OCS INSTRUCTIONAL FRAMEWORK

OCS
ONSLOW COUNTY SCHOOLS

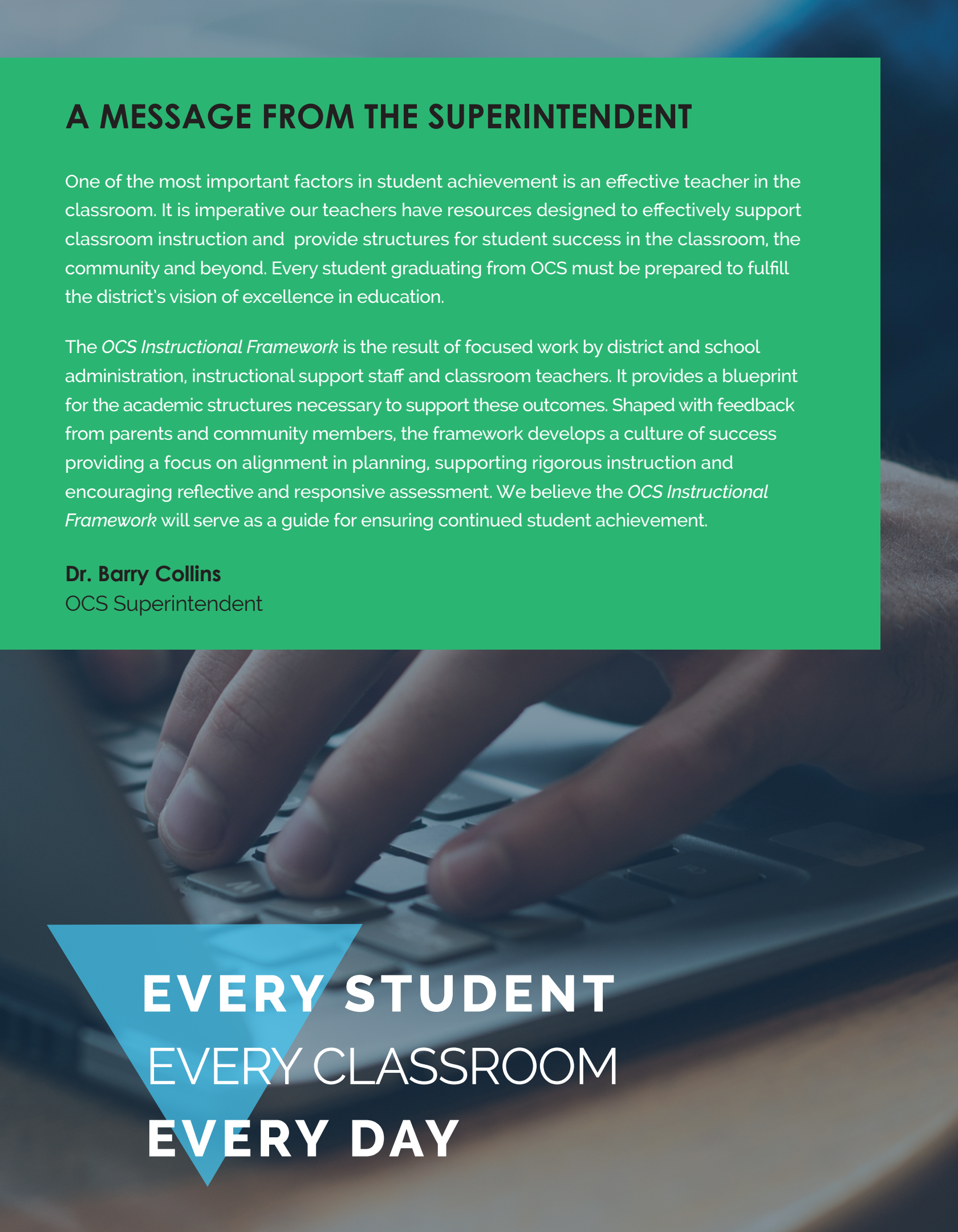
EVERY STUDENT
EVERY CLASSROOM
EVERY DAY

A MESSAGE FROM THE SUPERINTENDENT

One of the most important factors in student achievement is an effective teacher in the classroom. It is imperative our teachers have resources designed to effectively support classroom instruction and provide structures for student success in the classroom, the community and beyond. Every student graduating from OCS must be prepared to fulfill the district's vision of excellence in education.

