



The Selma City Schools Teaching and Learning Framework for Instructional Excellence

THE 4 E'S

EXECUTE

Execute Effective Learning Plans

Teachers within the Teaching and Learning Community participate in professional development learning exercises to deepen content knowledge in their specified areas that leads to effective planning and execution of standards-driven instruction using evidence-based strategies to improve lesson design. (AQTS 1.1, 1.3, 1.5, 2.4, 2.6, 2.7, 4.1, 4.10, 5.2, and 5.3)

The Selma City Schools Instructional Framework is a blueprint for consistently planning and using evidence-based teaching practices to improve student achievement, foster equity, and make learning relevant for our scholars. The framework is designed to establish a common language and shared practices within Selma City Schools teaching and learning community in grades prekindergarten through twelfth. It was derived from several courageous conversations among the teaching and learning team of Selma City Schools. All staff are expected to embed the instructional strategies and practices in daily lessons for improved learning outcomes for all scholars. The alignment of the framework with the SCS Learning Plan and Instructional Cycle must be noted. As well, our schools are expected to cultivate positive learning environments that are safe, and promote respectful relationships among peers. This guide, consisting of the 4 E's provides a structure for achieving instructional excellence for every student, in every classroom, in every school, every day.

Engage Our Scholars

Teachers within the Teaching and Learning Community deliver rigorous and relevant evidenced-based instruction in a manner that is explicit and differentiated to increase student achievement, engage, and maximize the learning of all students, driven by formative assessment. (AQTS 1.2, 2.8, 2.10, 3.3, 3.4-3.8, 4.8, and 4.10)

ENGAGE

Evaluate the Results

Teachers within the Teaching and Learning Community use multiple sources of data to continuously measure and monitor student attainment of specified learning targets within content standards and to inform planning for differentiated, individualized, and personalized learning. (AQTS 2.5, 2.8 – 2.11, and 4.9)

EVALUATE

Equity for All

Teachers within the Teaching and Learning Community support and promote positive learning environments that are safe and conducive to student academic, social, and emotional growth by offering collaborative services in and beyond the classroom, including community resources that expand the scope of a school's ability to remove barriers to learning for all scholars. (AQTS 2.1-2.3, 4.1, 4.2, 4.7, 4.8, 5.1, 5.4, and 5.5.)

EQUITY

SELMA CITY SCHOOLS

CONTINUUM FOR INSTRUCTIONAL EXCELLENCE

EXECUTE

- Standards-Driven Classrooms and Alignment
- Lesson Design
- Evidence-Based Instructional Strategies
- Professional Development for Teachers

ENGAGE

- Explicit and Strategic Instruction
- Differentiated, Individualized, and Personalized Learning
- Highly Engaged Classrooms
- Progress Monitoring

EVALUATE

- Formative and Summative Assessment
- Reflective Teaching
- Student Feedback
- Teacher and Student Goal Setting

EQUITY

- Equitable Learning Environments
- Social Emotional Learning and Support
- Families, Community, and School Engagement
- Professional Integrity

*“Every Student, in Every Classroom, in Every School,
Every Day”*



EXECUTE

Standards-Driven Classrooms and Alignment

- Standards are unpacked and teachers write clearly defined learning targets.
- Formative assessments are developed and aligned to the skill and rigor of the standard(s) and created prior to designing the lesson.
- Resources (including technology) are aligned to the skill and rigor of the standards prior to designing the lesson.

Lesson Design

- Planning occurs during regularly scheduled collaborative team meetings (grade/department, data, vertical/horizontal, and PLCs).
- Learning plans are driven by standards-based lesson design.
- Standards-aligned, culturally relevant, and appropriately challenging instructional materials are used.
- Lessons are designed and executed using the gradual release model, which includes standards-based instruction, activation of learning, modeling, guided practice, independent practice, and closure.
- Lessons are designed to engage and meet the needs of diverse (differentiated, individualized, and personalized) learners.

