

# MIDDIE MODEL MANUAL for INSTRUCTION

**WHAT'S YOUR BIG IDEA?**



# PROGRAM VISION

## MIDDIE MODEL MANUAL FOR INSTRUCTION

The “Middie Modernization Movement” is ever evolving and with recent events we now have the opportunity to move to the next level with our instructional delivery. Middletown has embraced the concepts of “Learner Centered Experiences” from our friend Katie Martin and the idea of being “Personal and Authentic” from another thought leader, Thomas Murray. We strive to utilize these ideas for our Middie students. So, let’s begin with a few questions, “How might we reimagine education in Middletown schools?” “What are students doing differently and what are teachers doing differently?” This manual represents a guide for our staff as we reimagine both classroom instruction and remote instruction with the goal that we continue to DESIGN exceptional experiences for our students. There is a need for multiple approaches to accomplish the learning goals for our students and this guide outlines the different approaches between personalization, differentiation and individualization. The guide will provide ideas for designing learner centered units, lessons and activities that honor the UDL framework adopted by the district as well as considering learner variability. There are recommendations for a model unit designed in our K-5 platform, Google Classroom, and our 6-12 platform, Schoology, along with district supported resources.

The outcomes we desire are Empowered Students who are prepared to seize their Passport To Tomorrow because we have kept our “Why” focused on providing Equity through exceptional, rigorous and engaging experiences for all our students as we build strong relationships. We will scaffold support systems as we educate the whole child to develop life-long learners, collaborators, problem solvers and critical thinkers who care about their community and country.

# VISION INTO ACTION



## MIDDIE MODEL MANUAL FOR INSTRUCTION

A vision without action has no meaning. The slogan on the Strategic Plan “**Dream today, Rise Tomorrow**” requires an action on the part of every member of the Middie educational family. Each staff member bears a responsibility to build strong relationships with our students and our families. This is **priority number one** to achieving the robust goals outlined in our plan. How can we aspire to unlock student’s gifts and talents if we don’t know them on a deeper level. Creating a sense of belonging in the school, in class, in the cafe in the halls and at events is paramount to academic growth and achievement.

**Priority number two** is Believe, yes, Believe. We must believe that ALL students can Rise Up and participate in and be successful with rigorous academic content. If we truly believe in our students then we must provide grade level content with scaffolded support delivered to meet individual students interests. The words “our kids can’t” must be removed as a construct if we are to grow and improve as an educational system. Maya Angelou said “Do the best you can until you know better. Then when you know better, do better.”

Research supports that our beliefs about students' ability either causes a student to achieve or fail, we know better so we must do better. Words and actions matter, how you develop relationships, how you encourage and support students, how you model the way will make a difference so that failure is not an option and **every student may Rise Up!**

## Roles and Responsibilities

Feedback we received both from parents and the school surveys preparing for the development of the strategic plan, made clear the need to provide more support for the entire educational ecosystem in Middletown. Feedback included recommendations for improved instruction in the early years, providing students with voice and opportunities for engagement, closing learning gaps, eliminating disproportionality and preparing our students for college, career, the military or life after high school. Each staff member bears responsibility in assuring each student receives a high quality education tailored to their unique needs.

Our collective accountability is not a single state mandated assessment; rather it is the growth of the whole child, preparing them to embrace their future with their gifts and talents. Reimagining education for our students means every student has a personalized plan with individualized support. Goal setting with our students is an important part of helping them grow and develop into lifelong learners as we help connect and bring meaning to content. Students need to feel the support of caring adults at school and in the community who help prepare them for their future through rigorous instruction with support.

