

Park City School District Instructional Framework 2.0

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 aligned with the Utah Effective Teaching Standards:

Planning, Instruction, Assessment, Culture, Professionalism

The Utah Effective Teaching Standards (UETS) have the following Standards with associated elements under concepts listed below:

Standard 1: Learners and Learning; Effective teachers demonstrate attention to the impact of unique learner characteristics on development and growth.

Standard 2: Instructional Design Clarity; Effective teachers preview classroom content, demonstrate clarity in how they organize and sequence instruction and effectively plan for learning and student engagement.

Standard 3: Instructional Practice; Effective teachers engage in high quality instructional practices that are data-informed, exhibit a collaborative approach to teaching and learning and meet the learning needs of each student

Standard 4: Classroom Climate; Effective teachers create academic, physical, social, and emotional conditions, with emphasis on academic performance

Standard 5: Professional Responsibility; Effective teachers demonstrate an awareness of and adherence to professional and ethical standards within their school and with families and communities

WHY DO WE NEED AN INSTRUCTIONAL FRAMEWORK?

The purpose of an instructional framework is to establish expectations for professional practice; ensure consistency in teaching across the district; and provide 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 Personalized Competency Based learning and those area(s) that need improvement founded in Evidence Based Practices (EBP).

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.

RESOURCES

[UETS: A Field Guide](#) including Evidence-Based Practices
[Utah Effective Teaching Standards](#)

[PCBL Framework](#)
[Utah's High Quality Instructional Cycle \(HQI\)](#)

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Strand	Concept and UETS Element	Expectations
<p>PLANNING</p>	<p>STANDARDS ALIGNMENT</p> <p>2.1 Content</p>	<p>Teachers create lesson and instructional activities that are</p> <ul style="list-style-type: none"> • relevant learning experiences • connected to PCSD coherence maps • aligned to learning intentions with success criteria • based on Utah Core Standards <p>Evidence Based Practices Teacher Student Evidences</p>
	<p>LESSON DESIGN</p> <p>2.2 Learning Progression 2.3 Instructional Planning</p>	<p>Teachers work collaboratively to strategically create</p> <ul style="list-style-type: none"> • sequenced learning experiences • aligned within and across grade levels • high quality personalized instructional activities informed by student progress data • multiple opportunities for students to reflect upon and assess their own growth • and allow multiple opportunities and means for demonstration of competency. <p>Evidence Based Practices Teacher Student Evidences</p>
	<p>INSTRUCTIONAL STRATEGIES</p> <p>1.1 Personalizing Learning 2.4 Engagement</p>	<p>Teachers design learning experiences that</p> <ul style="list-style-type: none"> • build on background knowledge • provide opportunities for each student to access and practice new learning • actively engage students • use a variety of tools and strategies • are responsive to the individual needs of the students (i.e. students with IEPs, ELL, PACE, 504, etc.) <p>Evidence Based Practices Teacher Student Evidences</p>

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INSTRUCTION	FOCUSED INSTRUCTION 3.1 Instructional Strategies	<p>Teachers deliver standards-based instruction</p> <ul style="list-style-type: none"> Using appropriate academic language and use evidence-based strategies to stimulate higher-level thinking, discourse and problem solving scaffold learning experiences to meet the needs of all students. <p>Evidence Based Practices Teacher Student Evidences</p>
	ENGAGEMENT 3.3 Relevance 3.4 Innovation and Technology	<p>Teachers provide relevant learning opportunities that</p> <ul style="list-style-type: none"> value students’ interests and backgrounds and allow learner agency and choice in accessing learning and demonstrating competency. intentionally use of technological and non-technological tools to enhance and deepen student learning, encourage creativity and innovation in learning and facilitate students’ appropriate use of available tools and resources <p>Evidence Based Practices Teacher Student Evidences</p>
	PROGRESS MONITORING 4.4 Growth-Oriented Climate	<p>Teachers</p> <ul style="list-style-type: none"> monitor student learning adjust instruction to support individual student needs. cultivate classroom culture that encourage rigorous learning, perseverance promotes critical thinking. <p>Evidence Based Practices Teacher Student Evidences</p>

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ASSESSMENT	TEACHER COLLABORATION 3.2 Assessment Practices	<p>Teachers collaborate</p> <ul style="list-style-type: none"> to design and analyze assessment data to adjust instruction and determine student intervention or enrichment instruction. <p>Teachers critically analyze evidence</p> <ul style="list-style-type: none"> from formative and summative assessments inform and adjust instruction provide feedback to students to support learning and growth. <p>Evidence Based Practices Teacher Student Evidences</p>
	STUDENT FEEDBACK 1.4 Fostering Student Self-Awareness	<p>Teachers provide formative and timely feedback to</p> <ul style="list-style-type: none"> guide students in self- assessment of learning and demonstration of competency to support students in understanding themselves as learners <p>Evidence Based Practices Teacher Student Evidences</p>

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<p>CULTURE of LEARNING</p>	<p>CLASSROOM ENVIRONMENT</p> <p>4.2 Classroom Safety 4.3 Classroom Organization</p>	<p>Teachers Involve students in</p> <ul style="list-style-type: none"> • establishing clear guidelines for behavior that support a developmentally appropriate and safe learning environment while • consistently following through with clear expectations, procedures, norms and protocols • Strategically organize and structure the physical classroom environment for optimal student learning. <p>Evidence Based Practices Teacher Student Evidences</p>
	<p>CLASSROOM COMMUNITY</p> <p>1.2 Building Relationships 4.1 Respectful Learning Environment</p>	<p>Teachers</p> <ul style="list-style-type: none"> • build positive and authentic relationships with students as learning partners • support students in developing similar relationships with each other. • Model and foster respectful communication with students while appreciating differences of opinion and culture. • Facilitate respectful classroom discussion. • embedding wellness and emotional regulation into classroom environment <p>Evidence Based Practices Teacher Student Evidences</p>
	<p>EQUITABLE LEARNING ENVIRONMENT</p> <p>1.3 Respecting Learner Backgrounds and Perspectives</p>	<p>Teachers</p> <ul style="list-style-type: none"> • hold high expectations for each student and • demonstrate respect for each learner and • exhibit actions consistent with recognizing learners’ diverse backgrounds and perspectives as assets to the classroom community. <p>Evidence Based Practices Teacher Student Evidences</p>

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PROFESSIONALISM	COLLABORATION 5.2: Continuous Professional Learning 5.3: Communication	<p>Teachers</p> <ul style="list-style-type: none"> ● engage in and value constructive feedback, ● reflective practices, ● professional learning and ● collaborative activities that support professional, instructional and schoolwide improvement. ● Using effective and responsible communication with students, families and colleagues about student learning. <p>Evidence Based Practices Teacher Evidences</p>
	ETHICS 5.1: Adherence to Laws, Rules and Policies 5.4: Professional and Ethical Conduct	<p>Teachers maintain</p> <ul style="list-style-type: none"> ● a current educator license ● adhere to relevant laws, rules and policies ● treat all with respect and ● maintain professional and ethical conduct with students, families and colleagues. <p>Evidence Based Practices Teacher Evidences</p>