Davie COUNTY SCHOOLS

Engage, equip, empower!

Plan

Culture

Student Learning

Reflect & Adjust

Instruct

Instructional Framework

What is an Instructional Framework?

An instructional framework provides a structure that helps teachers design and deliver effective instruction. The framework also identifies the key components that facilitate quality teaching, so that teachers, school administrators, and district staff can recognize and talk about instruction using a common language.

Why an Instructional Framework?

To improve **Student Learning** outcomes.

Purpose of an Instructional Framework in Davie County Schools
- Consistency in communication of expectations.
- Common language to support collaboration around high quality instruction.
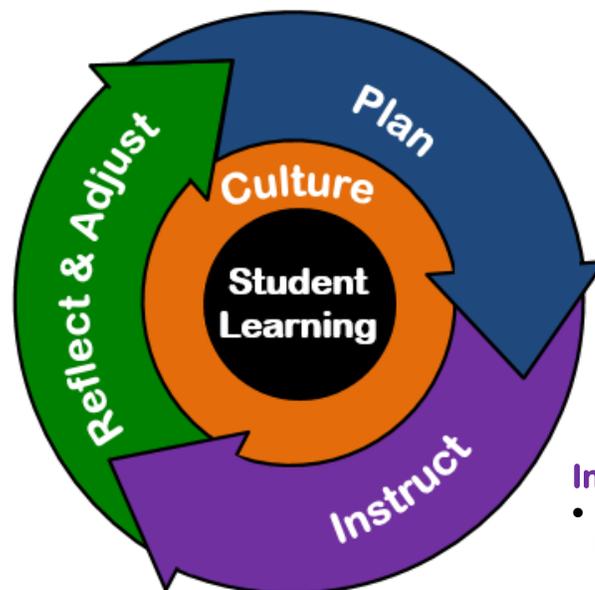
Framing Questions
1. What do we want our students to learn and be able to do?
2. How will we know students are learning?
3. How will we respond when students do not learn?
4. How will we respond when students have learned?

Plan
- Align instruction and assessments to the NC Standard Course of Study.
- Work collaboratively to design engaging lessons using a variety of data sources. Organize, plan, and set goals that meet the needs of the individual student and the class.
- Incorporate instructional strategies and processes that engage all students in learning.

Reflect & Adjust
- Collaboratively analyze assessment results and reflect on instructional practices.
- Provide meaningful feedback to students.
- Modify instruction in response to data.

Culture
- Communicate high expectations for all students.
- Promote positive working relationships through a growth mindset and collaboration.

Instruct
- Apply strategies and deliver lessons, which align to the NC Standard Course of Study.
- Incorporate engagement strategies to promote student learning.
- Monitor student learning and adjust instruction to address individual learning needs.