The *OCS Instructional Framework* is the result of focused work by district and school administration, instructional support staff and classroom teachers. It provides a blueprint for the academic structures necessary to support these outcomes. Shaped with feedback from parents and community members, the framework develops a culture of success providing a focus on alignment in planning, supporting rigorous instruction and encouraging reflective and responsive assessment. We believe the *OCS Instructional Framework* will serve as a guide for ensuring continued student achievement.

Dr. Barry Collins
OCS Superintendent

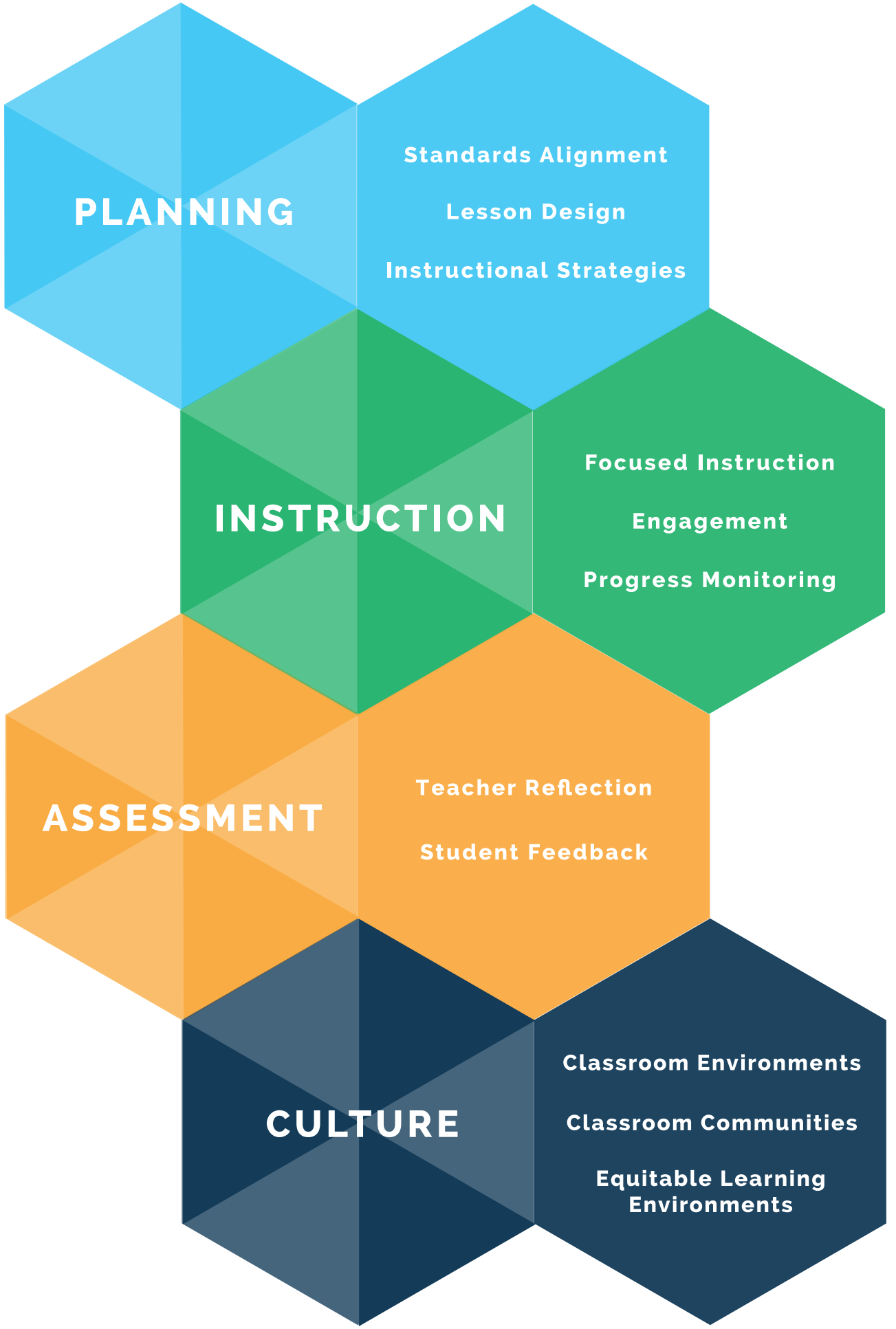


Overview

The Onslow County Schools Instructional Framework is a blueprint for consistently planning and using research-based teaching practices to improve student achievement. Through four domains, 11 concepts, 