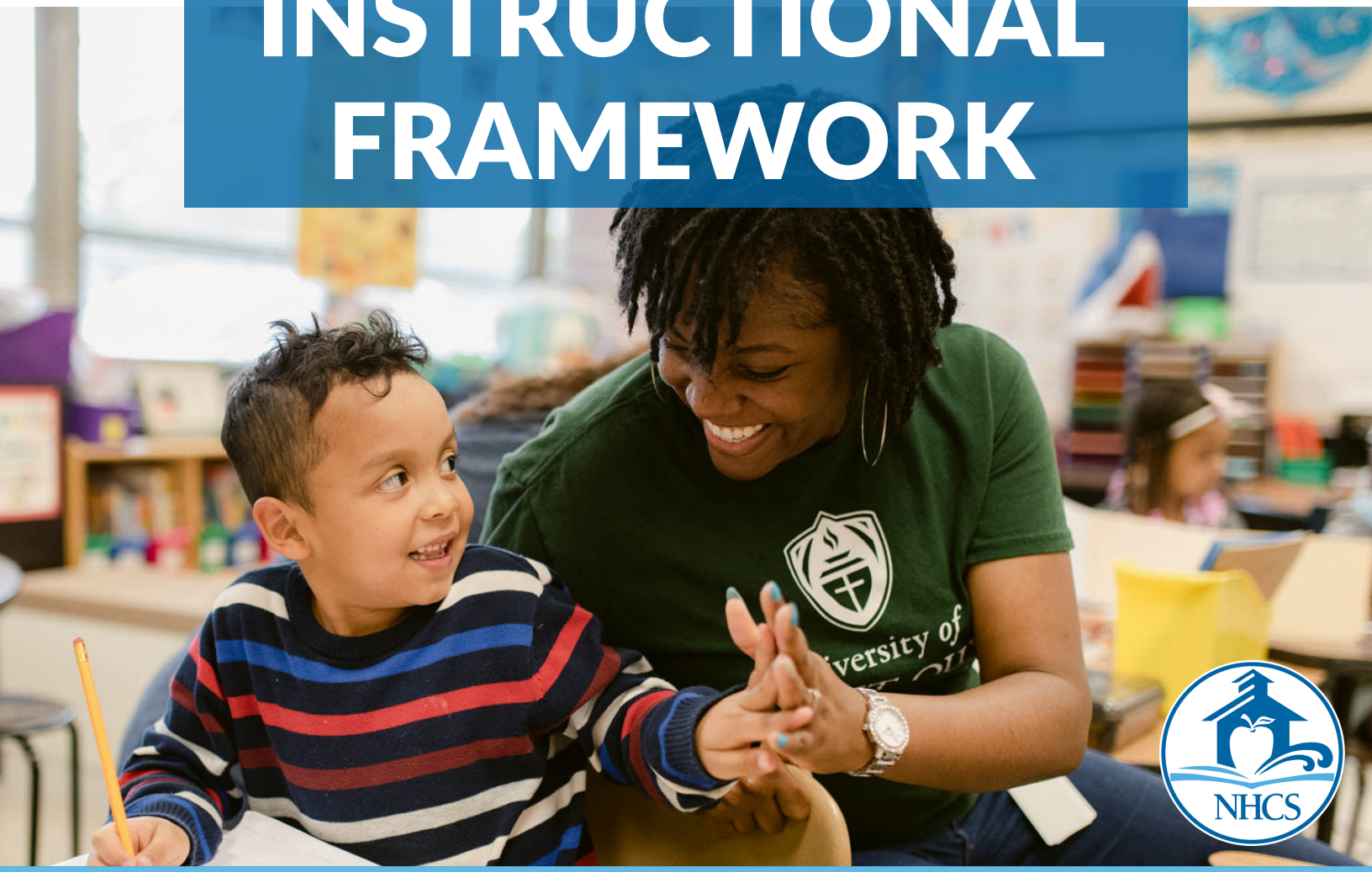
NEW HANOVER COUNTY SCHOOLS

INSTRUCTIONAL FRAMEWORK



PLANNING

INSTRUCTION

CULTURE

REFLECTION

PRACTICE:
PLANNING

CONCEPTS	TEACHER ACTIONS	EVIDENCES
Aligned Learning Targets	Teachers create learning targets that are aligned with the standards to communicate the learning goal.	• Standards are unpacked and learning targets are created to identify the skills needed for mastery. • Learning targets are written in student friendly language. • Learning targets are posted and referenced throughout instruction. • Students can clearly communicate learning targets and can identify their progress on the learning continuum. • Lessons and formative assessments are aligned to learning targets and come in a variety of formats.
Lesson Design	Teachers work together to design lessons that include learning targets, engage students, and are aligned to the North Carolina Standard Course of Study.	• Planning takes place during regularly scheduled PLCs. • PLCs utilize backward planning to create common assessments aligned to the skill and rigor of the standards. • Lessons are based on what students need to know and success criteria. • Formative and summative assessment data drive lesson design. • Standards-aligned, culturally relevant, and appropriately challenging instructional materials are used.
Instructional Best Practices	Teachers create lessons that utilize high impact strategies to engage all learners.	• PLCs are used as opportunities to share and model best practices. • Lessons allow students to apply knowledge, write, think critically, collaborate, and create. • Lessons use a gradual release of responsibility model. • Lessons use research-based, high impact strategies, which are culturally-responsive and differentiated based on student needs.

