

Conestoga Valley School District: Instructional Model



rev 12/19/2022

If the District supports innovative learning practices and teachers create a caring learning environment focusing on every child, learners will feel valued and empowered to exceed their potential.

P o s i t i v e S c h o l i c i m	Belief Statement: Conestoga Valley learners have equitable access to a positive school climate where safety is fostered; a supportive academic, behavioral, and physical environment is promoted; and respectful, caring and trusting relationships throughout the school community are encouraged and maintained across all levels of the district.		
	Big Idea	Core Understanding (Characteristics)	Essential Questions
	Positive Behavior Interventions & Supports (PBIS) includes methods used to identify and support desired behaviors to achieve a positive school climate (1A, 2D)	<ul style="list-style-type: none"> • I empower all learners to develop a shared vision in our learning spaces and within our course or content area. • I actively provide positive vocal feedback in the learning environment to both individuals and the class as a whole. 	<ul style="list-style-type: none"> • How am I incorporating our school-wide PBIS matrix in my daily instruction and interactions with learners? • What strategies can I utilize to promote positive relationships amongst our learners?
	Social/Emotional-Based Learning (SEL) encourages children to utilize the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions (2A)	<ul style="list-style-type: none"> • I create an environment where learners are empowered to recognize their own emotions, thoughts, and values and how they influence the behavior of others. • I carry a positive attitude and use it to build rapport with learners. • I promote peer support amongst learners by encouraging them to help one another socially, emotionally, and academically. 	<ul style="list-style-type: none"> • How am I creating an environment where learners are empowered to develop the Character Strong competencies of respect, responsibility, gratitude, empathy, perseverance, honesty, cooperation, courage, and creativity?
	Inclusive Learning Environment promotes opportunities through which all participants are open to ideas, perspectives, and ways of thinking that are distinct from their own (1B, 2A)	<ul style="list-style-type: none"> • I respect and value the contributions of all learners and use their questions and input as an opportunity to build deeper understanding. • I differentiate my lessons to accommodate all learners. <ul style="list-style-type: none"> • I allow learners the opportunity to direct their own experiences through a learner-centered environment. 	<ul style="list-style-type: none"> • How do I encourage learners to celebrate the differences of others? • How do I personalize learning through differentiation and student choice and voice?
	Student-Centered Learning shifts the focus of instruction from the teacher to the learners (2D, 3C)	<ul style="list-style-type: none"> • I empower learners to develop personal responsibility for their learning through the development and execution of daily routines and/or learning. • I purposely select and implement strategies and activities that will meet the diverse needs of each individual learner and the group as a whole. 	<ul style="list-style-type: none"> • How do I empower my learners to demonstrate personal responsibility for their own learning? • What strategies am I going to implement to meet the needs of diverse learners?

ate	Family and Community Partnership embraces that concept that when families, communities and schools work together, students are more successful and the entire community benefits (4C)	<ul style="list-style-type: none"> • I include families and community members in my planning. • I actively seek ways to bring families and community members into the learning environment, as well as ways to engage learners in the community. 	<ul style="list-style-type: none"> • How do I engage and empower families as an active component of the learning environment?
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R e l e v a n t & R	If the District supports innovative learning practices and teachers embrace a growth mindset in developing personalized learning opportunities, learners will develop the skills and competencies necessary to be globally competitive.		
	Belief Statement: Conestoga Valley learners engage in relevant and rigorous learning experiences through a standards-based curriculum inclusive of intentionally aligned components, including clear learning outcomes with an aligned and balanced assessment structure, research-based instructional practices, and personalized learning options to develop and apply the knowledge necessary to be globally competitive.		
	Big Idea	Core Understanding (Characteristics)	Essential Questions
	Standards-Based Curriculum uses a system of instruction, assessment, grading, and academic reporting that is based on learners demonstrating understanding or mastery of the knowledge and skills they are expected to learn as they progress through their education (1A, 1B, 1C, 1D, 1E, 1F)	<ul style="list-style-type: none"> • I develop rigorous lessons based on learning targets aligned to the standards and communicate these learning outcomes in student-friendly language ("I Can" statements). • I create lessons during which learners will be able to demonstrate the expected outcomes to show understanding of curriculum. 	<ul style="list-style-type: none"> • How do I ensure my lesson activities align with the rigor of the standards? • How do I optimize instructional strategies and frameworks (UbD, Marzano, differentiated instruction, rotational model, etc) to maximize learning?
	Balanced Assessment includes a variety of mastery-based assessments including classroom based assessments, district, and state assessments, will develop and apply new knowledge in authentic contexts (1F, 3D, 4B)	<ul style="list-style-type: none"> • I design a variety of assessments to inform learner progress against learning targets. • I use assessment data to engage learners in personal reflection and authentic goal setting. 	<ul style="list-style-type: none"> • How do I create different types of assessments to measure standards attainment? • How do I ensure that the variety of assessments reflect authentic and future ready applications? • How do I personalize assessment feedback to allow students to plan for future opportunities?

