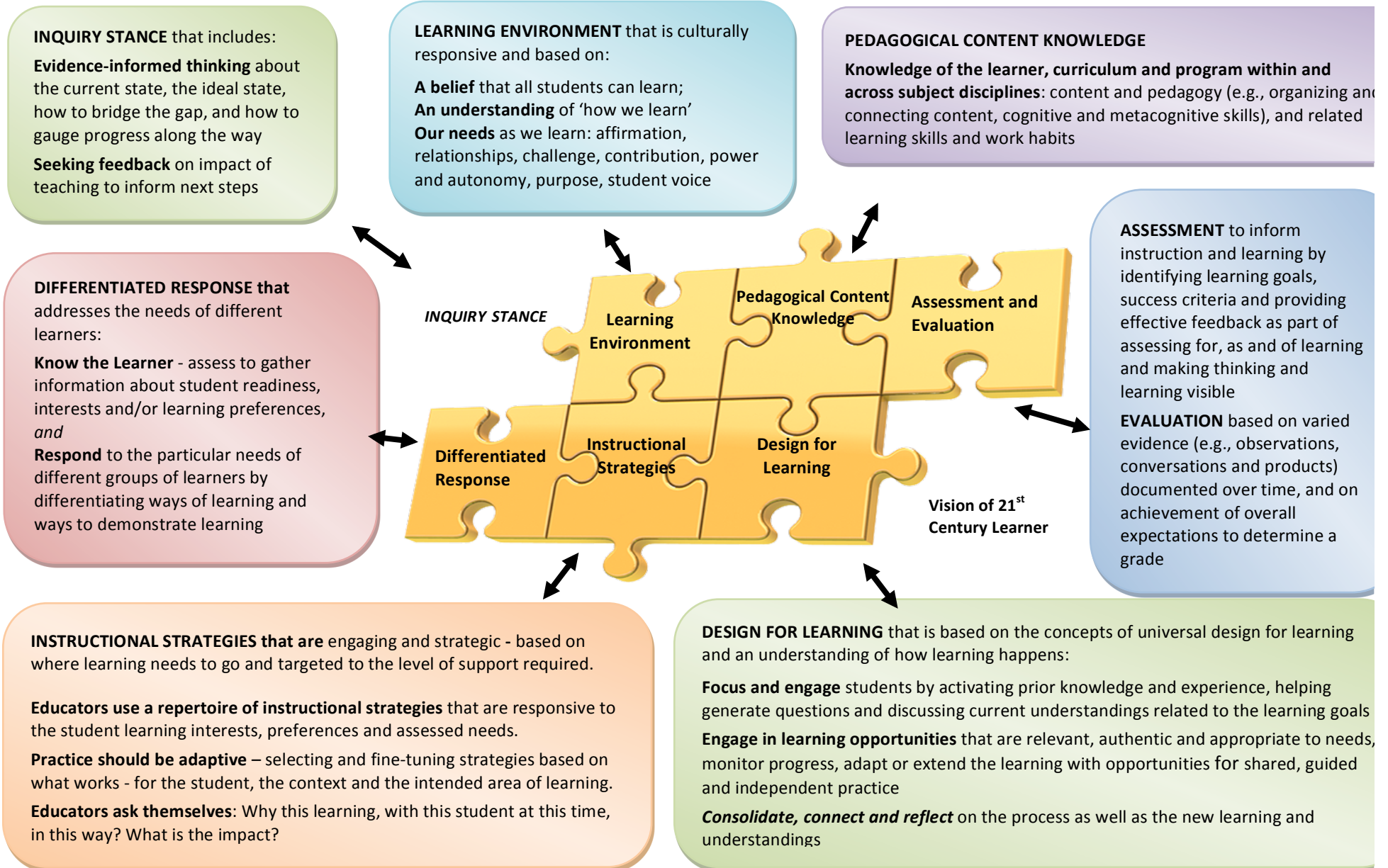


The Complexity of Instruction

To address the diverse needs of all learners, educators consider varied components of instruction to refine their practice. Recent research (e.g., Leithwood, Hattie) investigating the learning and teaching process makes frequent reference to the importance of each of the components illustrated in the graphic below. Responsive, effective and coherent practice includes all of the following components:



References

- Dean, C., Hubbell, E., Pitler, H., & Stone, B. (2012). *Classroom Instruction that Works, Research-based Strategies for Increasing Student Achievement*. Alexandria, VA: ASCD.
- Hattie, J. (2009). *Visible Learning: A Synthesis of over 800 Meta-analyses relating to Achievement*. New York: Routledge.
- Hattie, J. (2012). *Visible Learning for Teachers, Maximizing Impact on Learning*. New York: Routledge.
- S. Katz, L. Earl & S.B. Jaafar, 2009. *Building and Connecting Learning Communities*. Thousand Oaks California: Corwin
- Marzano, R. (2007). *The Art and Science of Teaching*. Alexandria, VA: ASCD.
- Marzano, R. (2009). Setting the record straight on high yield strategies, *Phi Delta Kappan*, 91(1), 30–37.
- Ontario Ministry of Education (2011). *Learning for All*.
[Universal Design for Learning concepts: Universality and equity, Flexibility and inclusion, Appropriately designed space, Simplicity, Safety]
- Timperley, H. (2011). *Realizing the Power of Professional Learning*. New York: Open University Press.
- Timperley, H., Wilson, A., Barrar, H. & Fung, I. (2007). *Teacher Professional Learning and Development Best Evidence Synthesis Iteration*, <http://www.oecd.org/edu/school/48727127.pdf> [Pedagogical content knowledge: knowledge of the subject, knowledge of how to teach, and knowledge of learners. p.163.]
- Wiggins, G. & McTighe, J. (2007). *Schooling by Design: Mission, Action, and Achievement*, Alexandria, VA: ASCD.