supplemental Subscription.

### Who uses this Rubric?

The K-12 Rubric is intended for use with courses that are delivered fully online or have a significant online component ([blended courses](#)). Schools, districts and state education agencies use the Rubric to help them design and improve their courses to result in student success. Leading providers of online courses for K-12 students have looked to QM as the national standard for quality assurance in online education and student learning and inform the improvement of this Rubric. They include:

- Teachers, Instructional designers and design teams
- Students, Parents, Counselors
- School Administrators
- Public and Private Virtual Schools and Publishers
- School Systems, Local and State Boards
- Teacher Education Faculty
- College Admissions Officers

### Key Features

Unique to the QM Rubric is the concept of Alignment. This occurs when critical course components — Learning Objectives/Competencies (#2), Assessment and Measurement (#3), Instructional Materials (#4), Learning Activities and Learner Interaction (#5), and Course Technology (#6) — work together to ensure students achieve desired learning outcomes. Specific Standards included in Alignment are indicated in the Rubric Annotations.

The nine General Standards of this Rubric are:

1. Course Overview and Introduction
2. Learning Objectives (Competencies)
3. Assessment and Measurement
4. Instructional Materials
5. Learning Activities and Learner Interaction
6. Course Technology
7. Learner and Instructor Support
8. Accessibility and Usability\*



The National Standards for Quality (NSQ) provide the K-12 online and blended learning community with an updated set of openly licensed standards (formerly iNACOL standards) to help evaluate and improve online courses, online teaching and online programs.

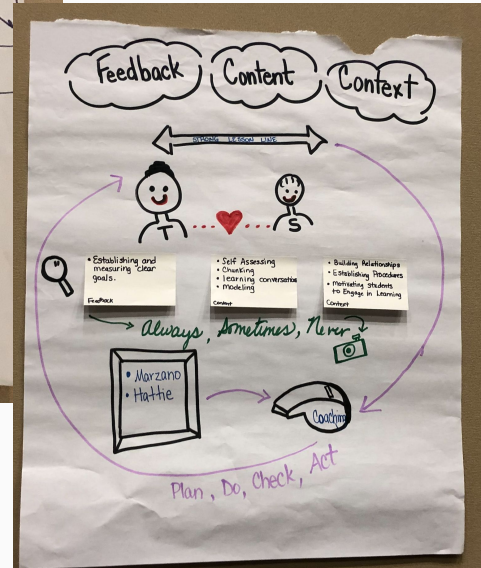
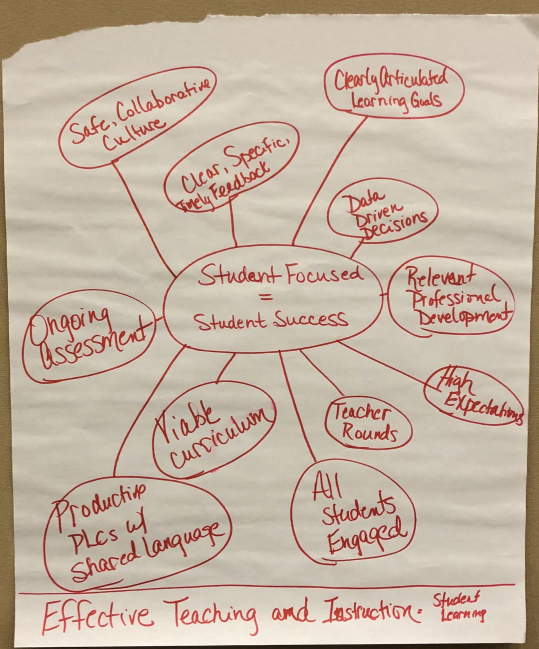
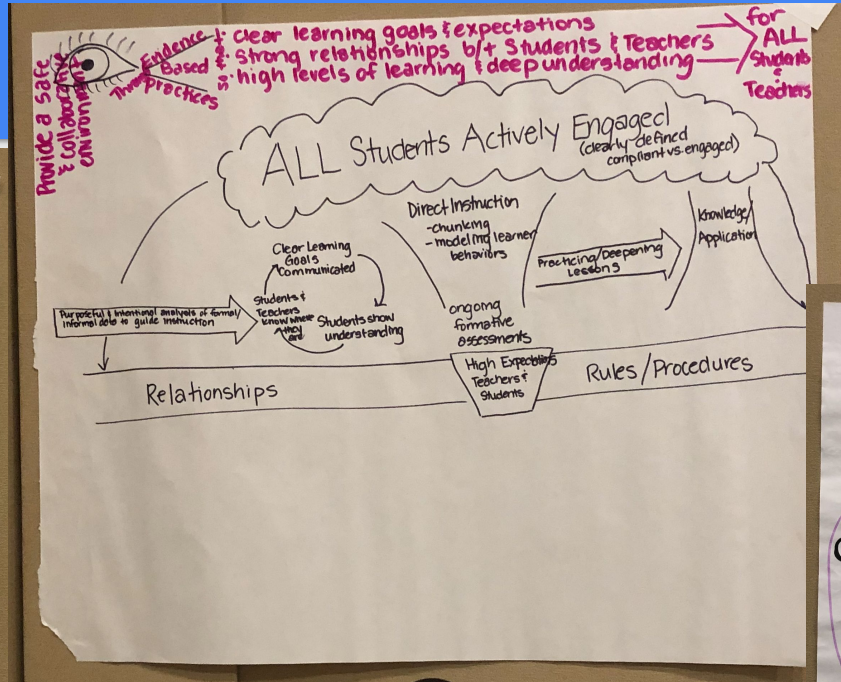
## The National Standards for Quality Online Courses are...

