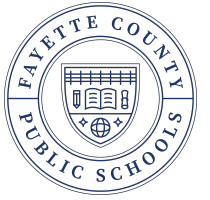


# **Instructional Design Models-Secondary (All Content Areas)**

**August 9, 2023**

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Aaron Davis, David Helm,  
Brittany Manion, Kristina Whatley, Jennifer Williams

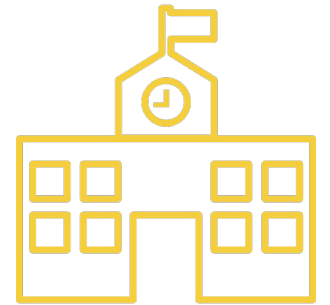
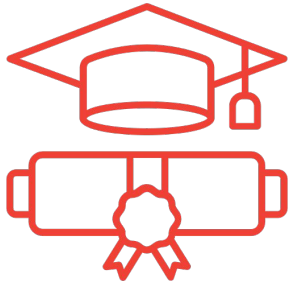


**The mission of Fayette County Public Schools is to create a collaborative community that ensures all students achieve at high levels and graduate prepared to excel in a global society.**





# Strategic Priorities



## STUDENT ACHIEVEMENT

Improve student achievement through rigorous curriculum and instruction providing students with evidence-based educational experiences that not only engage but also excite, prepare, and support students.

## DIVERSITY, EQUITY, INCLUSION, AND BELONGING

Foster and instill a culture of diversity, equity, inclusion, and belonging across the district and address opportunity gaps.

## HIGHLY EFFECTIVE, CULTURALLY RESPONSIVE WORKFORCE

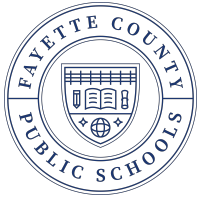
Hire, support, and retain a highly effective, culturally responsive and diverse workforce.

## OUTREACH AND ENGAGEMENT

Effectively engage students, employees, families, and community members to improve opportunities and outcomes for all students.

## ORGANIZATIONAL HEALTH AND EFFECTIVENESS

Foster a culture of continuous improvement to maximize organizational effectiveness and efficiency, support the well-being of our team members, and provide formal recognition of their efforts.



# Alignment to Focus Area 3

**Accelerated Learning: All schools will develop and implement standards-based instruction to accelerate learning.**

- *Understand the district-developed frameworks and instructional design models.*
- Leverage the PLC process to plan grade appropriate and cognitively engaging instruction.
- Learn strategies for differentiation.
- Develop an understanding of culturally responsive teaching.
- Understand how to implement the initial components of a systems approach to continuous improvement.

# Professional Learning Norms



## Establish a safe environment where every person and their ideas are respected.

Creating a space where individuals feel comfortable expressing their thoughts and opinions without fear of judgment or ridicule promotes a culture of inclusivity, open-mindedness, and mutual respect, fostering collaborative discussions and encouraging diverse perspectives to be heard and valued.



## Be present and engaged.

Be present and engaged by being mentally and physically attentive, avoiding distractions, and actively participating in discussions.



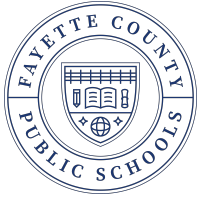
## Put ideas on the Table

Ideas are the heart of a meaningful dialogue. Label the intention of your comments. For example, you might say, “Here is one idea . . .” or “One thought I have is . . .” or “Here is a possible approach . . .”



## Presume positive intentions

Assuming that others’ intentions are positive promotes and facilitates meaningful dialogue and eliminates unintentional putdowns. Using positive intentions in your speech is one manifestation of this norm.



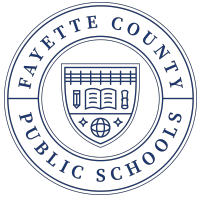
# Visible Learning

## Learning Intention:

We are learning about the purpose of Instructional Design Models (IDM).

## Success Criteria:

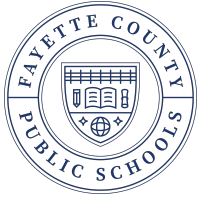
- I can explain the purpose of Instructional Design Models.
- I can identify components of IDMs.



# Six Word Memoir

When you hear the words,  
*“New Initiative,”*  
what do you think?





