

STUDENTS ARE
THE HEART
OF OUR WORK!

Charleston > excellence is our standard
County SCHOOL DISTRICT

CCSD Instructional Framework



Dear Charleston County School District Community,

I am pleased to introduce the instructional framework that will shape the educational experience in our district. This framework is the result of an extensive collaborative effort. We purposefully engaged in a design process that was grounded in community feedback and brought various levels and perspectives of the CCSD educator experience to light. This framework is rooted in research-based strategies, best practices, and the collective wisdom of our dedicated educators.

We are confident that this framework will enhance teaching and learning practices across the district, creating an educational environment where every student can thrive and reach their full potential. **Together, we can make a difference in the lives of our children and strengthen our community.**

Thank you for your continued support.

ANITA HUGGINS,
Superintendent of Schools, CCSD



Dear Charleston County School District Educators,

This instructional framework will serve as the foundational tool to transform teaching and learning in CCSD. It is founded on the principle that every student deserves an exceptional learning experience, and is designed to elevate student achievement across the district. With this framework, we aim to empower you with the tools, resources, and support you need to inspire and engage every student, every day.

We are committed to providing the training, resources, and support to help you effectively implement this framework. I encourage you to embrace the opportunity for growth and collaboration as we work together to ensure that every student receives the high-quality education they deserve.

Thank you for your unwavering dedication to our students. Together, we can demonstrate excellence is our standard by transforming lives through education.

MICHELLE SIMMONS,
Chief Academic Officer





What is an instructional framework?

An instructional framework is a shared understanding and commitment to a set of educational goals and principles that guide instruction, learning, and academic support within a district. Rooted in shared values and aspirations, the CCSD Instructional Framework serves as a guiding force for educational practices across our district. Defined by its domains of Planning, Instruction, Assessment, and Classroom Environment, and aligned with components of SCTS 4.0 this framework interconnects critical components to advance high-caliber academic instruction throughout every classroom within CCSD.

Charleston Instructional Framework



Instructional Domain	Sub Domains	Indicators of Success
Learning Environment CCSD educators will create classroom cultures centered on care, respect, and high expectations for students.	 Physical Environment	✓ Educators provide engaging, orderly, clean and safe environments. ✓ Educators arrange classrooms to maximize individual and group learning.
	 Expectations	✓ Educators establish and clearly define high expectations that are demonstrated by all adults and students in the classroom and building. ✓ Educators establish routines and procedures to maximize student and educator growth. ✓ Educators provide time and space (physical, mental, emotional) for all students to be challenged and supported in a positive and productive manner.
	 Culture & Climate	✓ Educators cultivate positive and respectful relationships by learning about their students' and families' cultures and interests to develop learning communities and inclusive environments. ✓ Educators facilitate learning through collaboration between educators and students. ✓ Educators and students are encouraged to be innovative when it comes to delivering instruction, engagement, and/or asking questions so that all students' needs are engaged throughout the lesson.

Instructional Domain	Sub Domains	Indicators of Success
Planning CCSD educators will leverage robust planning practices to drive key instructional decisions to maximize student academic growth.	 Standards Alignment	✓ Educators utilize time during Professional Learning Community (PLC) Meetings to review data, unpack and build common understanding of standards and professional growth and development. ✓ Educators write clearly defined content and learning objectives based on state standards. ✓ Educators ensure formative and summative assessments are aligned with state content standards and learning objectives.
	 Lesson Design	✓ Educators plan and design lessons that are rigorous, culturally relevant, meet the diverse learning needs of students, and are aligned with standards and learning objectives. ✓ Educators plan focused lessons that move students towards independence by activating prior knowledge, and when possible, connecting to real-world application, guided and scaffolded instruction, collaborative and inclusive learning, independent work, summative and formative assessments. ✓ Educators assess the effectiveness of lessons by examining their rigor, cultural relevance, and alignment with standards and learning objectives.
	 Instructional Strategies	✓ Educators identify high-yield instructional strategies to deliver content and engage students in the learning process. ✓ Educators plan intentional instructional strategies to engage students and create a student centered classroom.