i g o r o u s L e a r n i n	<p>Personalized Learning is tailored to the preferences, interests and needs of each learner in order to develop ownership and agency in their learning (1E, 2E, 3E)</p>	<ul style="list-style-type: none"> • I tailor the learning environment (pace, space, time, instructional strategies, structures, mode of delivery, etc.) to meet the needs, interests, and preferences of the individual learner. • I create opportunities for learners to reflect on their learning and develop a growth mindset. 	<ul style="list-style-type: none"> • How do I combine student input and best practices to create an optimal learning environment and experience? • How do I tailor the learning experience to each individual learner? • How do I develop self-reflection as a habit of mind for learners to develop a growth mindset?
	<p>Inquiry-Based Learning prioritizes learner questions, ideas and analysis to gain knowledge (1B, 1E, 3B)</p>	<ul style="list-style-type: none"> • I create the conditions for learners to guide their own path of discovery through the inquiry process, effective questioning, peer collaboration, and strategic facilitation, • I select appropriate instructional strategies to guide learners in learning new material aligned to their needs. • I pose questions, problems or scenarios to facilitate learner-developed questions as a path to knowledge and understanding. 	<ul style="list-style-type: none"> • What questions do I ask to guide my learners down their own path of discovery?

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	<p>If the District supports innovative learning practices and teachers create learning experiences that meet the diverse needs of learners, learners will develop their voice, choice, and agency.</p>
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Flexible Learning Standards	Belief Statement: Conestoga Valley learners experience flexible learning environments, personalized learning, and digital options for learning to achieve academic, social, and personal success. These engaging and challenging modern learning environments will reflect high expectations for achieving high levels of proficiency through 21 st century learning experiences so students may thrive beyond graduation.		
	Big Idea	Core Understanding (Characteristics)	Essential Questions
	Flexible Space is designed to be easily modified or altered to meet the needs of the learner and serve the purpose of the learning experience (2E)	<ul style="list-style-type: none"> I use flexible learning spaces that promote opportunities for students to problem solve, communicate, and collaborate, to meet the needs of my individual and group learners. 	<ul style="list-style-type: none"> How do I create seating arrangements and opportunities that promote different learning styles? When do I allow the learners to determine the arrangement of the learning space to meet their needs? How can I use flexible spaces to create an effective, modern learning environment?
	Blended Learning combines teacher-facilitated methods and online resources, requiring the physical presence of both teacher and learner, with elements of student control over time, place, path, or pace (1A, 1B, 1D, 2E, 3E)	<ul style="list-style-type: none"> I provide differentiated learning experiences that allow all learners to appropriately pace themselves in order to master the content. I provide an appropriate combination of face-to-face instruction and technology to maximize learning opportunities. 	<ul style="list-style-type: none"> How do I increase proficiency with digital literacy? How do I facilitate learning in a “self-paced” environment?
	Purposeful and Strategic Technology Integration ensures the use of technology as a seamless, integral part of learning (1D, 2E, 3C))	<ul style="list-style-type: none"> I provide learners with various digital options and tools to help them obtain information in a timely manner, analyze, and synthesize information. I leverage technology and other digital tools as the right tool for the right time to enhance learning experiences. 	<ul style="list-style-type: none"> How do I leverage technology and other digital tools to enhance learning experiences?
	Voice & Choice allows learners have input and control over aspects of their learning (3B, 3C, 4D)	<ul style="list-style-type: none"> I create opportunities that connect learning with learner perspectives and/or interests. I give learner choice in their learning experiences (products, questions they generate, resources used, roles learners take on during learning). I increase student agency by empowering children to be self-directed learners. 	<ul style="list-style-type: none"> What choices am I giving my learners in their learning while ensuring alignment to curriculum? How do I give my learners the opportunity to direct aspects of their education? How do I encourage learners to reflect on their process and products, share their thoughts and opinions, and advocate for their own learning?

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