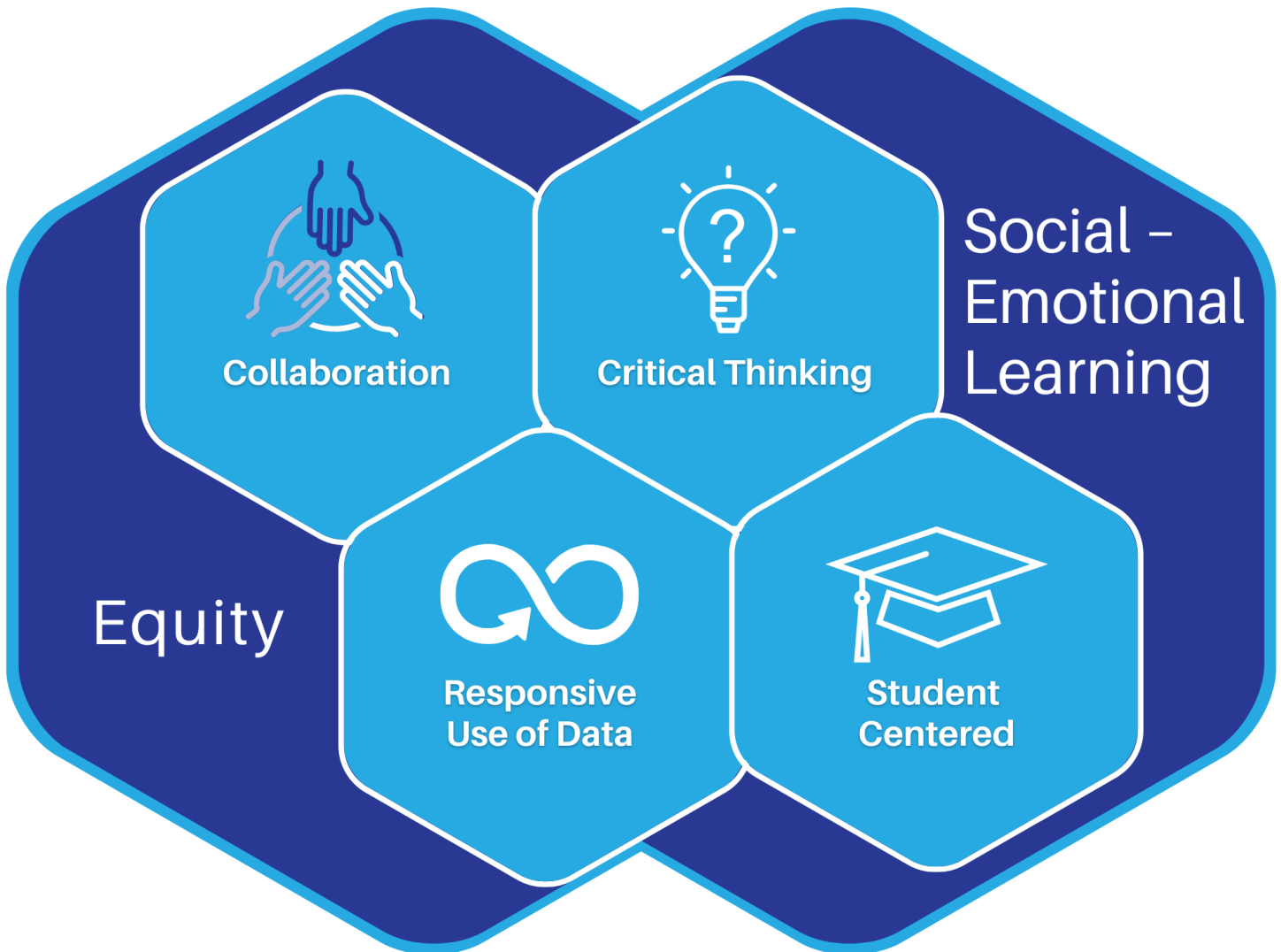


# Middletown Public Schools Instructional Vision



*In Middletown Public Schools, we believe in boldly unlocking the potential in all students by providing an education that is student centered, collaborative, responsive to data, and demands critical thinking. Every day, every student receives high-quality instruction that is grounded in equity and social and emotional learning to prepare them to be future-ready, global citizens.*

## Student Centered

*Using a variety of personalized strategies to ensure students realize their individual potential and their responsibility as change agents in the community and the world.*

The Teacher...	By...
Provides Agency + Choice	<ul style="list-style-type: none"> <li>● Planning instructional activities and groups that provide students with opportunities to choose their method of learning.</li> <li>● Creating an environment in which students contribute meaningfully to the management of instructional groups, transitions, and the handling of lesson materials and supplies.</li> <li>● Using well-designed assessments that honor students' unique background.</li> </ul>
Sets Goals	<ul style="list-style-type: none"> <li>● Helping students set, track, and monitor goals.</li> <li>● Helping students to create a plan of action for achieving goals.</li> <li>● Providing opportunities for students to self assess and monitor progress.</li> </ul>
Personalizes	<ul style="list-style-type: none"> <li>● Planning lessons that are differentiated for individual student needs.</li> <li>● Providing a variety of appropriately challenging resources.</li> <li>● Appropriately scaffolding instruction, so content is accessible to each learner.</li> <li>● Leveraging differentiated learning strategies, models, and learning platforms that affirm student voice and choice.</li> </ul>