PRACTICE:
INSTRUCTION

CONCEPTS	TEACHER ACTIONS	EVIDENCES
Targeted Instruction	Teachers **deliver** instruction that is standards-aligned, data driven, and responsive.	• Instruction allows a gradual release model that promotes productive struggle and fosters student independence. • Instruction includes opportunities for student collaboration and discourse. • Instruction includes real world and meaningful experiences so students can make connections. • Formative assessment drives future instruction. • Learning outcomes are articulated to students through defined expectations and/or rubrics. • Academic language is used by teachers and students.
Responsive Teaching	Teachers **deliver** instruction based on data and classroom observations to meet the needs of all learners.	• Teachers regularly use formative assessments to differentiate instruction to meet student needs. • Intentional pairing or grouping of students is based on data and observation. • Scaffolds are provided to allow all learners to attain success.
Student Engagement	Teachers **use** research-based, high impact instructional strategies to engage students in learning.	Research-based, high impact strategies may include: • Student discourse • Inquiry-based instruction • Cooperative learning • Effective questioning • Project-based learning • Blended learning • Interest-based student activities and assignments • Meaningful use of learning tools such as technology and manipulatives • Student leadership opportunities • Opportunities to engage in productive struggle

Visual Learning Tools	Teachers **provide** and **reference** visual learning tools to support student learning.	• Teachers display visual representations of skills and concepts which may include:
		  ◦ Anchor charts
		  ◦ Graphic organizers
		  ◦ Word/Sound walls
		  ◦ Diagrams
		• Teachers reference and students use visual tools to support learning and promote independence.

PRACTICE:
CULTURE

CONCEPTS	TEACHER ACTIONS	EVIDENCES
Classroom Environment	Teachers establish a safe and orderly classroom environment conducive to student learning.	• Clear routines and procedures are established and taught to maximize student learning and independence. • The physical arrangement of student seating, learning spaces, materials, and resources are conducive to learning.
Classroom Communities	Teachers build classroom communities that reflect students' shared understanding of the schoolwide vision and norms.	• Respectful interactions occur between teachers and students to build positive relationships. • Students have opportunities to develop positive peer relationships. • Norms and procedures are revisited regularly. • Frequent opportunities for inclusive student voice are provided. • Students feel safe and productive in the classroom.
Equitable Learning Environments	Teachers empower all students to learn by creating classroom communities with high academic expectations.	• Instruction honors students' backgrounds and experiences. • Grade level instruction is accessible to all levels of learners. • All students have the opportunity to engage in productive struggle. • Student engagement and achievement of subgroups are intentionally monitored. • Students explore and appreciate their connection to others in a global community.
Professional Learning Communities	Teachers actively participate in PLCs in order to improve teaching and learning.	• PLCs are intentionally scheduled and meet regularly. • PLCs are safe spaces to build teacher and collective efficacy. • Agendas are built to include roles, norms, and action items. • PLCs continuously analyze data to inform instructional decisions.

PRACTICE:
REFLECTION

CONCEPTS	TEACHER ACTIONS	EVIDENCES
Data Analysis	Teachers **analyze** assessment results to adjust instruction accordingly.	• Checks for understanding are used when measuring student progress toward the learning target. • Assessments are used regularly to measure student learning and to enrich, reteach, and/or intervene. • Benchmark data is used to determine mastery of standards and to identify individual students' needs for intervention and/or enrichment.
Student Reflection	Teachers **provide** timely and descriptive feedback to promote student reflection.	• Students receive clear and specific feedback that informs their progress towards the learning target(s). • Students meet with teachers to regularly review their data. • Students and teachers partner to determine next steps for learning. • Students self-monitor and reflect on their learning progress. • Student progress is communicated to families on a regular basis.
Teacher Reflection	Teachers consistently **reflect** on their practices to refine and adjust instruction.	• Teachers participate in professional development to improve their craft. • Teachers collaborate with the school instructional team to reflect and refine their practice. • Teachers utilize a variety of quantitative and qualitative measures to collect feedback. • Teachers utilize administrator feedback and student outcome data to improve instruction.

NHCS MISSION

TO STRIVE TO PROVIDE CHILDREN WITH AN OPPORTUNITY FOR A **SUPERIOR EDUCATION** IN A **SAFE AND POSITIVE LEARNING ENVIRONMENT** WHERE THEY ARE PREPARED WITH THE **SKILLS TO SUCCEED.**

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