On the following two pages, we outline roles and responsibilities for:

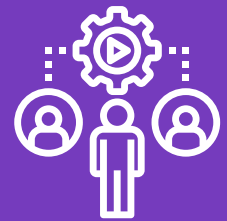
- Students
- Teachers
- Building/District Leadership
- Families



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#RISING**

# Roles and Responsibilities

*Roles in supported learning*



## >> STUDENTS

- When at home, find a place where you can study and do homework.
- Participate in classroom learning activities and use digital resources provided by your teacher(s).
- Submit all assignments by the due dates set by your teachers.
- Advocate for yourself by asking questions when you don't understand
- Maintain good attendance

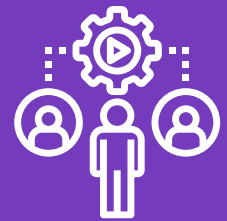
## >> FAMILIES

- Assure the device assigned to your student(s) is charged nightly and is available and ready for learning each day.
- Engage your children in conversations regarding school assignments and school activities, if your children are young, read to or with them daily.
- Monitor [www.middletowncityschools.com](http://www.middletowncityschools.com) for district news and information about your student's school building and classroom on:
  - K-6 OneCall and Class DoJo
  - 7-12 OneCall and Schoology and Remind.
  - Maintain communication with your children's teachers.
  - Monitor the time children spend online doing something other than school work.



# Roles and Responsibilities

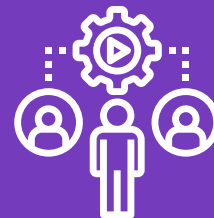
## *Roles in supported learning*



## TEACHERS

- All Teachers are required to **Design** daily high quality units, lessons and assignments that align with standards using the UDL framework and the district digital platform (K-5, Google Classroom, 6-12 Schoology)
- Use evidence-based strategies to support English Language Learners, Students with Disabilities and students with Section 504 plans and provide appropriate accommodations and modifications.
- Support social emotional learning by building strong student/teacher relationships.
- Use district digital tools with fidelity. (\*See District Approved Digital Resources)
- Provide low tech, no tech assignments (experiments, community challenges).
- Provide regular feedback to students and provide opportunities for students to collaborate routinely within the classroom or the online course.
- Communicate regularly with parents using district approved tools: Phone contact, email contact, K-6 ClassDojo, and 7-12 Schoology, Remind. Share both student success and classroom concerns, keep a log of parent contact.
- Recognize many of our senior guardians do not use technology thus requiring a phone contact.
- Respond to district email and parent communication in a timely manner.
- Attend weekly TBT meetings to discuss student data (progress, attendance, intervention strategies, enrichment strategies) report data to BLT
- Participate in Professional Learning opportunities to support the use of district digital tools and resources and modern pedagogy.
- Utilize coaching support to improve and grow instructional practices.





# Roles and Responsibilities

*Roles in supported learning, continued*

## » BUILDING & DISTRICT LEADERSHIP

- Provide direction, guidance and expectations on the district strategic plan.
- Provide district supported tools and resources to support learning and expect fidelity in classroom usage. Run reports for BLT and DLT to monitor student progress.
- Attend weekly TBT meetings, hold BLT and staff meetings regularly
- Provide teachers routine feedback on lessons and classroom activities, ask teachers to add you to their courses. (collect lessons quarterly)
- Conduct daily walkthroughs and provide feedback immediately
- Have a PBIS and SEL plan that is evident as part of the culture of the building.
- Communicate regularly with staff and families on district and building initiatives using agreed upon tools.
- Provide professional learning opportunities for staff and students.
- Provide community events (PAC events 4x) to engage families in the educational process around Literacy, Math, STEAM/Maker.
- Develop a positive climate and culture that is student centered and supports staff.



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# INSTRUCTIONAL DESIGN

## UDL Guidance for Designing Content in Google Classroom or Schoology

Teachers are required to provide evidence of lesson plans.



**Begin by chunking your pacing guide into units, making sure your team agrees on the connections and scaffolding.**

### Outcomes:

- Essential Understandings, what should students know and be able to do as a result of their learning.
- Essential Questions, the big ideas presented in open ended questions to drive student inquiry

**Assessment:** How will students demonstrate mastery of the unit content?

- Pre-assessment, beginning of the lesson
- Formative assessment, student checks, formative feedback
- Performance assessment, summative assessment, end of unit

**Learner Variability:** <https://vp.digitalpromiseglobal.org/>

- Units and lessons must account for varying factors of student strengths and challenges in the learning process.
- Research-based instructional strategies support teaching and learning and helps develop independent learners.



