

Brinkley School District Instructional Model

Should hear and see almost daily in the classroom	Might see and hear, but not daily in the classrooms.	Should never see and hear in the classroom.
<ul style="list-style-type: none"> • Clear learning goals; objectives aligned to standards & DOK level • Formative assessments • Clear classroom routines and procedures-rules & consequences • Teacher enthusiasm and preparedness; motivating and inspiring students • Teacher modeling academic and behavior expectations • The teacher actively involved and moving around the room monitoring learning • Anchor charts, word, and sound walls-primary grades. • Students engaged in meaningful work • Opportunity for student to practice the skill • Teacher noticing when students are disengaged & redirecting them • Positive communication and reinforcement (academic and behavioral- verbal and nonverbal) • A safe welcoming learning environment (Clean and clutter-free also) • The student is given specific, meaningful feedback • Teachers providing opportunities for students to talk and move physically • Small group instruction • Differentiation instruction 	<ul style="list-style-type: none"> • Teacher lecturing • Students reflecting on learning • Summative assessments • Authentic classroom discussions • Authentic cooperative group • Students engaged in projects that are cognitively complex • Technology in use to enhance instruction • Videos and educational games used in instruction • Oral and visual presentations • Peer tutoring • Student self-assessment • Opportunities to extend the learning • Structured review sessions • Differentiation of instruction (one-on-one; opportunity to extend the learning) • Opportunity for students to practice the skill • Whole class celebrations 	<ul style="list-style-type: none"> • Tasks not aligned to the correct depth of knowledge level of the standards • Misuse of instructional time • All teacher talk • Teacher and students not engaged • Students and teachers being disrespectful and negative • Students unsupervised • Teacher sitting most of the class period • Students sitting idly with no work • Teacher assigning busywork • Teachers assigning homework that is not purposeful • Profanity from the teacher or students • Teacher yelling at the students; students yelling at the teacher • Bullying (students or staff) • Students copying spelling and vocabulary words five times (does not align with the science of reading) • Misuse of iPads or Chromebooks