Park City School District Instructional Framework

WHAT IS AN INSTRUCTIONAL FRAMEWORK?

An instructional framework is a set of expectations that define and describe evidence-based practices for educators to ensure student learning. The PCSD Instructional Framework conveys valued practices in the following domains:

- Planning
- Instruction
- Assessment
- Culture

WHY DO WE NEED AN INSTRUCTIONAL FRAMEWORK?

The purpose of an instructional framework:

- **Establishes expectations for professional practice**

  Teaching is a complex activity. It is important to ensure that all educators have a clear understanding of the district's vision of academic excellence. The PCSD Instructional Framework outlines specific practices and teaching responsibilities that constitute effective teaching.

- **Ensures greater consistency in teaching across the district**

  The vision and mission of Park City School District focuses on ensuring equity in educational opportunity for all students. Well-articulated common practices assure greater consistency in teaching across grade-levels and schools throughout the district. The PCSD instructional framework depicts the effective teaching that should take place in each classroom.

- **Provides a guide for refining and improving teaching practices**

  Supportive learning requires responsive and reflective practitioners. An instructional framework builds a common language and establishes shared meanings among teachers, administrators, and instructional support team members. The PCSD Instructional Framework provides context for discussions focused on what is working to promote learning and those area(s) that need improvement.

SUMMARY

The Park City School District Instructional Framework is a blueprint for educators to consistently plan learning using evidence-based practices that ensure equity and student achievement. The instructional framework establishes district expectations for teaching and learning, ensures equity in learning opportunities among our schools, and provides shared meaning and common language. The framework guides all educators toward academic excellence in teaching and supports their continued growth in the profession.

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The instructional framework defines and describes evidence-based practices that
create consistency and promote student learning in PCSD.

Domain	Concepts	Expectations	Evidences
	STANDARDS ALIGNMENT	Teachers create learning objectives, lesson plans, and assessments aligned to the Utah Core Standards and PCSD Priority Standards.	·Teachers utilize Utah Core and PCSD Priority Standards to plan instruction. ·Teachers create content, language, and social/emotional objectives aligned with the skill and rigor of the priority standards. ·Teachers create and use student-friendly language to communicate objectives ("I can statements"). ·Teachers align formative assessments with the objectives.
	LESSON DESIGN	Teachers work collaboratively to design lessons that create access to a rigorous learning experience for all students.	·Planning takes place during regularly scheduled PLC meetings. ·District approved, standard-aligned, culturally relevant, and appropriately challenging instructional materials are used. ·Teachers use a lesson planning tool to structure learning for all students. ·Teachers plan lessons focused on a gradual release of student responsibility and include modeling, guided instruction, collaboration and independent learning.
	INSTRUCTIONAL STRATEGIES	Teachers choose instructional strategies and processes that engage ALL students in learning.	·Teachers uses student assessment data to design learning activities that are responsive to the individual needs of the students (i.e. students with IEPS, ELL, PACE, etc.). ·Teachers utilize evidence-based, high-yield strategies that are culturally-responsive and differentiated based on students' needs.
	FOCUSED INSTRUCTION	Teachers deliver lessons which are aligned to the Utah Core Standards and PCSD Priority Standards.	·Student-friendly content, language, and social/emotional objectives are posted, explained, and frequently referred to during the lesson. ·Teachers provide students with clear explanations of what they should know and be able to do to demonstrate proficiency with the learning objectives. ·The lesson links students' previous and future learning to ensure relevance and context for the students.
	ENGAGEMENT	Teachers use instructional strategies that engage students in learning.	·Student-to-student and student-to-teacher discourse is structured to solicit and solidify student thinking. ·Students have opportunities to collaborate and learn together. ·Teachers use learning strategies that incorporate different learning modalities (visual, kinesthetic, artistic, etc.). ·Teachers include opportunities for students' choices regarding how they gain and demonstrate their understanding. ·Teachers scaffold and extend the learning for students throughout the lesson. ·Technology and innovative tools are used to facilitate and apply learning.

	PROGRESS MONITORING	Teachers monitor student learning and adjust instruction to support individual student needs.	·Checks for understanding are frequently used throughout the lesson to measure student progress and adjust instruction. ·Students self-monitor and determine their progress toward learning objectives. ·Students are given multiple opportunities to demonstrate their understanding over time.

	TEACHER COLLABORATION	Teachers collaborate to design and analyze assessment data to adjust instruction and determine student intervention or enrichment instruction.	·Teachers regularly collaborate to analyze assessment data, adjust instruction, and plan student interventions or enrichment. ·Teachers plan and use a variety of assessments to help students demonstrate understanding. ·Common formative assessments are developed by teacher teams that inform instruction throughout a unit of study. ·Summative assessments are used to measure student learning at the end of a unit of study and to determine student interventions or enrichment instruction. ·Benchmark data are used to analyze individual student progress toward grade-level proficiency and determine student interventions or enrichment instruction.
	STUDENT FEEDBACK	Teachers provide timely feedback to students.	·Teachers provide clear and specific feedback to inform students of their progress in learning the objectives. ·Students frequently self-monitor to be able to measure their level of understanding and adjust their practices and engagement.
	CLASSROOM ENVIRONMENT	Teachers create safe and orderly classroom for learning	·Clear routines and procedures are taught and used. ·The physical arrangement of seating and the use of materials and resources is conducive for learning.
	CLASSROOM COMMUNITY	Teachers build classroom communities that foster social emotional development.	·Teachers build relationships with students and families. ·Interactions between classroom members are respectful. ·Inclusivity is a focus for developing peer relationships. ·Class members are supported in identifying and regulating emotions. ·Opportunities to develop responsibility and independence are promoted.
	EQUITABLE LEARNING ENVIRONMENT	Teachers hold high expectations for each student and build classroom communities that support individual success.	·Teachers monitor student engagement to ensure a student-centered environment. ·Students explore their connections to a global community. ·Teachers monitor and support achievements of specific student groups.