Evidence-Based Instructional Strategies

- Daily lessons require students to talk, read, write, investigate, and listen.
- Lessons use evidenced-based, culturally responsive, and differentiated strategies to meet diverse student needs.
- Aligned instructional strategies to the taught learning targets.

Professional Development for Teachers

- Teachers pursue and continuously seek ways to deepen content knowledge.
- Teachers engage in ongoing professional learning to move practice forward.
- Teachers participate as a teacher leader and member of the professional learning community to advance teaching and learning.



ENGAGE

Explicit and Strategic Instruction

- Specific learning targets are highly visible, clearly communicated, aligned with standards, and understood by all students.
- Instruction includes the activation of prior knowledge or building of background knowledge, modeling, opportunities to make connections, guide practice, independent practice, and closure.

Differentiated, Individualized, and Personalized

- Instruction and resources are adapted to meet the learning needs of individual or groups of students.
- A high quality and specialized multi-tiered model is implemented to support students who require targeted and intensive instruction.
- Learner centered instruction is used to address student needs and increase student ownership of the learning process.

Highly Engaged Classrooms

- Student to student and teacher to student discourse reflects substantive thinking in relation to the learning targets.
- Opportunities to engage in reading, writing, speaking, listening, investigation, and problem solving occur daily.
- Technology and innovative tools are used to facilitate and apply learning.
- Evidenced-based strategies are used to engage all students and ensure equitable opportunities for learning.
- Incorporate STEAM, inquiry-based, and project-based learning experiences in Instructional practices.

Progress Monitoring

- Checks for understanding are embedded throughout the lesson.
- Based on attainment of learning targets, on the spot adjustments are made to support students as they work towards mastery.
- Students are given multiple opportunities and avenues to demonstrate learning.
- Multiple data sources are used to monitor student progress toward the daily and annual learning targets.



EVALUATE

Formative and Summative

- Data from formative and summative assessments are analyzed and used to drive instruction for all students.
- Student performance tasks are developed and used to identify students' strengths and areas in need of improvement.

Reflective Teaching

- Teachers individually and collaboratively debrief to evaluate the effectiveness of daily instruction/practices and identify specific steps for improvement.
- Anecdotal notes are used to drive instruction for specific students.

Student Feedback

- Verbal and nonverbal feedback occur daily.
- Clear, specific, and timely feedback is given to communicate expectations, keep students on track, and provide information relative to student performance.
- Student self-monitoring toward the learning target(s) occurs daily.
- Students and teachers engage in one-on-one goal setting conferences that inform progression toward the learning target(s).

Teacher and Student Goal Setting

- Teachers engage students in developing and monitoring goals for their own learning and behavior.
- Teachers use goal-setting strategies to help students establish their own challenging, measurable, and attainable goals for learning.
- All schools will use goal-setting to assist students with establishing and developing appropriate short- and long-term learning goals across all instructional practices.
- Teachers will offer multiple opportunities for students to monitor, assess, and discuss their progress on meeting their learning goals.



EQUITY

Equitable Learning Environments

- Clear routines and procedures are established, taught, and reinforced to maximize student independence and learning.
- The classroom environment is safe, clean, and orderly.
- The physical arrangement of student seating, learning spaces, materials, and resources are organized to maximize learning time.
- Student to student and scholar to teacher interactions are respectful.
- Interactions and learning communities are inclusive.

Social and Emotional Learning and Supports

- Teachers build positive relationships with students and teach them to make responsible decisions by implementing school-wide PBIS and Capturing Kids' Hearts strategies.
- Supports are provided that assist students with understanding and regulating their own emotions so that they are able to engage in a more positive learning experience.
- Barriers are minimized or removed to increase student efficacy.

Families, Community, and School Engagement

- Parent and community stakeholders are actively engaged in the decision making process.
- Communication with, and involvement of parents, is frequent and used for the purpose of building positive relationships and increasing student learning and development.
- Authentic partnerships are formed with community stakeholders to strengthen the overall school community.

