INSTRUCTION PYRAMID

**Parents, and guardians** prepare students for school and follow up on what happens at school.

**Teachers** use instructional strategies grounded in research-based best practice.

**Administrators** monitor instruction both formally and informally.

**Dept of Education** establishes learning expectations via standards published in MA framework for each subject.

**STATE**

**CLASSROOM**

**DISTRICT & SCHOOL**

**HOME**

**MA Standards**

- Random observations of classrooms
- Teacher supervision and evaluation processes
- Professional development

**Fundamental elements of good instruction:**
- Clear learning outcomes
- Modeling of quality expected (ex – writing exemplars)
- Use of high-yield instructional strategies (listed below)

**Parents and guardians support instruction in multiple ways such as:**
- Signing learning contracts and course syllabi
- Participating in family involvement projects
- Ensuring students complete their homework
- Sending students to school ready to learn

Research shows the **high-yield instructional strategies** that have the most impact on achievement are:

- identifying similarities and differences
- summarizing and note taking
- reinforcing effort
- homework and practice
- nonlinguistic representations
- cooperative learning
- setting objectives and providing feedback
- generating/testing hypotheses
- questions, cues, and advance organizers