Units (Standards)



# INSTRUCTIONAL DESIGN

## UDL Guidance for Designing Content in Google Classroom or Schoology

Teachers are required to provide evidence of lesson plans.

### **Establish Goals and Targets** See: Clear Goals and Targets

*Activate Prior Knowledge. Foster self-assessment and reflection on goal or essential questions:*

- Pose a question as a warm-up
- Give a diagnostic assessment, or kahoot
- Google or Doodle activity for students to list what they know about the goal
- KWL chart
- Allow students to brainstorm using padlet

### **Mini-Lesson** *Direct, explicit instruction, four basic components:*

- Connection (relevance)
- Teaching (teacher directed instruction)
- Active Engagement (students are doing something, eg. turn & talk, note taking, white boards)
- Link (connect back to the goal or target)

### **Application**

- Modeling
- Demonstration
- Practice problems
- Whole group practice with teacher support

### **Self-Differentiated Learning** (*independent practice*) *Provide a "menu" of methods and resources for student choice in their learning*

- Stations (see station rotation model in Instructional Delivery)
- Centers
- Choice boards
- Small Group work
- Teacher guided groups (direct instruction)

### **Self-Differentiated Assessment/Reflection**

- How will students demonstrate or provide evidence that they met the learning goal? Can they have choices?
- Exit ticket
- Self reflection in journal
- Posted discussion board (post a comment, comment on one other post) Blog, essay (revision), portfolio, problems, recordings
- Formative assessment (reteach), Summative assessment

## Lessons (Content)



# THE CHECKLIST

FOR A WELL-DESIGNED INSTRUCTIONAL UNIT/LESSON



1. **The goal(s) for the unit/lesson are clearly stated and defined so students understand.**  
a. Yes                      No
2. **The unit/lesson considers learner variability including learning gaps and enrichment options.**  
a. Yes                      No
3. **The unit content is designed with relevant information and opportunities for student feedback, assessment and reflection.**  
a. Yes                      No
4. **The unit/lessons are designed using the UDL guidelines by using appropriate, engaging, meaningful, and goal oriented teaching methods, materials and media.**  
a. Yes                      No
5. **The unit/lesson engages the learner with multiple methods to understand the content (modeling, videos, articles, demonstrations)**  
a. Yes                      No
6. **The unit/lesson provides opportunities for learners to apply content and demonstrate understanding in multiple ways.**  
a. Yes                      No
7. **The unit/lesson includes assessments as and for learning, offering an opportunity to collect relevant data about learner progress toward mastery of the content or skills and student reflection about their learning.**  
a. Yes                      No

**Please, feel free to look at several examples of UDL Lesson Plans!**

# INSTRUCTIONAL DELIVERY

Once your content is designed in Google Classroom or Schoology your thoughts shift to implementing your instructional plan in the classroom, or if remote, adapting the direct instruction using digital tools like screencastify and embedding them in your course.

WE OUTLINE TWO MODELS TO SUPPORT YOUR CLASSROOM OR REMOTE INSTRUCTION: **1. THE WORKSHOP MODEL**

## START WITH A MINI LESSON

Direct, explicit instruction either introducing new information or building on background knowledge (it is important to know your students and their varying experiences when building on background knowledge). A mini lesson is typically 10-15 minutes, but can vary based on student questioning and discussion. This is an opportunity to hook students and engage them in new learning, often using questioning techniques to captivate.

## APPLICATION

After the initial mini lesson, it is important for the teacher to model for students the new skill or content being covered, scaffolding the release of control. The teacher should then provide an opportunity for the students, along with the support of the teacher, to begin applying the new knowledge or skills together. Once the teacher feels comfortable that the students have an understanding of the skill or content, they can shift into independent practice within stations/centers.

## GUIDED INSTRUCTION/ STATIONS/CENTERS

After modelling the new skill or content being covered, allowing students to practice the new skill with the support of the teacher, students are then provided the opportunity to independently practice the new skill in stations/centers. Teachers, during this time, should meet with either small groups or individual students. During guided instruction, students begin applying the skills, strategies, or processes that the teacher previously introduced. The teacher is actively monitoring student understanding, collecting formative assessment data, and responding appropriately to support student learning. This is an opportunity for the learner to make errors, often in a small group setting, allowing the teacher to appropriately question and prompt students toward understanding. Guided instruction is often limited to Reading and English Language Arts. However, guided instruction can be an effective means to support, individualize, and personalize instruction for learners in all content areas whether in-person or online. Stations/Centers should utilize a blended learning approach, allowing students to not only practice new skills or spiral review in small groups, but to utilize technology and blended software, meeting their in-real-time needs.

