



ECPPS Instructional Framework

Planning

Concepts	Teacher Actions	Evidences
Standards Alignment	Teachers use backward design to create clearly defined learning targets, lesson plans and assessments aligned to the NC Standard Course of Study.	<ul style="list-style-type: none"> Teachers write clearly defined learning targets based on unpacked standards. Formative assessments are aligned to the skill and rigor of the standards and created prior to designing the lesson.
Lesson Design	Teachers work together to design engaging lessons that use a gradual release instructional model.	<ul style="list-style-type: none"> Planning takes place during regularly scheduled data team and PLC meetings. Formal and informal assessment data drive lesson design. Instructional materials used are standards-aligned, culturally relevant, and appropriately challenging. Lessons include a standards-based learning target, activation of learning, guided practice, independent practice, and closure.
Instructional Strategies	Teachers incorporate instructional strategies that engage all students in learning.	<ul style="list-style-type: none"> Daily lessons require students to read, write, inquire, collaborate, and show organization. Lessons include research-based, high-yield strategies, which are culturally relevant and differentiated based on student needs.

Assessment

Concepts	Teacher Actions	Evidences
Teacher Reflection	Teachers analyze assessment data collaboratively and modify instruction as necessary	<ul style="list-style-type: none"> Data is used to analyze student learning and to identify individual needs for intervention and enrichment. Ongoing formative assessments and common formative assessments are used to check for and measure student learning. Teachers lead conversations with colleagues and students about data to offer positive suggestions.
Student Feedback	Teachers provide specific and timely feedback to students.	<ul style="list-style-type: none"> Students receive specific, clear, timely, and actionable feedback from teachers and peers that inform their progression towards mastering standards. Students monitor their own learning towards learning targets
Data Analysis	Teachers use measures that assess multiple aspects of learning. Teachers provide opportunities for students to analyze their own data.	<ul style="list-style-type: none"> Students and teachers use data to understand individual strengths, weaknesses, preferences and goals. Students and teachers reflect on their progress using assessment data and create goals for learning.

Instruction

Concepts	Teacher Actions	Evidences
Focused Instruction	Teachers deliver lessons which are aligned to the NCSCOS and the district pacing guides and curriculum maps.	<ul style="list-style-type: none"> Objectives are posted LEQs are linked to the standards and written in student friendly language Academic vocabulary is used by teacher and students
Gradual Release	Teachers structure the lesson to include explicit instruction/modeling, guided practice, independent work and closure. Teachers lessons are characterized by the gradual release model: I do (Teacher Models) We Do (Whole Group), You Do (Pairs or Independently).	<ul style="list-style-type: none"> The lesson provides relevance and context to the student Assessment tasks provide evidence that students understand and apply learning in context Classroom environment supports whole group and small group instruction Learning aids and/or manipulatives are used to support learning.
Differentiated Instruction	Teachers consider students' readiness, interests, and learning styles to adapt content, process, and product. Teachers progress monitor student learning and adjust instruction to address individual learning needs including intervention and enrichment.	<ul style="list-style-type: none"> Students are given multiple opportunities to demonstrate learning Opportunities to read, write, inquire, problem solve, and collaborate occur daily Digital Teaching and Learning is used to provide differentiated instruction.
Engagement	Teachers use research-based, high-yield instructional strategies to help students learn.	<ul style="list-style-type: none"> Students are observed actively participating in authentic tasks and using resources efficiently Teachers elicit frequent student response Teachers structure collaborative learning opportunities

Culture

Concepts	Teacher Actions	Evidences
Classroom Community	Teachers build classroom communities that foster students' social and emotional development.	<ul style="list-style-type: none"> Opportunities to develop responsibility, independence, and positive relationships with peers are promoted. Clear classroom routines and procedures are observed and students are observed following behavior expectations.
Equitable Learning Environment	Teacher builds classroom communities with high academic expectations for ALL students and promote a respectful culture	<ul style="list-style-type: none"> Learning environments and communities are inclusive. Appropriate scaffolds and support are provided for equitable access to the curriculum. Engagement and achievement is monitored for all student subgroups