- **RESEARCH-SUPPORTED** STANDARDS FOR QUALITY ONLINE LEARNING
- **FLEXIBLE** TO MEET UNIQUE INSTITUTIONAL SITUATIONS AND NEEDS
- **REGULARLY REVIEWED AND REVISED** TO KEEP THE STANDARDS RELEVANT
- **REVISED AND UPDATED** BY ONLINE LEARNING RESEARCHERS AND PRACTITIONERS
- **RECOMMENDED FOR USE** IN DEVELOPMENT, EVALUATION, AND CONTINUOUS IMPROVEMENT
- **USED** BY K-12 ADMINISTRATORS, TEACHERS, AND COURSE DEVELOPERS



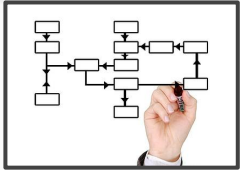
<https://nsqol.org>

# Examples of 1st Iterations of Instructional Models





# Considerations for designing an Instructional Model



Graphic Organization Representation Works best to get “big ideas”

Identify what are the “Essentials” for your instructional model



Design for present focus as well as future growth

# Elements essential to our Instructional Model:

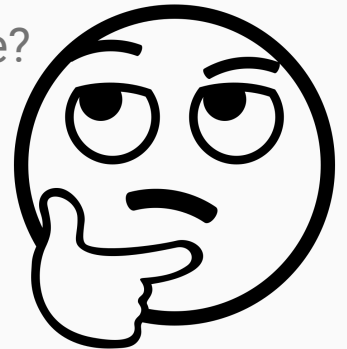


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# Share your group's Instructional Model Iteration