# INSTRUCTIONAL DELIVERY (CONT.)

Once your content is designed in Google Classroom or Schoology your thoughts shift to implementing your instructional plan in the classroom or if remote adapting the direct instruction using digital tools like screencastify and embedded them in your course.

WE OUTLINE TWO MODELS TO SUPPORT YOUR CLASSROOM OR REMOTE INSTRUCTION: 2. BLENDED LEARNING

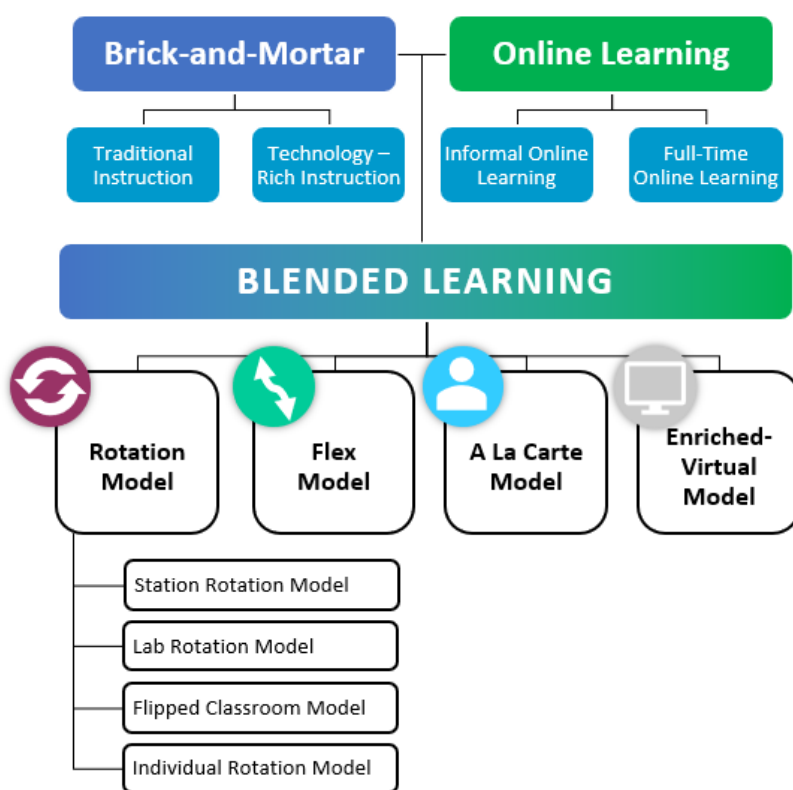
## What is Blended Learning?

Creating smaller, flexible learning communities within the classroom while leveraging technology, allows teachers and students to begin personalizing learning and differentiating to meet basic, individual needs.

### BLENDED LEARNING UNIVERSE

Blended Learning Universe, created by the Christensen Institute, states that “the definition of blended learning is a formal education program in which a student learns:

- At least in part through online learning, with some element of student control over time, place, path, and/or pace;
- At least in part in a supervised brick-and-mortar location away from home;
- And the modalities along each student’s learning path within a course or subject are connected to provide an integrated learning experience.



You may have heard different terminology for blended learning, but chances are they are similar or exactly the same as those listed in Figure 1, provided by the Christensen Institute.

# INSTRUCTIONAL DELIVERY (CONT.)

## BLENDDED LEARNING (CONT.)

It is always beneficial to see the models in action, or “a day in the life of...” Therefore, please take time to see a day in the life of...a station rotation, a lab rotation, an individual rotation, a flipped classroom, or a Flex model.

