In Depth

A basic science of learning informs the design of protocols for each program, just as engineering is informed by its parent-science, physics. Each Morningside program is a synthesis of several teaching, learning, and classroom management technologies that have been demonstrated to be effective in multiple data-based research studies. Educational technologies are methods and strategies that can be replicated, specified, and taught to others.

This amalgamation of technologies comprises the Morningside Model of Generative Instruction (MMGI).

In an ever-evolving expansion of best practices, Morningside's leadership continuously engages in the steps bulleted below.

- Morningside designers search the psychology and education literature, the academic and educational communities, and the education marketplace, looking for effective research-based materials, methods, and tools to use during instruction, practice, assessment, and measurement of performance. Particular attention is paid to reports of learner-verified outcomes.
- Certain research-based curricula and instructional methods are selected for user testing at Morningside Academy, with focus upon areas of current practice that could be improved.
- These materials, methods, and tools are adapted to Morningside's behavioral framework for teaching.
- Curricula, methods, and tools are then user tested at Morningside Academy. Data is collected on measurements of student and teacher performance during tryout, and final outcome data is gathered and analyzed.
- If a program demonstrates better results than current practices, training and coaching technologies are developed to teach others the most effective methods of implementation.
- Training workshops and programs are user tested in outside schools and classrooms, specifically with veteran, external partner schools.
- Training workshops are revised and further adaptations are made to the program.
- The program is designated a technology: It can be specified, repeated, and taught to others.
- New teaching technologies are transferred to public and private schools as part of the Morningside Model of Generative Instruction.

Examples of Verified Technologies for Transfer

Each Morningside program is a synthesis of several technologies of teaching, learning, assessment, measurement, classroom implementation and management that has proved effective in data based research studies. The ingredients for any particular mix may include particular curriculum materials that have been developed, particular instruction (i.e., teaching or practice method) that could be used with a curriculum, or a pre-existing

program that combines good curriculum and instructional methods. Examples of curricula to which we have added teaching methods – including direct instruction, delayed prompting, and fluency building – are Singapore Math, Math InFocus, Saxon Math, Stepping Stones, and enVision Math.

Because classrooms may differ in format and development within a given school or program, one or more curricula, program, or set of instructional methods may be synthesized as a recommended "technology package" for a particular grade level or student need. Thus, the Morningside Model of Generative Instruction is diagnostic and prescriptive model. The specific mix of technologies selected for use in any given classroom is customized, based upon an elaborate and comprehensive assessment of learners' and teachers' needs and skill.

Over the past two decades, we have user-tested and adapted a host of programs to meet the criteria for a Morningside technology.

Programs that Morningside has User-Tested and Adapted

	Headsprout Reading Comprehension (www.Headsprout.com)
	Read Well (Sopris West)
	Horizons Reading (SRA/McGraw Hill)
	Scott Foresman Reading
	Teach Your Children to Read Well (www.teachyourchildrenwell.com)
	Open Court (SRA/McGraw Hill)
Reading	Haughton's Phonemic Awareness Series (Haughton Learning Center)
	Basic Elements (Morningside Press)
	Reading Success (classicallearning.com)
	REWARDS (Sopris West)
	REWARDS+ Social Studies (Sopris West)
	REWARDS+ Science (Sopris West)
	Reading Mastery (SRA/McGraw Hill)

	The Power of Retelling (McGraw Hill/The Wright Group)
	Mastering Reading Through Reasoning (Innovative Sciences, Inc.)
	Analytical Reading and Reasoning (Innovative Sciences, Inc.)
	Elements of Literature (Holt)
	Singapore Math (Marshall Cavendish Education)
	Morningside Mathematics Fluency (Morningside Press)
Mathematics	Saxon Math (Saxon Publishers)
	Thinking Through Math Word Problems (Lawrence Erlbaum, Inc.)
	Beyond Problem Solving & Comprehension (Lawrence Erlbaum, Inc.)
	Expressive Writing (SRA/McGraw Hill)
	REWARDS Writing (Sopris West)
	An Instructional Approach to Teaching Composition (Anita Archer, developmental draft, 2002)
Writing	Keys to Quick Writing Skills (EBSCO Curriculum Materials) + Keys To Quick Writing Fluency (Morningside Press)
	Thinking Through Grammar (BGFB Inc.)
	Grammar for Writing and Reading Skills (BGF Inc.)
	High Performance Writing (SRA/McGraw Hill)
	Problem Solving and Comprehension (Lawrence Erlbaum, Inc.)
Thinking and Reasoning	Fluent Thinking Skills (Robbins, Layng & Jackson, 1996)
	TAPS For Teachers (Robbins, 2014)

SYSTEM FOR CHANGE

Morningside Academy brings a highly developed four-part delivery system that has been tried and verified as to its effectiveness.

Four Step System for Change

1. Garner information from research based practices to develop curriculum and instruction appropriate for that particular site.

2. Employ professional, well-trained consultants to offer coaching and training for teachers, coaches, and administrators.

3. Establish systems for data collection on student progress.

4. Provide an avenue for continuous evaluation of the needs of the institution.

Through this vehicle, a staff is able to transform its delivery of education. The value of transforming a struggling educational setting into a viable productive institution has long reaching effects. The immediate community surrounding the school is enriched and the larger statewide community is provided with a competent citizenry and a well-educated work force.

A critical feature for change to occur is to increase the knowledge base of those directly delivering instruction: The teachers. In order to meet these goals, Morningside has created a system of delivery for instruction and training that is accompanied by direct, on-site coaching in the individual classrooms – to verify the expert delivery of the system and procedures.

If systemic change is to become a permanent fixture, the educational staff must work collaboratively, be able to critically examine curriculum, and develop fluency in the delivery of quality instruction – while understanding the underlying principals. Providing training and coaching for on-site teacher coaches is an essential strategy that ensures sustainable implementation of successful practices.

In the end, the gold standard to which all instructional procedures must stand up to is the actual data of student achievement.

These implementation procedures are designed to help a classroom, school, or entire district achieve the following long term:

- To enable educators to work collaboratively
- To develop college and career readiness skills
- To close the achievement gap for struggling learners
- To develop a community of lifelong learners
- To assist educators in critically examining curriculum
- To increase the staff's knowledge about instruction and practice.
- To enhance educators knowledge about standards
- To prepare students to enter STEM fields and careers