# What is an FCPS Instructional Design Model (IDM)?

## IDMs are structures that...

- Support the acquisition and application of knowledge and skills
- Consider how students learn
- Outline effective ways in which educators deliver information to students
- Provide time allocation options for each content area
- Help teachers in reaching the rigor of the standard and the needs of students
- Ensures students are exposed to standards in several ways
  - Explicit Tier I instruction
  - Intentional, independent practice
  - Collaboration and other 21st century skills
  - Whole group
  - Small group





# My current state...

## *Topic:* Instructional Design Models

What does instruction look like in your school in ELA, math, science, social studies, and CTE?

Think about your master schedule. How much time do you have dedicated to each instructional area?

Record your thinking on the top half of the *Reflection Handout*.



# Instructional Design Models

Knew, New, Q

This is a text coding strategy aimed at helping readers identify information that is new, known, or confusing. Use the codes below to make notes in the margins as you read.

1. Select an IDM Center to visit (Reading, Math, Science, Social Studies, or CTE).
2. Then...
  - a. read the corresponding IDM handout.
  - b. use the Knew, New, Q reading strategy and a pencil or highlighter to code the text.
3. If time allows, visit another center.

✓ - I *knew* that!

! - This is *new* information!

? - I have a *question*!



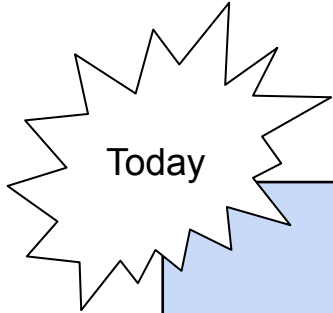
# Collaborative Discussion and Planning



## With your group, discuss...

- Your initial thoughts regarding implementation of the IDMs.
- What you have in place at your school, what you don't, and how you might go about implementing the "new."
- Any questions you have.
- Use the bottom half of the *Reflection Handout* to keep track of your thinking.

# Continuum of Supports from Teaching and Learning



IDM Overview: "Identify the Why of IDMs" School-Specific Reflection of Where My School Is Now	<u>Elementary</u> Structuring the Literacy Block  Part One (Whole Group)  <u>Secondary</u> Structuring the ELA Lesson	<u>Elementary</u> Structuring the Literacy Block  Part Two (Small Group)  <u>Secondary</u> Structuring the ELA Lesson	Structuring the Math Lesson	Structuring the CTE Lesson	Structuring the Science Lesson	Structuring the Social Studies Lesson
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# Visible Learning

## Learning Intention:

We are learning about the purpose of Instructional Design Models (IDM).

## Success Criteria:

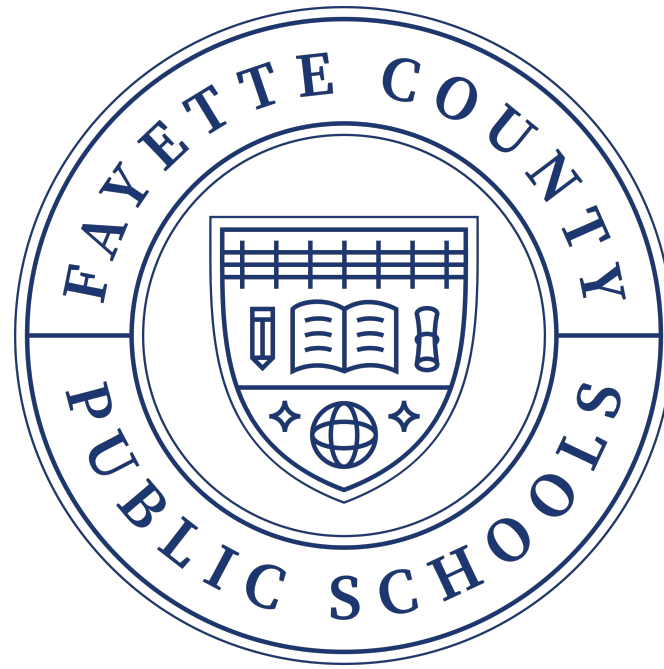
- I can explain the purpose of Instructional Design Models.
- I can identify components of IDMs.



# Six Word Memoir

Describe *the impact*  
Instructional Design Models (IDMs)  
will have on student achievement.





**Thank you!**

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