**Tucker, Wycoff, & Green have identified three main benefits of the station rotation model rather than the traditional approach to teaching:**

1. Creates smaller learning communities within the larger class;
2. Employs a variety of tasks and activities to increase engagement and allow students to engage with information in different ways; and
3. Makes it possible for teachers to spend more time working directly with individual students to improve learning outcomes and individualize their teacher

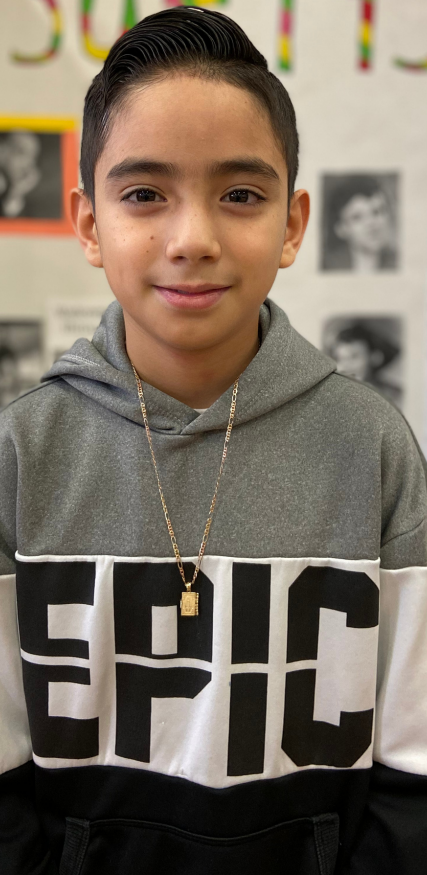
It is important to remember that the station/center rotation model is pliable. That is, it is not a one-size-fits-all approach, but rather can be molded to fit a particular group of students.

**Stations can consist of a variety of different activities. For example:**

- Teacher-led small group
- Collaborative small group work
- Makerspace
- Computer time with adaptive software
- Project-based learning time
- Online research
- Design and create (presentations, infographics, storybooks, etc.) with web tools
- Individual work or one-on-one tutoring with the teacher
- Virtual field trips
- Role playing and/or performance
- Play review games on or offline
- Guided peer practice
- Small group discussion
- Review/practice activities

**If you enjoy guided reading, guided math, or working with small, personalized groups based on student needs or interests, then you will love blended learning! Middletown City Schools recognizes the benefits of blended learning and has adopted the station rotation/centers model within many of our buildings, K-12. Check out the Station Rotation Lesson Template if you would like to begin planning!**

# Multi-Tiered Support System



**Benchmark Screening:** MAP (3 x year) K-10 (all)  
F&P (Fall & Winter) K-5 (all students), SEL Screener,  
Naviance Career Assessments



**Tier 1 Core Instruction:** 1.5 Growth  
Personalized Learning for all students  
SEL Learning, Growth

**1.5 Growth for ALL students**

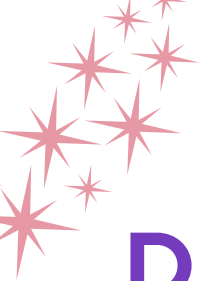


**Tier II Supplemental Instruction:** (Academic,  
Social/Emotional, Behavioral)  
Classroom teacher provides strategy instruction to  
address skill(s) need  
Access student progress, track data



**Tier III Intensive, Targeted Instruction:**  
Students who make no/minimal progress with Tier II  
Instruction, receive Tier III (tutoring, intensive support)  
Track data (progress monitor, need 6-8 data points),  
may need multiple strategies over time  
Parent Notification

**Interventional Assistant Team:**  
For some students who have behavioral,  
social, emotional, or academic challenges  
that impact their achievement, a team will  
formulate a Tier III Intervention Plan with  
parent/guardian.  
Track date (Progress monitor)



# DISTRICT APPROVED DIGITAL RESOURCES



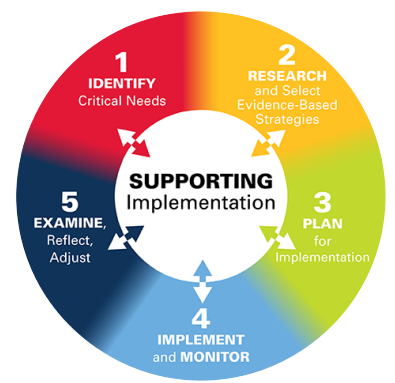
Not all digital resources are created equal! Through careful vetting, feedback from teachers, students, and families, the district recognizes the importance of providing meaningful digital tools to support learning. Feedback has also indicated that when there is inconsistency within our buildings and district in regard to the digital resources being utilized, this can cause confusion among our families and students.