Instructional Domain	Sub Domains	Indicators of Success
Instruction CCSD educators will implement proven, research-based instructional strategies to meet the academic needs of their students.	 Instructional Delivery	✓ Educators clearly communicate learning objectives that are aligned to state content standards. ✓ Educators deliver lessons that are appropriately structured and paced. ✓ Educators deliver lessons that are meaningful, culturally relevant, and engaging with opportunities for learner voice/choice. ✓ Educators will use technology and innovative tools, when appropriate, to facilitate student discussion, apply novel thinking strategies, and eliminate barriers to learning.
	 Progress Monitoring	✓ Educators interact directly with learners to support academic progress and well-being. ✓ Educators provide explicit oral and written feedback. ✓ Educators differentiate learning activities to meet the specific needs of students, using data from formative and summative assessments.
	 Learner Centered Engagement	✓ Educators provide opportunities for collaboration and discourse (discussion and questioning). ✓ Educators provide learning experiences where inquiry, curiosity, problem solving and exploration are valued. ✓ Educators provide activities and materials that are appropriate and support the learning objectives.

Instructional Domain	Sub Domains	Indicators of Success
Assessment CCSD educators will utilize targeted formative and summative assessment strategies to diagnose student strengths and areas of growth.	 Assessment FOR Learning	BEFORE INSTRUCTION ✓ Educators analyze all available data to identify student strengths, weaknesses, and interests. ✓ Educators determine a clear, appropriate measurement criteria for learning (rubric, goals, contract, etc). ✓ Educators administer and analyze pre-assessments as applicable. ✓ Educators plan for appropriate instructional groupings. DURING INSTRUCTION ✓ Educators monitor progress toward meeting standards-aligned curriculum goals and learning objectives. ✓ Educators identify gaps in learning, and provide scaffolds to attain desired outcomes. ✓ Educators monitor student progress and adjust instruction and/or groupings as needed (re-teaching, enrichment, whole group, small group, individual).
	 Assessment OF Learning	AFTER INSTRUCTION ✓ Educators measure student performance in multiple ways (portfolios, projects, experiments, presentations, writing, tests/quizzes, etc). ✓ Educators evaluate the degree of mastery/ proficiency of standard attainment. ✓ Educators provide clear, actionable feedback for students to improve their learning outcomes and track their own progress. ✓ MTSS teams use assessment data for RTI decision making (intervention/ enrichment). ✓ School and district leaders use assessment data to inform curriculum planning and design, professional development needs and tiered supports/ resources for educators and learners.

GLOSSARY OF TERMS

Culturally Relevant

Acknowledging, including, and respecting diverse cultural backgrounds, experiences, and identities.

Instructional Strategies

High yield methods used to facilitate learning, student comprehension and understanding of course material.

Learning Objectives

Specific goals students are expected to know and understand by the end of instruction in a lesson, unit, or course.

MTSS Team

Multi Tiered System of Supports Team - provide systematic and data driven support to all students through academic, behavioral, or social/emotional interventions.

Real-world Application

Authentically connecting learning experiences to situations outside of the classroom.

Scaffolded Instruction

Providing gradual support to students in their learning.

Student-centered Classroom

Prioritizing the needs and interests of students throughout the learning process.

Unpack

Breaking complex learning objectives or concepts into smaller parts to maximize student learning.

Differentiates

Tailoring instruction and learning experiences to meet specific student abilities and needs.

Inclusive Learning

Instructional processes that acknowledge, include, and respect all students and their learning needs.

Inquiry

Student centered exploration, investigation, and discovery through questioning.

Mastery/Proficiency

High level demonstration of skills, competence and understanding of a content standard.

Formative Assessment

A variety of strategies used to assess student learning during the instructional process to measure student progress.

Rigor

Level of challenge in academics (creating a learning environment where each student can learn at high levels).

Standards-aligned Curriculum

Aligning instructional materials to specific learning objectives set by the state's education department.

Summative Assessment

A variety of strategies used to assess student learning after instruction to measure student mastery/proficiency.

Discourse

Communication that occurs within the classroom.

Instructional Groupings

Intentionally organizing students during the learning process.

Learner Voice/Choice

Providing opportunities for students to express their interests and make decisions in their learning.

Measurement Criteria

Benchmarks used to assess and evaluate student performance and achievement in a particular area.

PLC

A team or teams of educators who review and analyze data to inform instruction and share ideas to enhance their teaching practice and create a learning environment to improve student outcomes.

RTI

Response to Intervention - a framework used to identify and support students who are struggling.

State Content Standards

Specific learning objectives set by the state's education department.

Tiered Supports

Structuring interventions to students based upon their specific individual needs.

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A special thank you to the CCSD Steering Team, whose dedication, collaboration, and commitment played an essential role in developing the Instructional Framework:

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