

# Elementary instructional blueprints

## An introduction



Our elementary instructional blueprints are intended to suggest ways teams of educators might deploy their team members and more effectively distribute expertise in the classroom in service of deepening and personalizing students' learning. Although each blueprint is unique, most were developed with a shared set of assumptions:

### Prioritizing personalization and deeper learning

The instructional blueprints are intended to maximize personalization and deeper learning for students; evident both in the overarching structures we describe (e.g., structures that support authentic, project-based learning) and in the smaller “decision points” within and between lessons (e.g., students breaking into small, interest-driven or learning data-driven groups mid-lesson or between lessons).

### Data drives movement

Data about student learning, student learning preferences and student interests drives student movement and adult movement both over the course of a single lesson or class period and across days. For example, a key check for understanding about the lesson's content may be the catalyst for regrouping mid-lesson; exit ticket data surfacing students' interests or learning preferences may be the catalyst for regrouping between lessons one and two.

### Larger rosters and larger teams

Our blueprints show how 100 students might move between learning activities under the guidance of a team of educators with role-based specialization. All blueprints reflect the following roles:

- **One lead teacher** who teaches students and manages a team of educators to ensure educators and students thrive.
- **Two experienced teachers** who are responsible for planning, delivery, assessment and student support and lead aspects of the work of the team (e.g., lead data meetings, develop and share expertise in project-based learning).
- **One first-year teacher** with limited but increasing responsibility for planning, delivery, assessment and student support.
- **One paraprofessional** whose responsibilities vary depending on the blueprint, as they would depending on the school context. Paraprofessionals may specialize as digital learning facilitators, subject area assistants and more.

Some blueprints also reflect collaboration with specialists (e.g., reading or math specialist, special educator), teacher candidates, and/or community educators. These educators may not be featured in every blueprint.

### Flexible use of space

We assume four physical classrooms in use. Each might comfortably fit 25 students, but two could fit 50 for a brief period (e.g., 20 minutes). We assume teams who do not have access to at least two larger classrooms are able to proactively reserve common areas (e.g., library, auditorium, cafeteria).

### Balancing student needs with novice educator needs

Students with the greatest need will benefit from working with experienced teachers and spending more time receiving targeted, small-group instruction. Preservice and novice educators will also benefit from honing their teaching skills with small groups of students and with coaching and supervision from experienced teachers. Our blueprints propose ways a team may balance student needs with novice educator needs; however, we assume each team will make decisions about where and with which students each educator spends their time within their unique context.