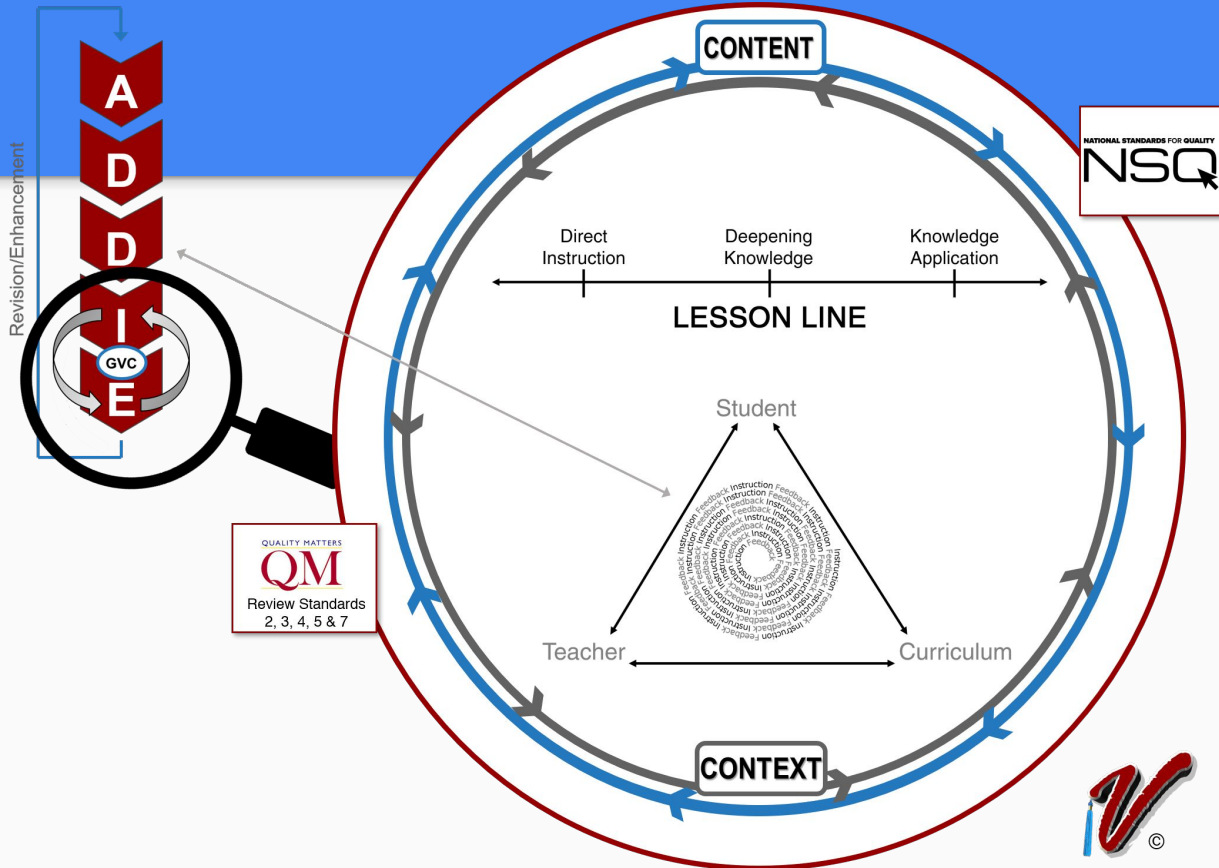


1. What did you determine as your essentials for your model?
2. What areas of your instructional model do you feel are already being done with fidelity within your organization? How can you celebrate?
3. What next steps has it brought to the forefront?
4. How will you move forward? and/or How do you plan to utilize?