Professional Integrity

- Teachers model and promote high levels of integrity and ethical practices when interacting with students, peers, and the community.
- Teachers advocate for all students' equitable learning opportunities and access to resources.
- Teachers operate in excellence based on the Employees Expectations for Excellence.

GLOSSARY

ALIGNMENT refers to the process of designing lessons and assessments which are directly in line with the Alabama Course of Study.

ANECDOTAL NOTES is a process where the teacher records observations of student performance, skills, behavior, and attitudes for the purpose of making continuous improvement decisions.

BARRIER refers to any situations, circumstances, or processes that impede on students' ability to successfully learn.

CAPTURING KIDS' HEARTS is a research based, school-wide process intended to establish a more collaborative classroom and enhance both teacher and student experience.

CULTURALLY RELEVANT & RESPONSIVE are a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.

DATA TEAM is a grade level, department, or school team that examines students' work and assessment performance and uses the results to drive instructional design, delivery, and assessment of learning.

DIFFERENTIATION is tailoring of instruction, resources, and assessment based on individual student needs; teacher makes adaptations

DISCOURSE refers to the thinking, discussion/dialogue in which students engage in order to deepen understanding or acquire new skills

ENGAGEMENT is the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught.

EXECUTE is the beginning stage of instruction where purposeful planning occurs, learning is established based on the taught content standards and lessons are executed using evidenced-based strategies.

EQUITY refers to the belief that all students, regardless of race, ethnicity, gender, disability, etc. receive high quality and challenging learning opportunities, access to resources, and responsive school environments.

EVIDENCE BASED describes approaches, processes, and strategies that have been empirically demonstrated to produce learning outcomes.

FORMATIVE ASSESSMENT is a range of formal and informal assessment procedures conducted by the teachers during the learning process to modify teaching and learning activities to improve student attainment of skills.

GRADUAL RELEASE is an instructional model where teachers strategically transfer the responsibility during the learning process from teacher to student (I do, we do, you do).

HORIZONTAL PLANNING refers to collaboration among teachers within the same grade level; alignment, lesson design, assessment, and analyzing data

INCLUSIVE refers to pedagogical practices that allow each student to feel respected, confident and safe so that he or she can learn and develop to his or her full potential.

INDIVIDUALIZED LEARNING is instruction that is tailored to students strengths and weaknesses.

LEARNING SPACES are physical spaces in the classroom where students engage in various learning activities. Spaces are comfortable, flexible, and appropriate based on the learning activity, and maximizing student learning opportunities.

LEARNING TARGETS convey to students the destination for the lesson: what to learn, how deeply to learn it, and exactly how to demonstrate their new learning (i.e. I Can Statements, objectives)

PBIS (Positive Behavioral Interventions & Supports) is a research-based, school-wide system/process to improve school climate and create safer and more effective schools. The process focuses on teaching expectations and support positive behavior for all students.

PERFORMANCE TASKS are defined as any learning activity, task, or assessment that yields a tangible product and/or student performance that demonstrates evidence of learning.

PERSONALIZED LEARNING involves assessment AS learning, FOR learning, and a minimal OF learning. Teachers develop capacity so that students become independent learners who set goals, monitor progress and reflect on learning. Assessments are based on individual mastery of skills, and the students take responsibility to drive their own learning.

PLC (Professional Learning Community) is a group of educators who meet regularly, share expertise, and work

collaboratively to improve teaching skills and the academic performance of students.

RIGOR refers to educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.

STANDARDS-BASED is defined as teachers and students having clear understanding of the expectation for learning. They know what the learning target is, why it's important, and how to get there.

SUMMATIVE ASSESSMENT is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, typically at the end of a project, unit, course, or semester.

TIERED INSTRUCTION represents a model in which the instruction delivered to students varies based on need, is delivered to smaller groups of students, and the intensity and frequency varies based on student needs (RtI – Response to Instruction)

VERTICAL PLANNING refers to a collaboration between teachers across grade levels (i.e. 2nd & 3rd) to improve student achievement from one grade level to the next.

Aim For Excellence

Effective 2019-2020 School Year

