



INSTRUCTIONAL FRAMEWORK
A Guide for Teachers and Leaders

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The GPS Instructional Framework establishes clear expectations for teaching and learning that promote equitable learning experiences, system coherence, and efficacy for both students and teachers.

Integral to the framework is the belief that growth is perpetual, and the creation of a learner-centered culture is the responsibility of our entire school community: leaders, teachers, students, and families.

Inspiring
EXCELLENCE
in every
LEARNER

 **GILBERT**
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CONNECT



CONCEPT

C1: INCLUSIVE OF ALL

Seek to understand and support the *identities* of each individual within our *diverse* learning community, both students and staff.

1b

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers & Leaders:

- Acknowledge that our school community benefits from its *diversity*.
- Seek to learn about diverse strengths and needs among one another.
- Demonstrate flexibility in adapting to the changing make up of our school.
- Establish consistent and high expectations for the recognition of individual *identities*.
- Ensure that every child has a connection within the school community.
- Explore and appreciate their connection to others in a global community.

CONCEPT

C2: INTERPERSONAL RELATIONSHIPS

Promote positive and respectful interactions among all stakeholders that foster a climate of trust and sense of belonging.

2a, 4d, 4f

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers & Leaders:

- Model and promote positive relationships, caring, and equity through a climate of trust and teamwork.
- Promote and develop positive peer relationships, responsibility, and interdependence.
- Act with integrity, honesty, and respect.
- Identify and regulate emotions to make responsible decisions.
- Engage in collaborative dialogue to increase student success.

CONCEPT

C3: LEARNING ENVIRONMENT

Deliberately construct an engaging, inclusive, and equitable learning environment that promotes academic, *social* and *emotional* well-being of all stakeholders.

2b, 2c, 2d, 2e

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers & Leaders:

- Establish a learning environment of trust, safety, and accessibility that allows all to take risks and learn from mistakes.
- Establish and consistently maintain clear routines and procedures with understood expectations to maximize independence.
- Foster independence, responsibility, and motivation for learning.
- Create intentional opportunities within classrooms to foster students' social and emotional development.

CONCEPT

C4: FAMILY AND COMMUNITY ENGAGEMENT

Provide inclusive opportunities for all stakeholders to be active partners in students' learning.

1e, 4c

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers & Leaders:

- Engage in ongoing communication to foster positive interactions and share goals, expectations, and student progress with families in a timely and constructive manner.
- Listen and respond with *cultural awareness*, empathy, and understanding to the voice and opinions of all stakeholders.
- Utilize and promote relevant experiences with community and business partners to support student learning.
- Extend learning opportunities that allow students to see the relationship between the curriculum and their lives, to make connections to a global community, as well as to explore the connections of others.



DESIGN

CONCEPT

D1: LEARNING EXPECTATIONS

Utilize Arizona Academic Standards as the foundation for curriculum, instruction, and assessment design to establish a shared understanding of expectations for student learning.

1a, 1c, 1e, 1f, 3a

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers:

- Utilize **priority standards** to focus instruction.
- Communicate learning expectations at the depth and rigor level that aligns to performance standards.
- Utilize **clarity maps** to communicate **learning goals**, daily **learning targets**, and **success criteria** to students.
- Use **learning targets** and **success criteria** based on the academic standards and learning progressions to measure growth and inform next steps.
- Integrate literacy and writing standards across all content areas.

CONCEPT

D2: LESSON DESIGN

Design intentional instruction, **intervention**, and **enrichment** that ensure **student growth** towards mastery of **standards** through the use of multiple measures of **data**.

1a, 1b, 1c, 1d, 1e, 1f

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers:

- Design clear, logical, and sequential instruction.
- Collaboratively design **scaffolded** and **personalized learning** experiences.
- Provide **intervention/enrichment** opportunities based on **data** from **formative assessments** to meet student needs.
- Embed collaboration, communication, creativity, critical thinking, character, and citizenship within learning experiences.
- Provide opportunities for student choice to empower students in their own learning.

CONCEPT

D3: INSTRUCTIONAL STRATEGIES

Develop engaging and active learning experiences using **high-yield instructional strategies** to meet the needs of all students.