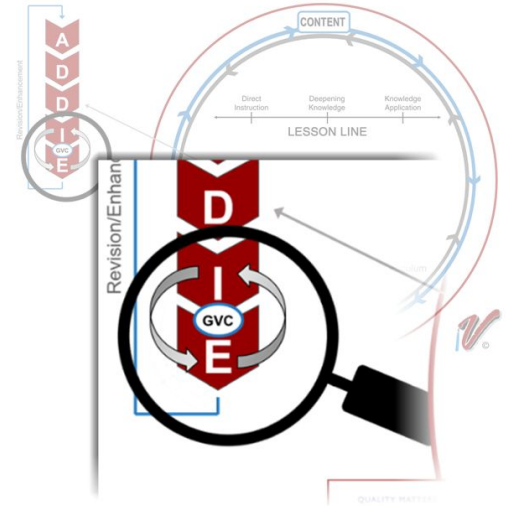




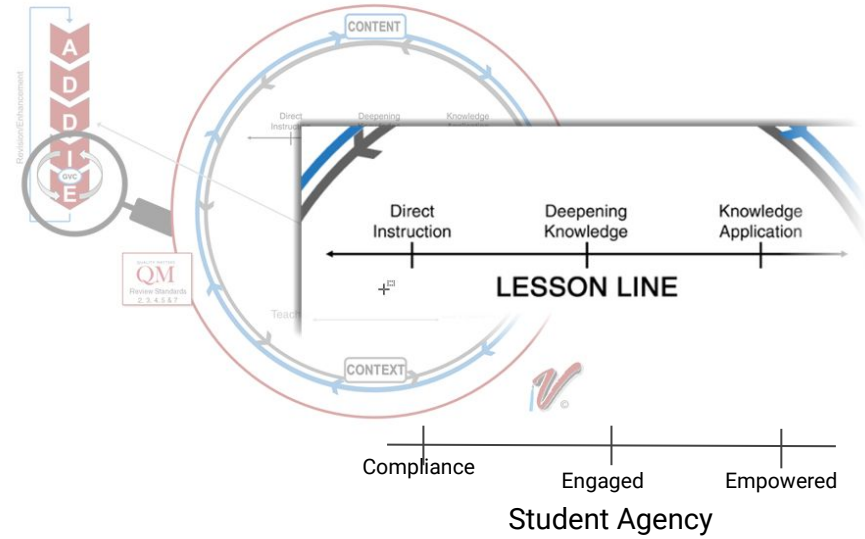
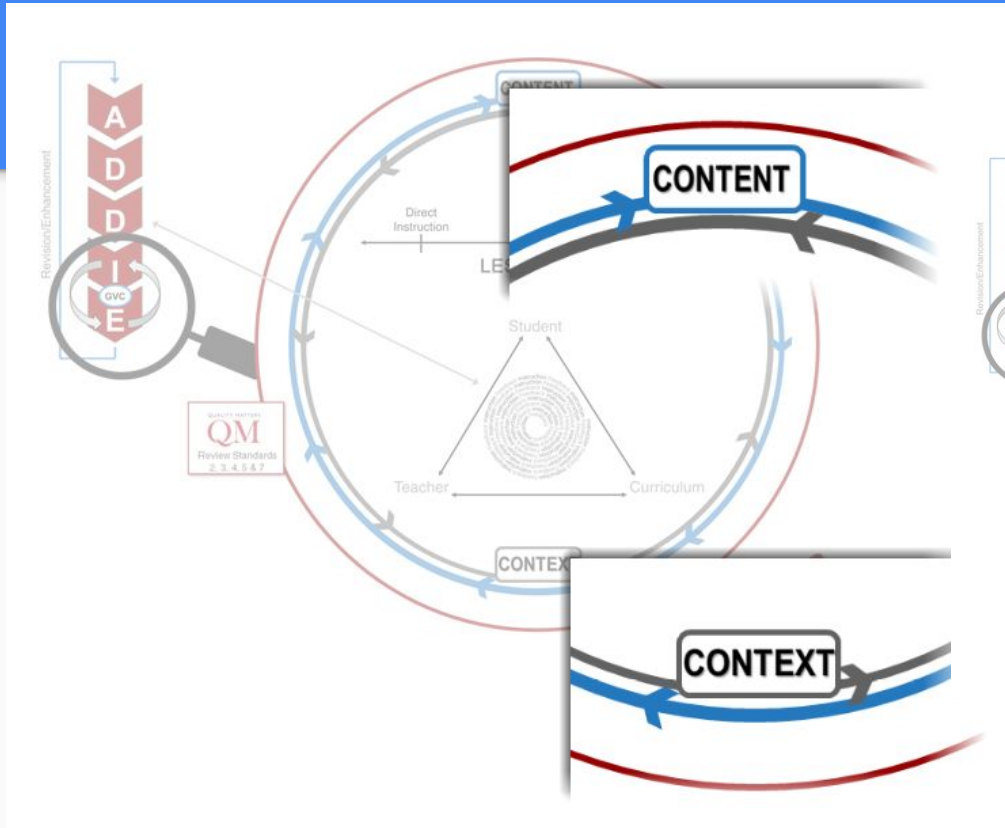
# Virtual Arkansas Instructional Model



