

## Business and Computer Department Instructional Framework

Framework Overview: We believe that excellent instruction has, as its goal, student learning that can be evaluated through student created products and/or projects. In this instructional framework, the instructor plays 3 key roles: content deliverer, project facilitator, and evaluator.

Under this basic understanding of the instructional framework, instruction for Business and Computer Department courses at Garden City High School will include the following components, based on Marzano's 9:

### A. Whole Group Instruction: Introduction of concepts, tools, and project requirements.

*Instructional Examples include (but are not limited to):* Building Background, Specific Definition of Project Objectives and Requirements (content and language objectives), Introduction of Key Vocabulary, Instructor Project Modeling, Instructor Lectures, Instructor Demonstrations, Textbook Examples, Expert Presentations (via media or in person), etc.

*This component of the framework targets the following Marzano Concepts:* (1) Identifying Similarities and Differences; (2) Summarizing and Note-taking; (5) Nonlinguistic Representation; (7) Setting Objectives and Providing Feedback; (8) Generating and Testing Hypothesis; (9) Questions, Cues, and Advance Organizers.

### B. Small Group Instruction: Exploration, Inquiry, and Guided Practice.

*Instructional Examples include (but are not limited to):* Question/Answer/Response, Selective Underlining or Highlighting in pairs, Column Notes, Compare and Contrast ideas/skills, Summarizing, Think/Pair/Share in small groups, Reach It/Teach It (those students who understand the concept can help students who do not), Small group/paired demonstration of key concepts, discussion and review of key vocabulary/concepts, etc.

*This component of the framework targets the following Marzano Concepts:* (1) Identifying Similarities and Differences; (2) Summarizing and Note-taking; (3) Reinforcing Effort & Providing Recognition; (4) Homework & Practice; (5) Nonlinguistic Representation; (6) Cooperative Learning; (7) Setting Objectives and Providing Feedback; (9) Questions, Cue, and Advanced Organizers

### C. Independent Practice: Checking for understanding, facilitation of student product/project work, and evaluation of student project/product, and reflection on effectiveness.

*Instructional Examples include (but are not limited to):* Guided Practice of project/products and/or presentations, Facilitation and Evaluation of student work process/progress toward mastery of key concepts, Facilitation and Evaluation of student reflection and peer evaluation, Reflection on student achievement and project/product success.

*This component of the framework targets the following Marzano Concepts:* (3) Reinforcing Effort & Providing Recognition; (4) Homework and Practice, (6) Cooperative Learning; (7) Setting Objectives and Providing Feedback; (8) Generating and Testing Hypothesis; (9) Questions, Cues and Advance Organizers

Notes on the department framework:

1. Differentiated instruction is included in the B and C components of the framework.
2. Independent practice is not synonymous with individual practice. Some projects/products may be pair or group based.
3. This cycle may take multiple class periods, and all components may/or may not be included in any one class period.
4. All components will be included in every project/product, but may not be done in the stated sequence.