1b, 1c, 1d, 1e, 1f, 3c

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers:

- Utilize **high-yield instructional strategies** to improve **student growth** and proficiency.
- Incorporate student use of tools/technology that require higher-order thinking skills to enhance opportunities for independent and collaborative learning.
- Incorporate real world applications and cross-curricular connections relevant to students' lives and cultural backgrounds.
- Deliver learning experiences that allow for **feedback** and adjustments in instruction to promote individual **student growth**.

INSTRUCT



CONCEPT

I1: TEACHER CLARITY

Clearly communicate to students the **learning goal(s)**, **success criteria**, and learning targets of the learning experiences.

1c, 3a, 3b

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers:

- Clearly articulate **learning goals** and **learning targets** through the use of academic language and clear explanations of content with appropriate **scaffolding**.
- Communicate content in a way that invites student participation, **higher-order questioning**, and thinking.
- Facilitate learning as students engage fully with each learning experience.
- Communicate indicators of success through the use of **learning targets**, **success criteria**, and continuous student **self-assessment**.

CONCEPT

I2: INTENTIONAL INSTRUCTION

Provide **learner-centered instruction** using **high-yield instructional strategies** that promote engagement and meet **learning goals**.

3a, 3b, 3c, 3d, 3e

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers:

- Clearly articulate the purpose of each activity and how it supports the **learning target**.
- Intentionally embed **high-yield instructional strategies** designed specifically for the **learning targets**.
- Formulate questions which require higher-order thinking and student-to-student discussion.
- Invite students to formulate questions of high cognitive challenge and to justify their reasoning.
- Use ongoing **formative assessment** results to meet individual and group needs through **personalized learning**, **intervention**, and **enrichment**.

CONCEPT

I3: STUDENT ENGAGEMENT

Engage students through relevant and authentic learning experiences that motivate learners to ask questions, discover solutions, and learn at deep levels.

3b, 3c

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers:

- Engage students in **rigorous** and relevant instruction with experiences that require student thinking and emphasize depth of thought.
- Guide students in meaningful learning experiences that include student choice and multiple solutions.
- Facilitate collaboration that leads to problem-solving through critical thinking and teamwork.
- Foster and model enthusiasm and perseverance.





ASSESS

CONCEPT

A1: BALANCED ASSESSMENTS

Design, administer, and analyze a variety of assessments to monitor student learning and inform instruction.

1f, 3d

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers:

- Develop and incorporate common **formative** and **summative assessments** through the **Professional Learning Community (PLC)** process.
- Match assessments to the desired outcome and incorporate student choice.
- Use **universal screeners** and diagnostics for foundational literacy, numeracy, and behavior.
- Use **data** to inform a continuum of instructional supports for all learners.
- Collect and analyze evidence of student learning.

CONCEPT

A2: LEARNING TARGETS AND SUCCESS CRITERIA

Ensure students engage in peer and **self-assessment** as they use **learning targets** and **success criteria** to monitor their learning.

1f, 3d, 4b

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers provide:

- **Peer** and **Self-Assessment** opportunities that focus on **self-efficacy** and **self-advocacy**.
- Frequent opportunities for student reflection and goal setting which prioritizes learning.
- **Success criteria** that use student language, are specific to the **learning target**, and are incorporated into instruction.
- **Rubrics**, scoring guides, and **exemplars** as models of mastery for students.

CONCEPT

A3: FEEDBACK CYCLE

Provide timely and specific **feedback** based on **learning targets** and **success criteria** to accelerate learning.

1a, 1f, 3d

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers provide:

- Timely, specific, and actionable **feedback** that furthers student learning and follows best practices in grading.
- Opportunities for a variety of **feedback** types: student-to-student, student-to-self, teacher-to-student, student-to-teacher.
- Communication with students and families about student learning.
- **Feedback** that is individualized and focused on strengths and opportunities for growth.

REFLECT

CONCEPT

R1: LEARNER REFLECTION

Learners build *self-efficacy* by reflecting on their learning process and developing academic and *social-emotional* goals that foster growth.