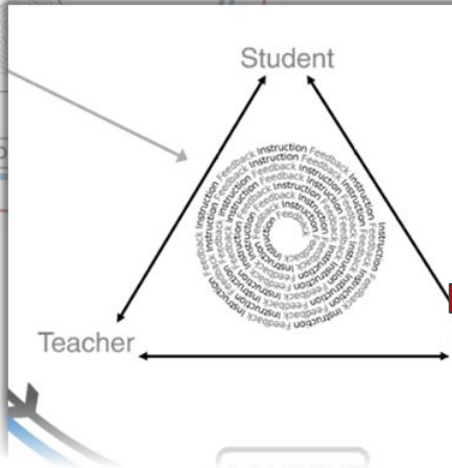
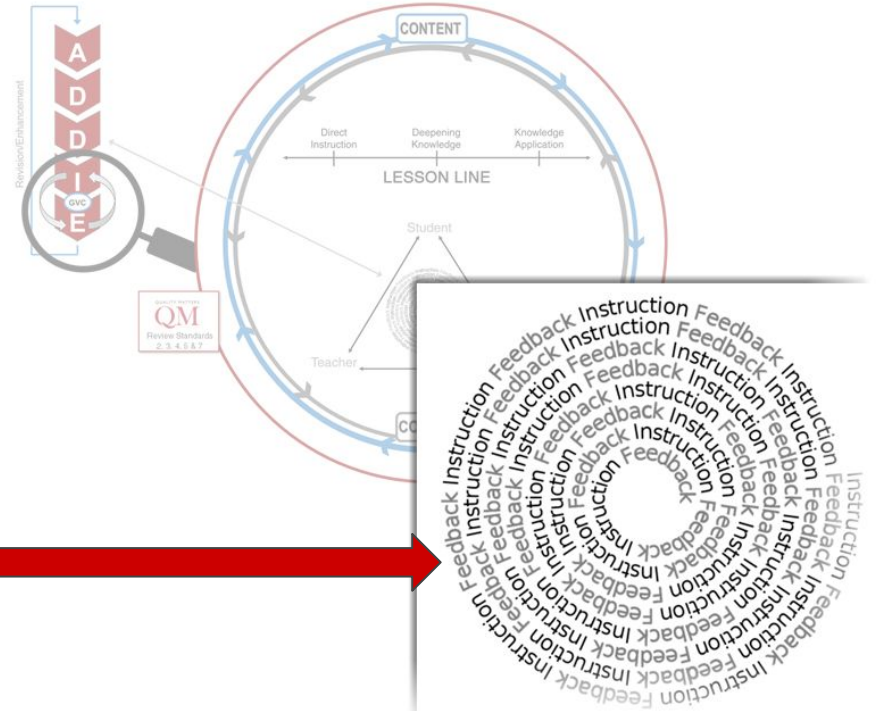
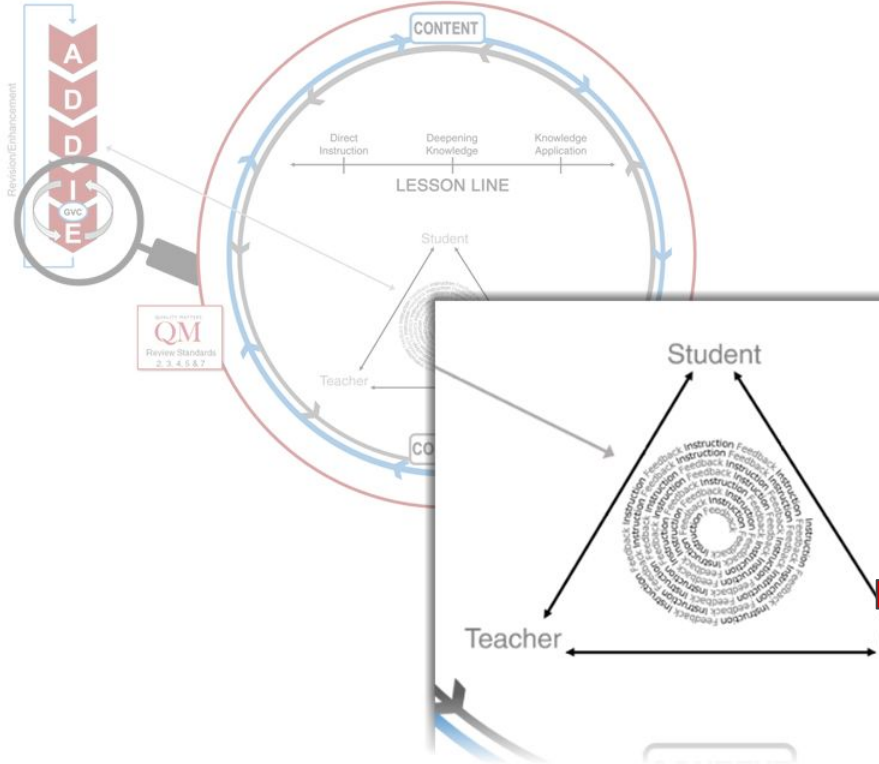
QUALITY MATTERS  
**QM**  
Review Standards  
2, 3, 4, 5 & 7



