



*Saginaw Public School District*

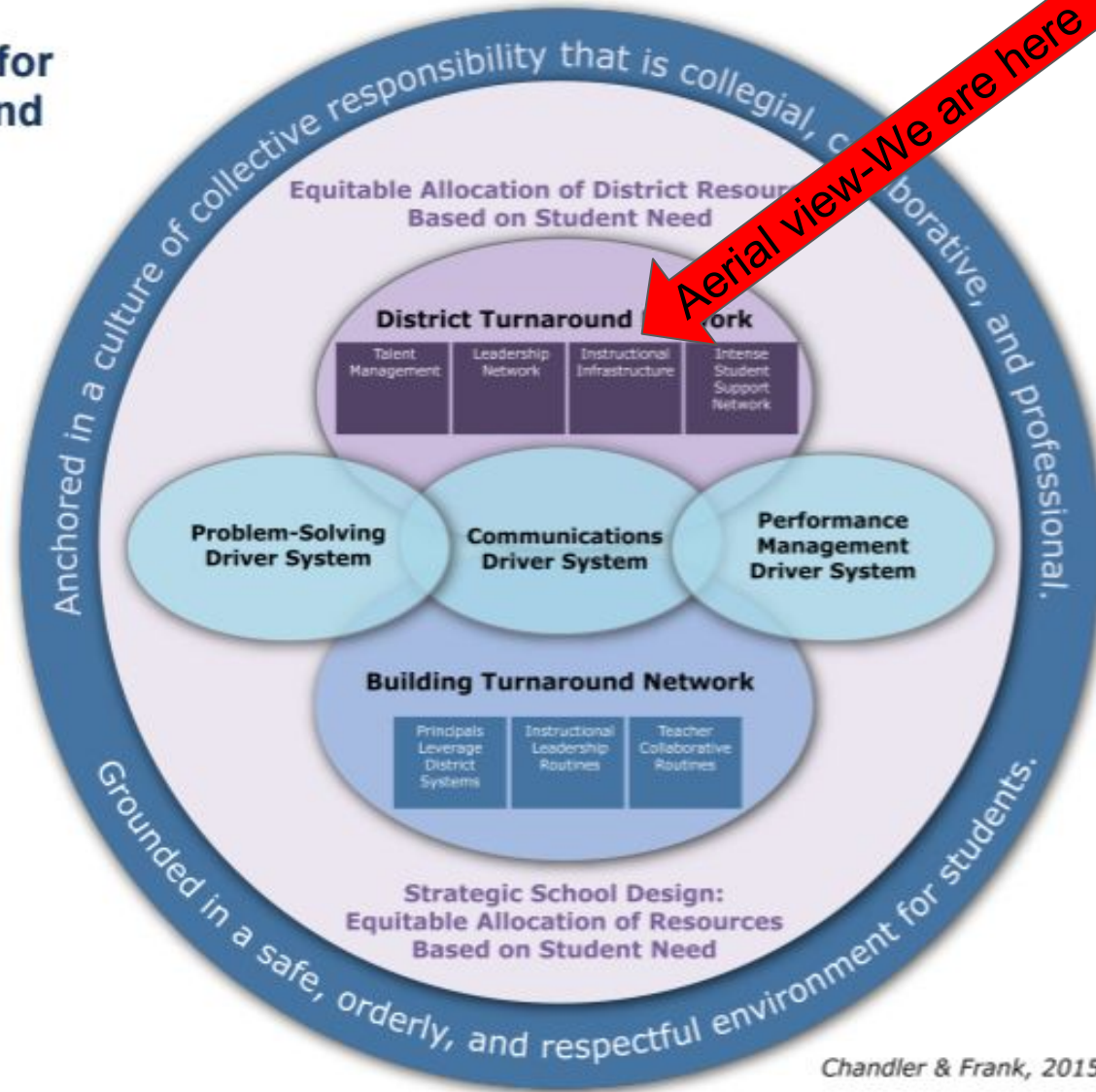
Introduction to:

**Instructional Infrastructure**

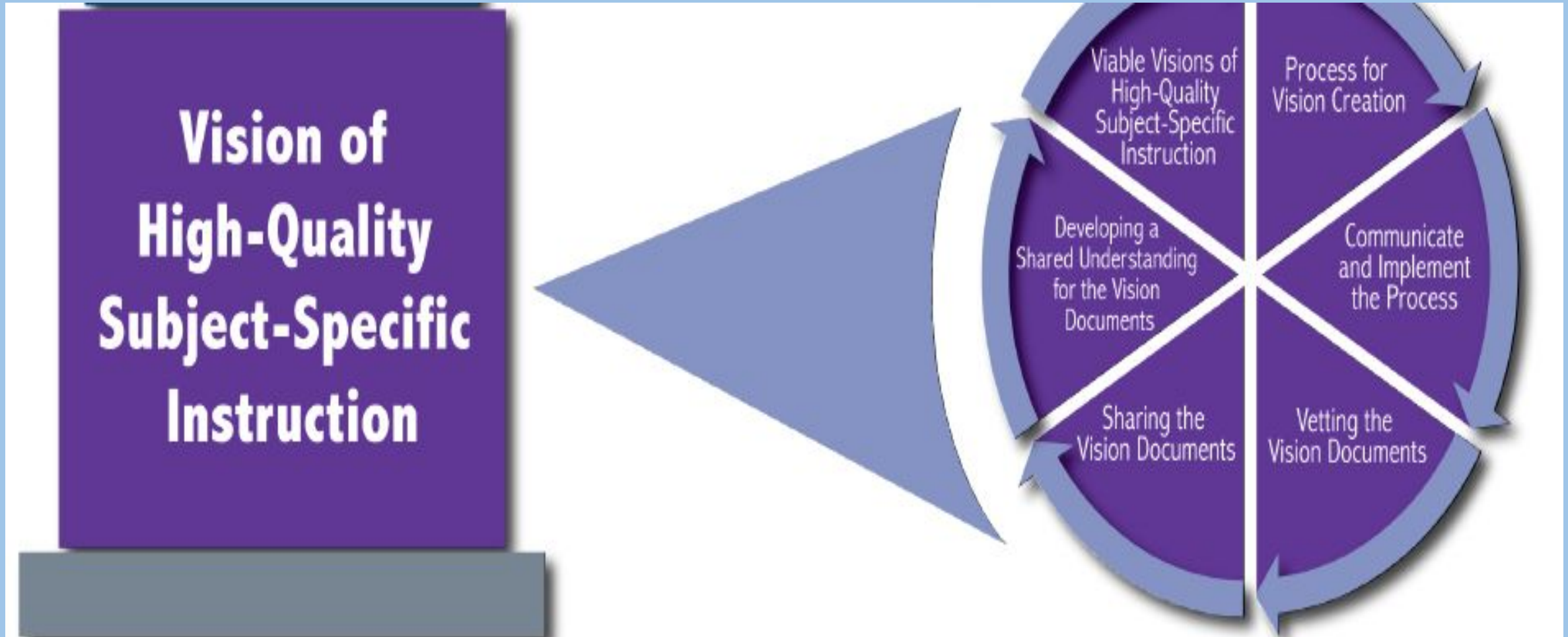
A District System of the Blueprint for Rapid Turnaround

2017-2018

## Blueprint for Turnaround



# Instructional Infrastructure Floor 1



# What Is Instructional Infrastructure?

- This is the foundational level of the district's ***Instructional Infrastructure*** which focuses on identifying Visions of High-Quality Subject Specific Instruction as a critical means of improving instructional delivery at scale.
- Having installed this foundational level of the ***Instructional Infrastructure***, one would expect to see that:
  - 1) The district communicates its visions for subject-specific capacities, processes, and proficiencies for student learning.
  - 2) The district describes and communicates explicit high quality subject-specific instructional practices that are aligned with the district's specific student-learning targets.

