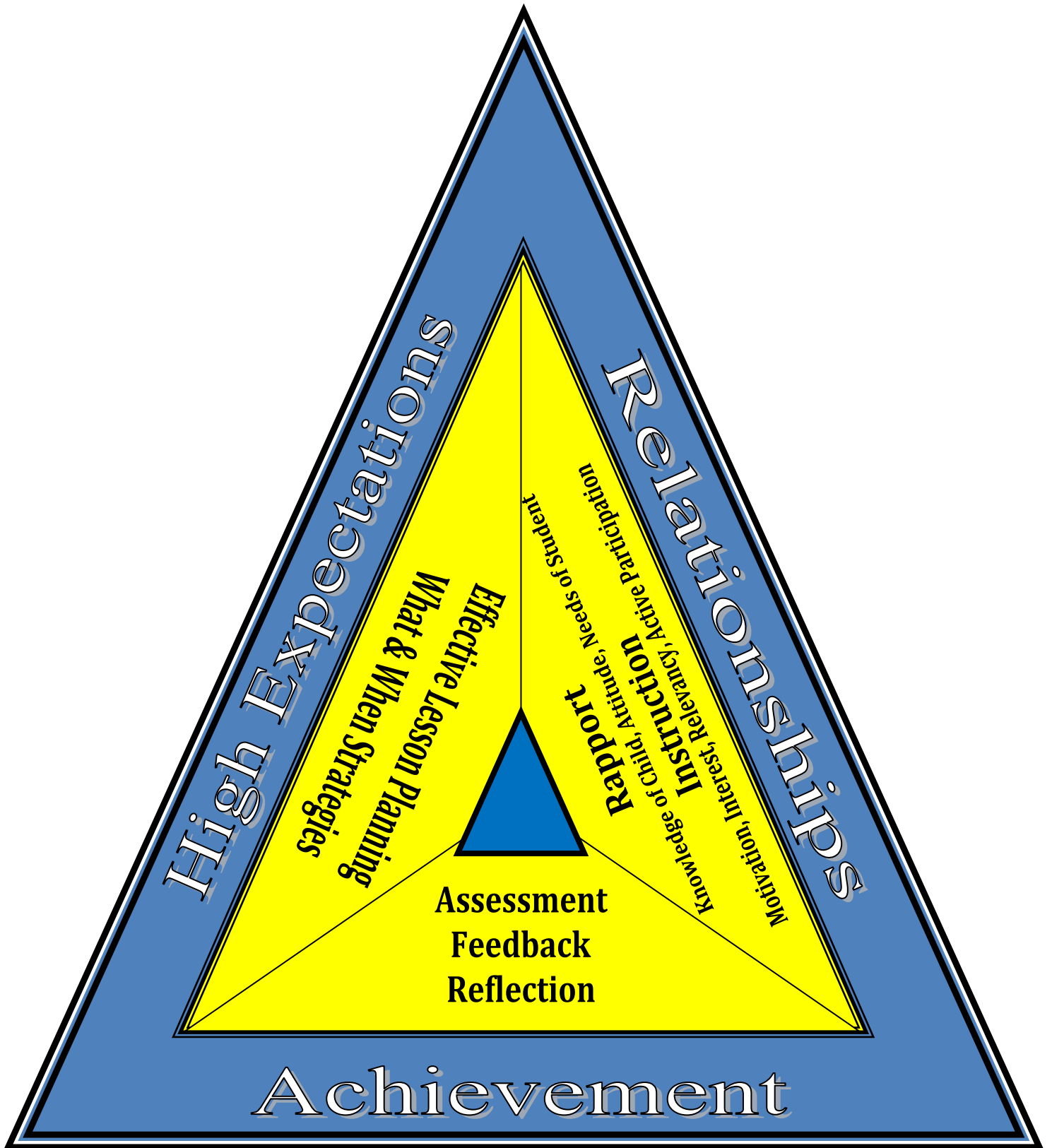


DASD Model for Teaching



The Model for Teaching graphic incorporates three research based elements essential for all successful teaching and learning. These elements include Relationships, High Expectations, and Achievement. The three elements are intertwined to provide effective researched based prospects for student success.

RELATIONSHIPS

Relationships are designed to foster a deep connection between the teacher and learner with regard to Rapport and Instruction.

Rapport

To create rapport, teachers need to garner knowledge of the child, develop and preserve a positive self-attitude toward teaching, and always understand the needs of all students.

Instruction

Instructional relationships between the teacher and student must rely on motivation, interest, relevancy and active participation.



HIGH EXPECTATIONS



High Expectations requires the teacher to develop high expectations for all students based on deliberately planning effective lessons and utilizing what and when strategies geared toward having all students achieve success.

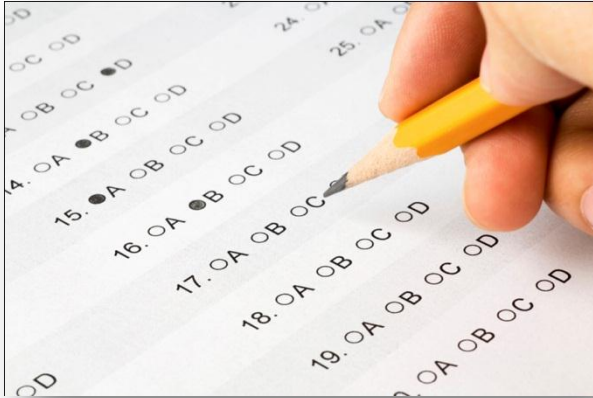
Effective Lesson Planning

Effective lesson planning involves deliberate planning around a learning goal identifying what students will know or be able to do based on district curriculum maps.

What and When Strategies

Using What and When Strategies incorporates brain based research, differentiated instruction, and Marzano's Art and Science of Teaching to connect the learner to an appropriate learning strategy.

ACHIEVEMENT



Achievement is centered on the principles of assessment, feedback and reflection. Achievement for all students is paramount and the opportunities for students to engage in standard-based assessments that are fostered by high expectations and content from the district curriculum maps is an essential component of instruction in the Dallastown Area School District. When teachers provide valuable feedback to students and teachers engage in self-reflection both the learner and teacher are able to excel.

Assessment

Teachers use both formative and summative assessments to determine mastery of knowledge and to ascertain the need to re-teach or provide accommodations so all students can achieve the high expectations set for them.

Feedback

Descriptive Feedback is specific information in the form of written comments or conversations that help the learner understand what he or she needs to do in order to improve. Evaluative Feedback is a summary for the learner of how well he or she has performed on a particular task. This feedback is often in the form of letter grades, numbers, check marks, symbols and/or general comments such as “good,” “excellent,” or “needs help.”

Reflection

Learning involves the process of acquiring new knowledge and applying that information to existing experience. Reflecting on learning is also a critical factor of the learning process. Both teachers and students need to think/reflect about the activities and experiences of the learning process to gain a better understanding and insight into the knowledge gained.