Davie County Schools Instructional Framework

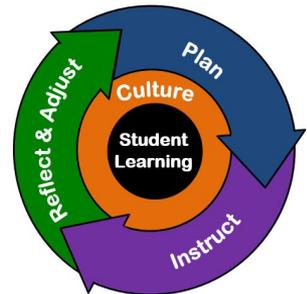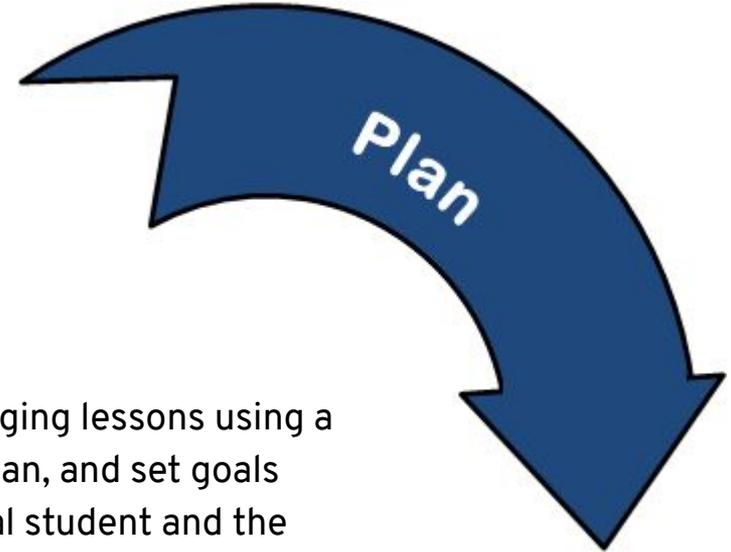| Domains	Concepts	Actions	Evidences
Plan What do we want our students to learn and be able to do? How will we know students are learning?	**Standards Alignment**	Align curriculum, instruction, and assessments to the NC Standard Course of Study.	Standards alignment takes place during regularly scheduled PLCs (school or district level) in order to • understand the rigor of the standard; • clarify what students are expected to know, understand and be able to do; • plan with the end in mind; • establish learning goals; • align standards vertically. Formative and summative assessments are aligned to the skill and rigor of the standard(s) and created prior to designing the lesson.
	Lesson Design	Work collaboratively to design engaging lessons using a variety of data sources. Organize, plan, and set goals that meet the needs of the individual student and the class.	Thoughtfully prepared lesson plans include • standards-aligned materials and resources; • clear learning goals; • direct instruction; • student practice; • checks for understanding.
	Instructional Strategies	Incorporate instructional strategies and processes that engage all students in learning.	Strategies are • research-based; • high-yield; • culturally responsive; • varied and based on student needs and interests.
Instruct	**Focused Instruction**	Apply strategies and deliver lessons, which align to the NC Standard Course of Study.	Learning goal(s) are • aligned to standards; • posted and current; • clearly communicated and understood by the students. The lesson links prior and future learning to provide relevance and context. Use of time is strategic and intentional. Students make connections and are instructionally responsive.

	Engagement	Incorporate engagement strategies to promote student learning.	Students are engaged when there is
			 • effective classroom management which includes
			     ◦ efficient and smooth transitions,
			     ◦ clear routines, procedures, and expectations;
			 • active participation;
			 • student accountability;
			 • the 4 Cs: Critical Thinking, Creativity, Collaboration, and Communication;
			 • student ownership and responsibility of their own learning.
			 Technology is used intentionally to maximize instruction.

	Progress Monitoring	Monitor student learning and adjust instruction to address individual learning needs.	Progress towards student mastery of learning goals is measured by formative assessments. Students self-monitor progress. Multiple opportunities provided to demonstrate standards mastery.
Reflect & Adjust How will we respond when students do not learn? How will we respond when students have learned?	**Analyze Student Progress**	Collaboratively analyze assessment results and reflect on instructional practices.	Formative assessment data is • analyzed in a timely manner; • used to measure standards mastery; • shared with the PLC. Common formative assessments are reviewed to identify individual student needs for intervention and/or enrichment.
	Student Feedback	Provide meaningful feedback to students.	Feedback provided is • timely; • constructive; • specific for next steps to reach mastery; • individualized.
	Modify	Modify instruction in response to data.	Responding to data may include • re-teaching and reassessing standards; • extending the standards or providing enrichment; • flexible grouping; • adapting instructional strategies; • participating regularly in problem-solving teams to address student needs (academics, behaviors, social/emotional).

Culture	**Classroom Environment**	Communicate high expectations for all students.	High expectations for all students are observed when
			 • clear routines, procedures, and expectations are taught and reinforced;
			 • the learning environment is
			     ◦ inviting, respectful, and supportive;
			     ◦ inclusive and flexible.
			 Materials selected and lessons developed to incorporate different points-of-view.

	Professional Environment	Promote positive working relationships through a growth mindset and collaboration.	Positive working relationships are observed when • setbacks are viewed as an opportunity to learn and grow; • feedback is welcome; • problem-solving models are utilized; • conversations revolve around moving forward; • growth is celebrated and recognized; • high expectations are in place. Positive changes in policies and instructional practices are supported. School improvement is promoted through active participation in a professional learning community. Partnerships are built with families and community members through collaboration and communication.