11 teacher actions and 35 evidences, the framework builds common language and shared meaning about OCS teaching and learning processes. It is the guide to achieving excellence in education for every student, every classroom, every day.

EVERY STUDENT >> EVERY CLASSROOM >> EVERY DAY

OCS Instructional Framework



PLANNING

P.1 Standards Alignment

Teachers use backward design to create learning target(s), lesson plans and assessments aligned to the NC Standard Course of Study and OCS Priority Standards.

- Standards are unpacked and teachers write clearly defined learning target(s).
- Formative assessments are aligned to the skill and rigor of the standard(s) and created prior to designing the lesson.

P.2 Lesson Design

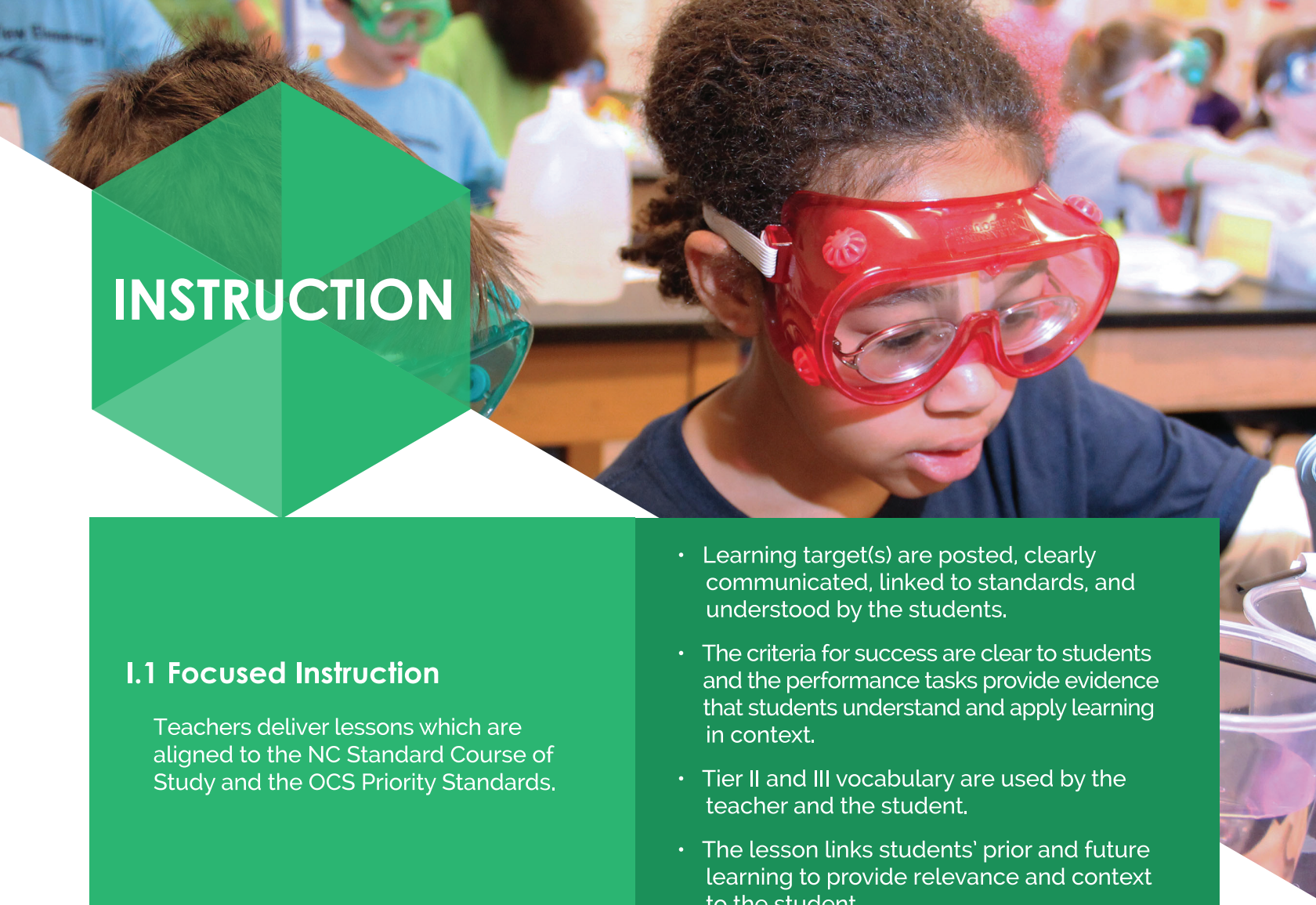
Teachers work together to design engaging lessons that use a gradual release instructional model.

