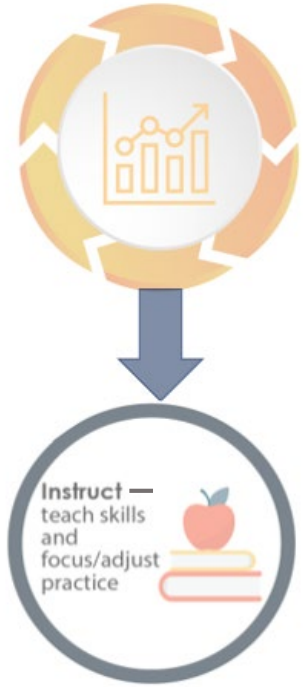


## Guiding Question #2



**How are you using a variety of instructional methods to maximize student learning while differentiating to meet all student needs?**

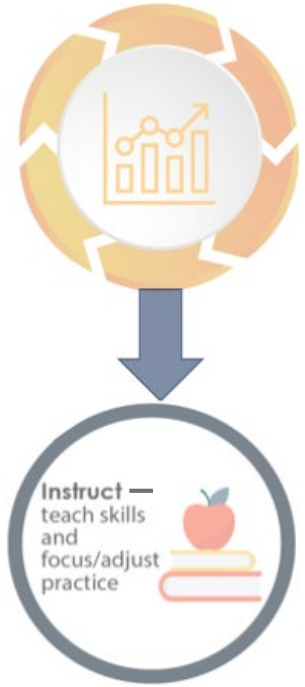
**WHY?    HOW?    WHAT?**



# WHY is this important?

 **Evidence-based instructional practices play a vital role in students' success and engagement in the academic process.**

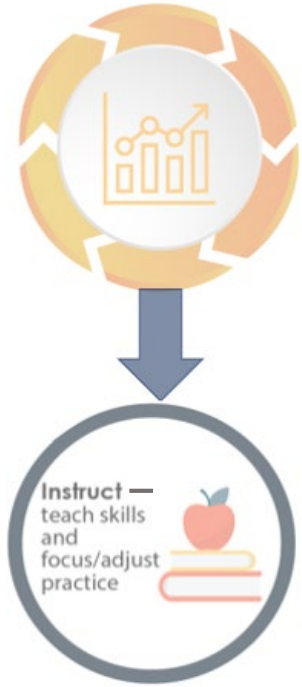
- Provide equity for students experiencing academic struggle as well as students achieving at high levels.
- Utilize rigor and college and career readiness for all students.
- Maximize student engagement and ownership of learning.
- Ensure instructional best practices are evident in classrooms.



# HOW will we achieve success?

- Identify existing systems of support (e.g., MTSS, EL program and supports for other underserved populations, co-teaching, coaching, etc.)
- Examine evidence-based Tier 1 practices.
- Use appropriate assessment techniques to guide instruction (benchmark, diagnostic, formative, summative)
- Plan for whole group instruction and small differentiated groups based on need.
- Examine lesson plans for evidence-based instructional practices, student engagement, differentiation techniques, standards alignment, assessment, scaffolding, etc.
- Implement accountability measures to ensure teachers are scaffolding
- Administrators ensure fidelity of instructional strategies and differentiation methods.
- Examine existing resources and teaching methods.
- Consider instructional practices for in-person, hybrid, and remote instructional models.
- Maximize allocation of instructional resources, including staff, technology, materials.

# WHAT research and resources support this initiative?



- [Educating English Learners \(ELs\)](#)
- [Instructional Coaching in Pennsylvania](#)
- [DOK Wheel](#)
- [Webb's Depth of Knowledge](#)
- [SAS Assessment Literacy course](#)
- [Teacher Effectiveness SAS](#)
- [Carol Ann Tomlinson's Differentiation Central](#)
- [Differentiated Instruction - A Best Practices Report](#)
- [Lesson Planning](#)
- [The New Teachers Guide to Creating Lesson Plans](#)
- [SAS PD Center course: Sparking Student Engagement](#)
- [Student Engagement Instrument](#)
- [PDE College and Career Readiness Toolkit](#)
- [Teaching for Deeper Learning \(free ASCD webinar\)](#)
- [OnRamp Remote Learning](#)

# GQ #2 Reflection



Do we have a complete understanding of the support needed for teachers and administrators to achieve maximum student engagement?

<b>Not Yet Evident</b>	<b>Emerging</b>	<b>Operational</b>	<b>Exemplary</b>
There is little evidence of student engagement.	There is minimal evidence of student engagement in some content areas.	There is adequate evidence of student engagement in content areas.	There is strong evidence of student engagement across all content areas.

# Solutions

**PENNSYLVANIA'S  
INTERMEDIATE UNITS**

**SAS** Standards  
Aligned  
System

## **Professional Development Opportunities:**

- **Systems of Support**
- **Danielson framework (Act 13)**
- **Maximizing student engagement**
- **Evidence-based instructional practices for in-person, hybrid, and remote learning**
- **Assessment literacy**
- **Differentiated instruction**
- **Lesson plan criteria**
- **College and career readiness**
- **Technology tools for learning**