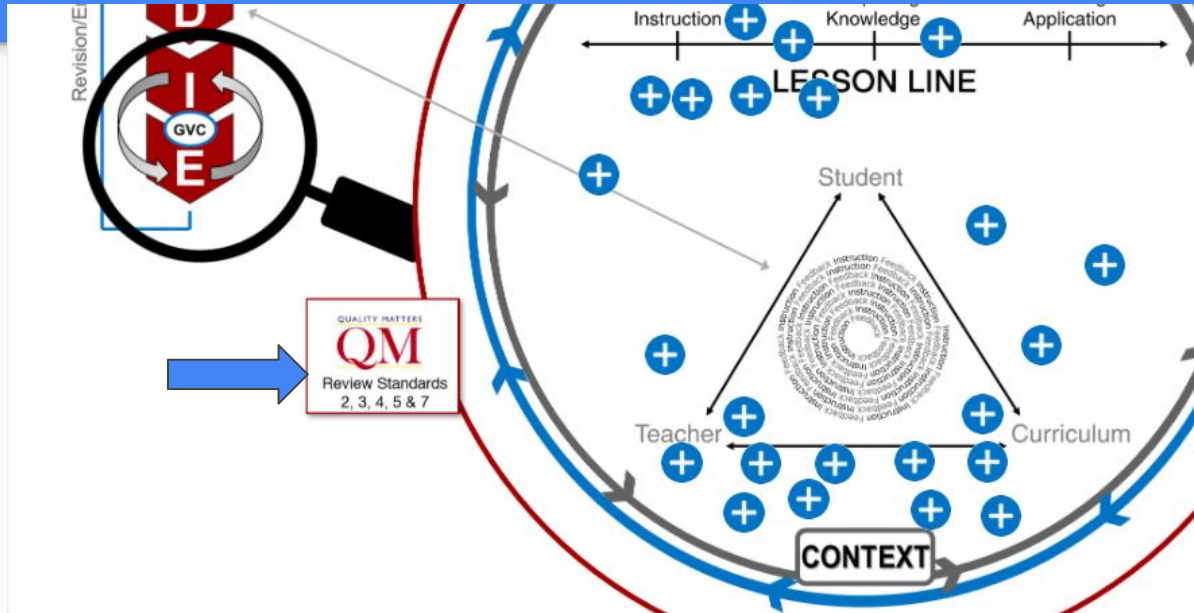
# Content, Context, and Lesson Line



# The Triangle of Learning



# QM Standards and NSQ for Online Teaching



NATIONAL STANDARDS FOR QUALITY  
**NSQ**  
ONLINE LEARNING

# Implications



Emphasis on NSQ for teaching and QM Standards of Quality:

- Focus on Feedback, Metacognition, and Relationships
- Continual process of change in response to learner needs and teacher ownership of content/curriculum delivered (Clarity and Collective Teacher Efficacy)
- Specific strategies- backward design, alignment of content/assessment, flipped instruction
- Student Perception Feedback- drive enhancement of courses and strategies to engage/empower student learners
- Serves as the framework for all Professional Learning delivered and implemented centered around our Vision, Mission, and Goals



# Challenge

Take your first iteration and consider your organization's vision, mission, and goals-

- Instructional
- Professional Learning
- Student Learning
- Quality Matters
- National Standards for Quality Online Teaching

Design your own working Instructional Model





**Discussion and Questions?**



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# Resources:



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