2b, 3d

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers:

- Assist learners in setting goals.
- Provide timely, actionable, and frequent **feedback** to learners on their academic progress.

Learners self-assess their learning by:

- Setting actionable goals.
- Monitoring their own academic growth with the use of a **clarity map** or other tool.

CONCEPT

R2: TEACHER REFLECTION

Teachers examine instructional practices and evidence of student learning to inform priorities and take responsive action to improve learner outcomes.

3e, 4a, 4b, 4e

WHAT DOES IT LOOK LIKE IN PRACTICE?

Teachers:

- Reflect, review, and revise instruction to enhance learner experiences.
- Evaluate student performance **data**.
- Adjust and differentiate instructional practices to address student misconceptions.

Teachers:

- Seek growth through ongoing professional learning and collaborative opportunities.
- Demonstrate flexibility in adapting the school culture to improve learner outcomes.
- Set professional goals based on instructional strengths and needs using established standards of professional performance.

CONCEPT

R3: TEAM REFLECTION

Collaborative teams engage in analysis of student performance and instructional design to improve academic outcomes for learners and teacher *efficacy*.

4a, 4b, 4d, 4f

WHAT DOES IT LOOK LIKE IN PRACTICE?

Collaborative Teams & Leaders:

- Engage in focused and reflective dialogue about instruction and student learning.
- Create a respectful team culture that promotes open dialogue and collective teacher **efficacy**.
- Work collaboratively to impact classroom practice and outcomes.

Teachers actively participate in PLCs to:

- Collect and analyze common performance products and assessments to identify student needs.
- Set **learning goals** and **targets** based on priority standards.
- Use **high-yield instructional strategies** and evidence-based interventions to meet student academic and **SEL** needs.
- Use **formative assessment** to monitor student progress and outcomes.

GLOSSARY OF TERMS

CLARITY MAP

A high-yield strategy to communicate learning goals, success criteria, and daily learning targets in student-friendly language in order to provide clarity of purpose for students.

CULTURAL AWARENESS

The ability of individuals to use academic, experiential, and interpersonal skills to increase their understanding and appreciation of cultural differences and similarities within, among, and between groups.

DATA

Any evidence of student learning that is collected and utilized to inform instruction and decision-making. Examples include formative assessment results, qualitative observations of skills, exit tickets, district benchmark results, and state assessment results.

DIFFERENTIATION

The process by which teachers use multiple measures of data to tailor instruction and assessment based on individual student needs. There are four main areas in which a teacher may differentiate for student learning: content, process, product, and learning environment.

DIVERSITY

The practice or quality of including or involving people from a range of social, racial and ethnic backgrounds, genders, sexual orientations, ability levels, etc.

EFFICACY

The belief that individuals can have a positive impact on achievement despite other influences that may pose challenges to success (i.e., self-efficacy, student efficacy, teacher efficacy, collective teacher efficacy).

ENGAGEMENT

The meaningful interaction between students and the active learning environment. It is predicated on the belief that learning improves when students are inquisitive, interested, or inspired. Engagement results in students' motivation, commitment, persistence, and feelings of accomplishment while learning and progressing in their education.

ENRICHMENT

Providing students the opportunity to study concepts with greater depth, breadth, and complexity while also helping students explore personal interests and strengths.

EQUITY

Equity is achieved when all students receive the support required to access high-quality challenging learning opportunities and resources that prepare them for success in school and beyond.

EXEMPLAR

A sample of work that can be used to illustrate mastery of standards or learning progressions. Exemplars provide concrete examples and promote self-assessment, as well as generate further clarity of learning goals, targets, and success criteria.

GLOSSARY OF TERMS

FEEDBACK

Feedback provides students with clear guidance and actionable steps on how to improve their learning and/or product. Effective feedback is specific, timely, and informs students' progression towards mastery of learning goals. Feedback and reflection on success criteria can be generated through self- and peer-assessment as well as provided by the teacher.

FORMATIVE ASSESSMENT

A range of formal and informal assessment procedures conducted by teachers during the learning process to modify teaching and learning activities to improve student progress towards mastery of standards.