\*Middletown City School District has made an investment in digital technology to support instruction. The above list of resources include curricular resources that are to be used to support instruction. Other digital tools are to be used to support skill building and must be used with fidelity! Fidelity of use means that the tool is used daily for a minimum of 15 minutes to track progress and show student growth and ultimately close the gap. Examples of these tools include: Moby Max, Reading A-Z, Aleks, Edulastic assessment system. Curricular and gap closing tools are noted with a star and are expected to be utilized!

Therefore, please refer to the **District Approved Digital Resource Guide** for a brief description of the product, content area specialization, and login information. This guide helps to provide consistency for our students and families, while also focusing on quality content.

## MIDDIE MODERNIZATION MOVEMENT

# SUPPORTING IMPLEMENTATION



## FIVE QUESTIONS - OIP

District and school continuous improvement applies these five questions at each level of the Ohio Improvement Process (OIP) within the Collaborative Implementation Team

### District Leadership Teams (DLT)

***DLTs should include key decision makers across the district.***

- Analyze district-wide adult practices and student data.
- Determine strengths and areas of concern by grade, subject, and student groups.
- Address quality and fidelity of BLTs and TBTs.
- Provide feedback to the BLTs.
- Celebrate successes!

### Building Leadership Teams (BLT)

***BLTs should include key building staff who impact instruction.***

- Analyze ALL student results shared by TBTs.
- Determine strengths and areas of concern by grade level / subject. Looks for trends and areas of urgent need.
- Support and strengthen instructional practices being implemented by TBTs.
- Report summary data to the DLT.
- Celebrate successes!

### Teacher Based Teams (TBT)

***TBTs should include ALL instructional staff who service students.***

- Create shared responsibility for each student as part of “ALL OUR KIDS.”
- Make decisions based upon current instructional data.
- Provide effective ways to address learner variability.
- Report summary data to the BLT.
- Celebrate successes!





# MESHING A DATA SYSTEM WITH DLT, BLT, TBT

Quality, rigorous instruction improves assessment scores



**DLT** = Content Area Success

**BLT** = Grade Level Success

Additional Data Needed (?)

- \_\_\_\_\_

Tools Supporting Data  
Collection

- \_\_\_\_\_

Summary Data Sent to DLT

- \_\_\_\_\_
- 

**TBT** = Indicator Success

Additional Data Needed (?)


- \_\_\_\_\_

Tools Supporting Data  
Collection

- \_\_\_\_\_

Summary Data Sent to DLT

- \_\_\_\_\_
- 

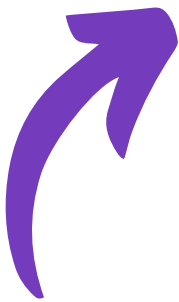
- 
- High Quality Instruction
  - Assessment Literacy
  - Abre
  - Edulastic
  - MAP
  - ALEKS
  - Learner Variability

# Station Rotation Lesson Template

## Four Station Template

### **Learning Station #1**

Time:  
Objective:  
Materials:  
Activity Description:

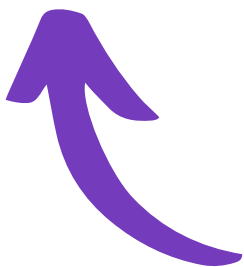


### **Learning Station #4**

Time:  
Objective:  
Materials:  
Activity Description:

### **Learning Station #2**

Time:  
Objective:  
Materials:  
Activity Description:



### **Learning Station #3**

Time:  
Objective:  
Materials:  
Activity Description:



# GLOSSARY

## Rise Up and Be The Reason



**A La Carte model** – a course that a student takes entirely online to accompany other experiences that the student is having at a brick-and-mortar school or learning center. The teacher of record for the A La Carte course is the online teacher. Students may take the A La Carte course either on the brick-and-mortar campus or off-site. This differs from full-time online learning because it is not a whole-school experience. Students take some courses A La Carte and others face-to-face at a brick-and-mortar campus. **Asynchronous:** Communication that is separated by time such as email or online discussion forums.