# SPSD Blueprint Instructional Infrastructure

- The Blueprint is put into place to support districts in building and installing systems that are sustainable and will have the greatest impact on student, teacher, and leader performance.
- Instructional Infrastructure is the system that addresses Instruction, Curriculum and Assessment, and finally a network that supports professional improvement in these areas.



## The Blueprint's Installation Timeline

	<u>Months</u>	<u>Description</u>
The Spire: Sustainability	12	In this post phase of installation, district leaders and Blueprint facilitators monitor and adjust the fully installed systems to ensure function and sustainability.
Residential Level	4	In this final phase of installation, the district installs new systems to align the allocation of resources to student need at both the district and building levels. The final district system is fully installed as are the routines at the building level.
Tenant Level	4	During this phase, the district completes the installation of three of the four district systems and deepens the installation of instructional leadership and teacher collaborative routines. There is growing evidence of a reconfigured district at the conclusion of this phase of installation.
Mezzanine Level	4	During this phase, the district completes the second floors of most of the district systems and begins the installation of instructional leadership and teacher collaborative routines at the building level.
Lobby Level	5	During this phase, the district installs the final driver system, begins the installation of the fourth district system, creates the building-level networks and guides principals in leveraging the use of district systems.
Mechanical Level	4	During this phase, the district launches the installation of the Blueprint by establishing the urgency for district reconfiguration and by building the driver, two driver systems, and the ground floor of three of the four district systems.



***Saginaw Public School District K-12: High Quality  
Mathematics Instruction***



***Vision of high quality mathematical instruction:***

1. Teachers plan and develop lessons based on Michigan Math Content Standards, Mathematical Practices, and learning progressions.
2. Teachers provide a gradual release of instruction: I do, We do, You do.
3. Instruction develops student reasoning to make sense of quantities and relationships between numbers and concepts.
4. Instruction includes the use of multiple mathematical tools for teaching and learning concepts (addition, subtraction, multiplication, division, systems of equations, area, etc). Students will use tools for learning, such as: protractors, graph paper, virtual tools, calculators, base ten blocks, two-sided counters, number lines, etc.
5. Effective teaching of mathematics includes purposeful assessment of student conceptual understanding and procedural skills.
6. Instruction includes opportunities for students to solve real-life problems using multiple entry points, productive struggle, and evidence to support thinking.

# Vision Documents

7. Teachers deliver instruction that includes multiple solution pathways.
8. Teachers guide student learning with questions from various depths of knowledge.
9. Instruction will emphasize student conversations that includes mathematical vocabulary and reveals misconceptions (misunderstandings).

***During high quality mathematical instruction, teachers are:***

Engaging students to expand critical thinking about the how and why of mathematics, and to build skills for application and reasoning.

***During high quality mathematical instruction students are:***

Making sense of mathematics through discussions, problem solving, persevering and using varied solution paths.

***High quality mathematical classrooms look like:***

Teachers actively facilitating student engagement in learning to solve problems while interacting with math tools and exploring multiple solutions.

# FAQ

- ★ Will I be expected to know the visions for HQ instruction?  
*YES! You will receive copies of the visions for ELA, math, science, social studies, and technology.*
- ★ How will the district know the visions are being carried out in the classroom? *Indicators from the visions have been incorporated into the walk through tool to monitor HQ instruction.*

# More Questions????

The people listed below will be responsible for gathering all *Instructional Infrastructure* questions to bring to the DTN. To ensure consistent communication, the DTN will answer the questions as a group and send out a list of answers to be communicated district-wide.

***Please submit initial questions by September 10th.***

**Teachers** should direct all questions in writing/email to Kristi Weber:

**[kweber@spsd.net](mailto:kweber@spsd.net)**

**Administrators** should direct all questions in writing/email to Dianne Dalton:

**[ddalton@spsd.net](mailto:ddalton@spsd.net)**