HIGHER-ORDER QUESTIONING

Higher-order questioning promotes critical thinking skills and puts advanced cognitive demand on students because they are expected to apply, analyze, synthesize, and evaluate information instead of simply recalling facts.

HIGH-YIELD INSTRUCTIONAL STRATEGIES

Effective educational strategies supported by evidence and research that strengthen student learning and achievement when used with fidelity.

IDENTITY

The definition of who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you. Aspects that affect a person's identity include (but are not limited to) race/ethnicity, gender, social class/socioeconomic status, sexual orientation, (dis)abilities, and religion/religious beliefs.

INTERVENTION

A specific set of academic or behavioral supports for students that intentionally target a particular challenge or need. Interventions are specific, formalized, span a set time frame, and are reviewed at set intervals.

LEARNER-CENTERED INSTRUCTION

Learner-centered instruction is cooperative, collaborative, and community-oriented. Students are encouraged to direct their own learning and to work with other students on research projects and assignments that are both culturally and socially relevant to them. Students become self-confident, self-directed, and proactive.

LEARNING GOALS

Easily identifiable actions that students are expected to demonstrate in terms of knowledge and skills. Learning goals are derived from priority standards and written in student-friendly language to begin with "I am learning to..." These statements should clearly articulate the purpose for student learning.

LEARNING TARGETS

Short-term outcomes written in student-friendly language that clearly describe what students will learn and be able to do by the end of a class / lesson. Learning targets are derived from success criteria and learning goals, begin with an "I can..." statement, and are posted in the classroom.

GLOSSARY OF TERMS

PEER ASSESSMENT

A structured learning process for students to critique and provide feedback to each other on their work against set assessment criteria. It helps students develop lifelong skills in assessing and providing feedback to others and also equips them with skills to self-assess and improve their own work.

PERSONALIZED LEARNING

A diverse variety of learning experiences, instructional approaches, and academic-support strategies that are intended to address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

PRIORITY STANDARDS

Standards that have been identified as most essential to a particular grade level, content area, or course. Although it is still important to teach standards that are not deemed prioritized, teachers devote significant time and resources to ensuring that prioritized standards are mastered.

PROFESSIONAL LEARNING COMMUNITY (PLC)

A professional team of teachers who utilize the expectations outlined in the GPS Instructional Framework to create purposeful and meaningful learning experiences. PLCs enable teachers to learn from one another, critically examine student performance data, and plan instruction using highly effective strategies. Effective PLCs result in student growth and mastery of essential concepts and skills as defined by the Arizona Academic Standards.

RIGOR

Rigor describes instruction, learning experiences, and expectations that are academically, intellectually, and personally challenging.

RUBRIC

A scoring tool that explicitly describes the instructor's performance expectations for an assignment or piece of work. A rubric identifies criteria, descriptors, and/or performance levels. Rubrics can be used to provide feedback to students on diverse types of assignments, papers, projects, oral presentations, artistic performances, and group projects.

SCAFFOLDING

Using a variety of instructional techniques to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

SELF-ADVOCACY

Students understand their needs and seek additional assistance and resources to achieve their goals and/or learning target.

SELF-ASSESSMENT

A practice by which students assess the quality of their own work or their level of mastery of a given skill or concept.

GLOSSARY OF TERMS

SOCIAL-EMOTIONAL LEARNING (SEL)

The process through which people acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.

STUDENT GROWTH

A student's academic and social emotional progress over a period of time.

SUCCESS CRITERIA

The key competencies and skills needed to demonstrate mastery of the learning goal. Success criteria clarify performance expectations and serve as a guide for self-assessment. They are most effective when co-constructed with students and written in student friendly language.

SUMMATIVE ASSESSMENT

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against the success criteria from a deconstructed standard. Unit exams, district benchmarks, and state high stakes tests are all examples of summative assessments.

TEACHER CLARITY

Teacher clarity involves clearly communicating the intentions of a lesson and its success criteria. Clear learning intentions describe the skills and knowledge that students need to learn.

UNIVERSAL SCREENERS

Brief assessments that are predictive of the level of risk of not meeting curricular benchmarks.





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140 SOUTH GILBERT RD.

GILBERT, AZ 85296

WWW.GILBERTSCHOOLS.NET