**Blended Learning** – It is an approach to learning that combines face-to-face and online learning experiences.

**Enriched Virtual model** – a course or subject in which students have required face-to-face learning sessions with their teacher of record and then are free to complete their remaining coursework remote from the face-to-face teacher. Online learning is the backbone of student learning when the students are located remotely. The same person generally serves as both the online and face-to-face teacher. Many Enriched Virtual programs began as full-time online schools and then developed blended programs to provide students with brick-and-mortar school experiences. The Enriched Virtual model differs from the Flipped Classroom because in Enriched Virtual programs, students seldom meet face-to-face with their teachers every weekday. It differs from a fully online course because face-to-face learning sessions are more than optional office hours or social events; they are required.

**Flex model** – a course or subject in which online learning is the backbone of student learning, even if it directs students to offline activities at times. Students move on an individually customized, fluid schedule among learning modalities. The teacher of record is on-site, and students learn mostly on the brick-and-mortar campus, except for any homework assignments. The teacher of record or other adults provide face-to-face support on a flexible and adaptive as-needed basis through activities such as small-group instruction, group projects, and individual tutoring. Some implementations have substantial face-to-face support, whereas others have minimal support. For example, some Flex models may have face-to-face certified teachers who supplement the online learning on a daily basis, whereas others may provide little face-to-face enrichment. Still others may have different staffing combinations. These variations are useful modifiers to describe a particular Flex model.





# GLOSSARY



Continued:

**Formative Assessment** – Refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments are FOR learning, while summative assessments are OF learning.

**Guided Instruction** – An interaction between teachers and students that involves questioning, dialogue, feedback and creating a structured environment to promote inquiry, exploration, discovery and engagement

**Mini Lesson** – A mini lesson is a short lesson with a narrow focus that provides instruction in a skill or concept that students will then relate to a larger lesson that will follow. A mini lesson typically precedes reading workshop or writing workshop, but it can serve as an introduction to a social studies, science, or math lesson.

**Rotation Model** – a course or subject in which students rotate on a fixed schedule or at the teacher’s discretion between learning modalities, at least one of which is online learning. Other modalities might include activities such as small-group or full-class instruction, group projects, individual tutoring, and pencil-and-paper assignments. The students learn mostly on the brick-and-mortar campus, except for any homework assignments.

- **Station Rotation** – a course or subject in which students experience the Rotation model within a contained classroom or group of classrooms. The Station Rotation model differs from the Individual Rotation model because students rotate through all of the stations, not only those on their custom schedules.
- **Lab Rotation** – a course or subject in which students rotate to a computer lab for the online-learning station.
- **Flipped Classroom** – a course or subject in which students participate in online learning off-site in place of traditional homework and then attend the brick-and-mortar school for face-to-face, teacher-guided practice or projects. The primary delivery of content and instruction is online, which differentiates a Flipped Classroom from students who are merely doing homework practice online at night.
- **Individual Rotation** – a course or subject in which each student has an individualized playlist and does not necessarily rotate to each available station or modality. An algorithm or teacher(s) sets individual student schedules.



# GLOSSARY

Continued:



**Summative Assessment** – Are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

**Synchronous** – Communication in which participants interact in the same time space such as video conferencing.

**Universal Design for Learning (UDL)** – Universal Design for Learning (UDL) is a framework developed by the Center for Applied Special Technology (CAST). UDL guides the design of learning experiences to proactively meet the needs of all learners. When you use UDL, you assume that barriers to learning are in the design of the environment, not in the student. UDL is based on brain science and evidence-based educational practices. It also leverages the power of digital technology.

## Supporting Links

- [Middletown City Schools District Approved Digital Resources](#)
- [Learner Variability Navigator](#)
- [Christensen Institute: Blended Learning Definitions](#)
- [ISTE Standards for Students](#)
- [ISTE Standards for Educators](#)