- Planning takes place during regularly scheduled data teams/PLCs.
- Formal and informal assessment data drive lesson design.
- Standards-aligned, culturally relevant, and appropriately challenging instructional materials are used.
- Lessons are designed using the gradual release model, which includes a standards-based learning target, activation of learning, modeling, guided practice, independent practice, and closure.

P.3 Instructional Strategies

Teachers incorporate instructional strategies and processes that engage all students in learning.

- Daily lessons require students to read, write, inquire, and collaborate.
- Lessons use research-based, high-yield strategies, which are culturally-responsive and differentiated based on student needs.



INSTRUCTION

I.1 Focused Instruction

Teachers deliver lessons which are aligned to the NC Standard Course of Study and the OCS Priority Standards.

- Learning target(s) are posted, clearly communicated, linked to standards, and understood by the students.
- The criteria for success are clear to students and the performance tasks provide evidence that students understand and apply learning in context.
- Tier II and III vocabulary are used by the teacher and the student.
- The lesson links students' prior and future learning to provide relevance and context to the student.

I.2 Engagement

Teachers use research-based, high-yield instructional strategies to help students learn.

- Student-to-student and teacher-to-student discourse reflects substantive thinking in relation to the learning target(s).
- Opportunities to write, read, inquire, problem solve, and collaborate occur daily.
- Research-based, high-yield strategies are used to support student learning.
- Technology and innovative tools are used to facilitate and apply learning.
- Instructional strategies engage all students and ensure equitable access to learning resources.

I.3 Progress Monitoring

Teachers monitor student learning and adjust instruction to address individual learning needs.

- Checks for understanding are used to measure student progress toward the learning target(s).
- Data are used to monitor student progress toward the daily learning target(s).
- Students self-monitor their own learning in relation to the learning target(s).
- Students are given multiple opportunities to demonstrate learning.

ASSESSMENT

A.1 Teacher Reflection

Teachers collaboratively analyze assessment results and adjust instruction accordingly.

- Common formative assessments are developed by teacher teams to inform instruction throughout a unit of study.
- Summative assessments are used to measure learning at the end of a unit of study and to generate enrichment and remedial instruction.
- Benchmark data are used to analyze learning by standard and to identify individual students' needs for intervention and/or enrichment.

A.2 Student Feedback

Teachers provide timely feedback to students.

- Students receive clear and specific feedback that informs their progression toward the learning target(s).
- Student self-monitoring toward the learning target(s) occurs daily.

CULTURE

C.1 Classroom Environments

Teachers create safe and orderly classrooms for student learning.