## Collaborative

*Ensuring learners have an opportunity to share their thinking and learning with others.*

The Teacher...	By...
Establishes an Environment	<ul style="list-style-type: none"> <li>● Creating an instructional environment where all students feel valued and are comfortable taking intellectual risks.</li> <li>● Explicitly developing students' skills to work cooperatively in groups.</li> <li>● Setting the expectation that even though the work is challenging, students are capable of success if they work together and are prepared to work hard.</li> </ul>
Intentionally Groups	<ul style="list-style-type: none"> <li>● Planning appropriate and varied types of collaborative groups and activities to match the lesson objectives.</li> <li>● Creating opportunities for students to accomplish a task and are given autonomy to establish roles and norms.</li> <li>● Using real-time data to make in-the-moment adjustments to instruction where students spend a large percentage of class time tailored to their strengths or needs.</li> </ul>

Engages Students in Learning	<ul style="list-style-type: none"> <li>• Intentionally planning learning tasks where students are dependent on one another to accomplish a task.</li> <li>• Designing learning tasks and activities that result in active intellectual engagement in all students with important and challenging content and with teacher scaffolding to support that engagement.</li> <li>• Providing opportunities for students to articulate what instruction they are receiving and why, and have some choice over instruction they receive.</li> </ul>
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## Responsive to Data

*Making evidence-based decisions to address the collective and individual needs of all students based on teachers' immediate feedback.*

The Teacher...	By...
Gathers Evidence	<ul style="list-style-type: none"> <li>• Using varied assessments in order to measure student understanding, progress, and mastery of content.</li> <li>• Using a variety of data points to develop an understanding of the whole child (i.e. attendance, SEL, behavioral, etc.)</li> </ul>
Communicates Progress	<ul style="list-style-type: none"> <li>• Tracking student data and consistently communicates progress to students and families.</li> <li>• Clearly defining and communicating to students criteria and standards for success to demonstrate mastery of content.</li> <li>• The teacher consistently provides immediate feedback to support student growth.</li> </ul>
Adjusts Instruction	<ul style="list-style-type: none"> <li>• Analyzing the data to uncover trends within student performance, differentiate instruction, and reflect on teacher practice.</li> <li>• Making real-time adjustments to instruction based on data collected in the moment.</li> </ul>

## Critical Thinking

*Providing students with the tools to effectively analyze, evaluate, and synthesize information in order to grapple with real-world challenges.*

The Teacher...	By...
Uses Questioning	<ul style="list-style-type: none"> <li>• Using a variety of questions or prompts to challenge students cognitively.</li> <li>• Modifying questions or prompts based on responses from students.</li> <li>• Modeling different questioning techniques to guide students in creating their own questions.</li> </ul>

Sparks Curiosity	<ul style="list-style-type: none"> <li>• Creating spaces for students to initiate topics of research and formulate questions.</li> </ul>
Teaches to Transfer	<ul style="list-style-type: none"> <li>• Providing opportunities for students to clarify and question their own and other's thinking.</li> <li>• Modeling the application of skills and knowledge in a new context.</li> <li>• Encouraging students to reflect on, revise and refine their new learning.</li> </ul>

## Equity

*Ensuring each students' individual needs are met by creating inclusive, responsive, and respectful learning environments for all students and families, no matter the background, language, race, gender, economic profile, learning capability, disability, or family history. These environments will provide all students with access, opportunity, and support for high academic achievement and social emotional well-being.*

<b>The Teacher...</b>	<b>By...</b>
Develops Relationships + Community	<ul style="list-style-type: none"> <li>• Acknowledging and understanding barriers students face and how those challenges may impact students' performance within the classroom.</li> <li>• Creating a welcoming and inclusive classroom environment by honoring students' names and identities.</li> <li>• Seeking information about and valuing the full lives and identities of students in order to make connections between students' real-life experiences, backgrounds, and content.</li> <li>• Ensuring bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural identities of the classroom community.</li> </ul>
Maintains Inclusive Systems + Practices	<ul style="list-style-type: none"> <li>• Understanding and utilizing supports and strategies that meet individual learners' needs, inclusive of 504s and IEPs.</li> <li>• Valuing and expecting each student will contribute meaningfully through comments, responses, and questions.</li> <li>• Ensuring growth and progress of all student subgroups by reviewing and analyzing data.</li> <li>• Designing learning experiences that assess students on mastery of content</li> </ul>

## Social and Emotional Learning

*Ensuring all learners acquire and apply the knowledge, skills, and attitudes to develop healthy identities; manage emotions; feel and show empathy for others; and, establish and maintain supportive relationships.*

<b>The Teacher...</b>	<b>By...</b>
Self-Reflects on Beliefs	<ul style="list-style-type: none"><li>• Reflecting on their own biases and triggers, and how these may impact their students and classroom.</li><li>• Self-managing in order to properly cope with the many emotional and academic needs of their students.</li><li>• Establishing an inclusive environment that is responsive to and supports diverse identities.</li></ul>
Cultivates Social + Personal Skills	<ul style="list-style-type: none"><li>• Creating spaces where students learn how to make reasonable decisions after analyzing information, data, and facts.</li><li>• Giving students skills to provide solutions for personal and social problems.</li><li>• Modeling reflective strategies to support students in evaluating the impact of actions on themselves, their peers, and school community.</li></ul>