Concepts

Actions

Standards Alignment

Align curriculum, instruction, and assessments to the NC Standard Course of Study.

Lesson Design

Work collaboratively to design engaging lessons using a variety of data sources. Organize, plan, and set goals that meet the needs of the individual student and the class.

Instructional Strategies

Incorporate instructional strategies and processes that engage all students in learning.

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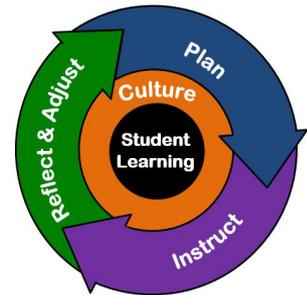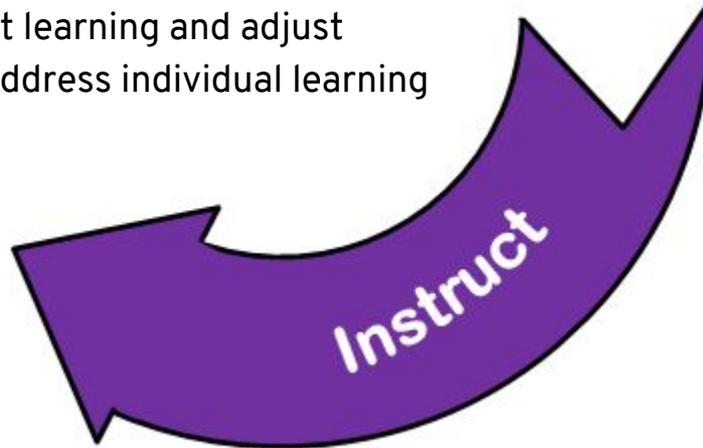| Concepts	Actions
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Concepts   Actions

Reflect & Adjust

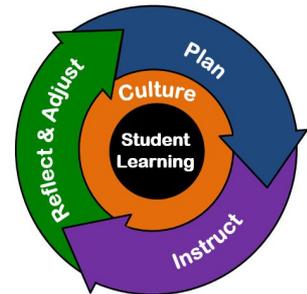**Analyze Student Progress**   Collaboratively analyze assessment results and reflect on instructional practices.

Student Feedback   Provide meaningful feedback to students.

Modify   Modify instruction in response to data.

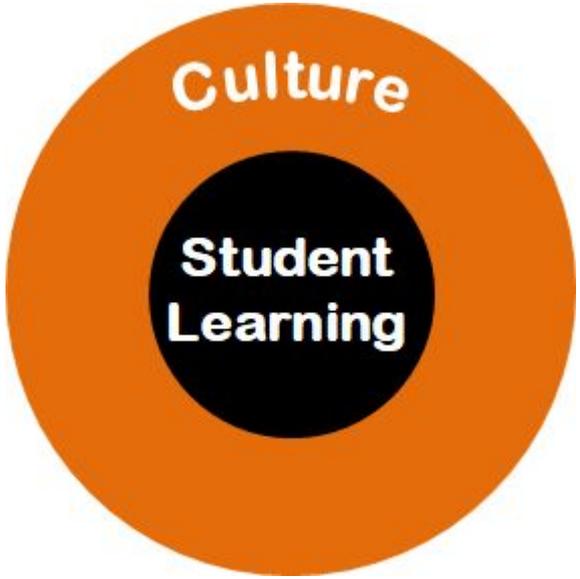# Davie County Schools Instructional Framework

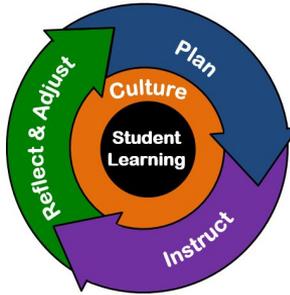| Domains	Concepts	Actions	Evidences
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Concepts

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Professional Environment

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