- Clear routines and procedures are established and taught to maximize student independence.
- The physical arrangement of student seating, learning spaces, materials, and resources are conducive to learning and are organized to maximize learning time.

C.2 Classroom Communities

Teachers build classroom communities that foster students' social and emotional development.

- Respectful interactions occur between teachers and students.
- Staff and students identify and regulate emotions and make responsible decisions.
- Opportunities to develop positive peer relationships, responsibility, and independence are promoted.
- Interactions, learning communities, and environments are inclusive.

C.3 Equitable Learning Environments

Teachers build classroom communities with high academic expectations for all students.

- Student engagement in the learning process is ensured by teachers each day.
- Student engagement and achievement of subgroups are intentionally monitored.
- Students explore and appreciate their connection to others in a global community.

GLOSSARY

ALIGNMENT refers to the process of designing lessons and assessments which are directly in line with the NC Standard Course of Study.

BACKWARD DESIGN is an approach to lesson design that begins with the learning standards of a unit and then proceeds "backward" to create assessments of student learning next, and lastly, the planning of the learning experiences and instruction.

BLENDED LEARNING is learning in which technology is used as a tool to enhance instruction and assessment and allows some element of student control over time, path, or pace.

CULTURALLY RELEVANT & RESPONSIVE STRATEGIES are a pedagogy that empowers students intellectually, socially, emotionally, and politically by using cultural referents to impart knowledge, skills, and attitudes.

DATA TEAM is a grade level, department, or course-alike team that examines students' work and uses the results to drive instructional design, delivery, and assessment of learning.

DIFFERENTIATION is the tailoring of instruction and assessment based on individual student needs.

ENGAGEMENT is the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught. This extends to the students' levels of personal motivation to learn and progress in their education.

EQUITY refers to the belief that all students, regardless of race, ethnicity, gender, disability, etc., receive high-quality and challenging learning opportunities, access to resources, and responsive school environments.

FORMATIVE ASSESSMENT is a range of formal and informal assessment procedures conducted by teachers during the learning process to modify teaching and learning activities to improve student attainment..

GRADUAL RELEASE is an instructional model where teachers strategically transfer the responsibility during the learning process from teacher to student. (I do, we do, you do.)

HIGH-YIELD STRATEGIES are identified instructional strategies that have a high effect size (at least a year's worth of growth) on student learning outcomes.

LEARNING TARGET(S) convey to students the destination for the lesson—what to learn, how deeply to learn it, and exactly how to demonstrate their new learning.

LITERACY SKILLS are the skills of reading, writing, language, speaking and listening taught throughout all content areas as defined by the NC Standard Course of Study.

NC STANDARD COURSE OF STUDY contains the content standards for each course as defined by the state of North Carolina to provide a uniform set of standards for every student. These standards define what students should know and be able to do.

OCS PRIORITY STANDARDS are a select subset of the total list of grade or course specific standards within each content. These standards were carefully selected by a focus group of stakeholders using the following criteria: endurance, leverage, readiness, and testing.

PERFORMANCE TASKS are defined as any learning activity, task or assessment that yields a tangible product and/or student performance that demonstrates evidence of learning.

RIGOR is educational expectations that are academically, intellectually, and personally challenging. Rigorous learning experiences help students understand knowledge and concepts that are complex, ambiguous, or contentious, and they help students acquire skills that can be applied in a variety of educational, career, and civic contexts throughout their lives.

STANDARDS BASED is defined as teachers and students having a clear understanding of the expectation for learning. They know what the learning target is, why it's important, and how to get there.

SUMMATIVE ASSESSMENT is used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, or semester.

TIER I VOCABULARY are words used in everyday speech and are typically learned through conversation. These common words rarely require direct instruction. Examples: come, see, happy, table, etc.

TIER II VOCABULARY are high-frequency words that occur across contexts and are used more in writing than in everyday speech. Tier II words are important for students to know to enhance comprehension of selected texts and are the best words for targeted and explicit vocabulary instruction. Examples: arrange, compare, apply, hilarious, endure, global, etc.

TIER III VOCABULARY are low-frequency words and often pertain to a specific content area. These words are best learned within the context of the lesson or subject matter. Examples: atom, molecule, continent, precipitation, hyperbole, etc.

Onslow County Schools Instructional Framework with Student Evidence

Our instructional framework identifies aspects of a teacher and student actions that have been documented through research to promote student learning. The instructional framework defines consistent expectations of OCS's pedagogical ideals.

Domains	Concepts	Teacher Actions	Teacher Evidence	Student Evidence (eleot indicators)
PLANNING	STANDARDS ALIGNMENT	Teachers use backward design to create learning target(s), lesson plans and assessments aligned to the NC Standard Course of Study and OCS Priority Standards.	• Standards are unpacked and teachers write clearly defined learning target(s). • Formative assessments are aligned to the skill and rigor of the standard(s) and created prior to designing the lesson.	• Students demonstrate understanding of learning targets for specific lessons being taught. (B1, B3, E1, E3) • Students set goals for learning. (B5, E1) • Students are actively engaged while collaborating with peers. (B4, C2, C3, D1, D3, D4, F1)
	LESSON DESIGN	Teachers work together to design engaging lessons that use a gradual release instructional model.	• Planning takes place during regularly scheduled data teams/PLCs. • Formal and informal assessment data drive lesson design. • Standards-aligned, culturally relevant, and appropriately challenging instructional materials are used. • Lessons are designed using the gradual release model, which includes a standards-based learning target, activation of learning, modeling, guided practice, independent practice and closure.	
	INSTRUCTIONAL STRATEGIES	Teachers incorporate instructional strategies and processes that engage all students in learning.	• Daily lessons require students to read, write, inquire, and collaborate. • Lessons use research-based, high-yield strategies, which are culturally responsive and differentiated based on student needs.	
INSTRUCTION	FOCUSED INSTRUCTION	Teachers deliver lessons which are aligned to the NC Standard Course of Study and the OCS Priority Standards.	• Learning target(s) are posted, clearly communicated, linked to standards, and understood by the students. • The criteria for success are clear to students and the performance tasks provide evidence that students understand and apply learning in context. • Tier II and III vocabulary are used by the teacher and the student. • The lesson links students' prior and future learning to provide relevance and context to the student.	• Students use Tier II and Tier III (academic) vocabulary in discourse with peers. (B4, D1, D4, F1) • Students make connections to prior knowledge and current content. (D2) • Student-to-student discourse is relevant to the learning target. (D1, D2, D4) • Students engage in authentic and appropriately aligned high-yield strategies. (A1, B2, C3, G1) • Students engage with technology to collaborate, communicate, and create to enhance their learning. (A2, G1, G2, G3) • Students use their own data to track progress. (B5, E1, E4) • Students set goals for their learning and monitor their own progress. (B5, E1) • Students utilize appropriate high-yield strategies based on task and need. (A1, A2, B1, B2, B3, B4, B5, C3, G1, A4) • Students maintain a data notebook. (B5, E1, E2) • Students actively engage in productive struggle. (B2, C2) • Students use technology to read, write, research, collaborate, problem solve, etc. relevant to assigned task. (G1, G2, G3)
	ENGAGEMENT	Teachers use research-based, high-yield instructional strategies to help students learn.	• Student-to-student and teacher-to-student discourse reflects substantive thinking in relation to the learning target(s). • Opportunities to write, read, inquire, problem solve, and collaborate occur daily. • Research-based, high-yield strategies are used to support student learning. • Technology and innovative tools are used to facilitate and apply learning. • Instructional strategies engage all students and ensure equitable access to learning resources.	

Domains	Concepts	Teacher Actions	Teacher Evidence	Student Evidence (eleot indicators)
	PROGRESS MONITORING	Teachers monitor student learning and adjust instruction to address individual learning needs	• Checks for understanding are used to measure student progress toward the learning target(s). • Data are used to monitor student progress toward the daily learning target(s). • Students self-monitor their own learning in relation to the learning target(s). • Students are given multiple opportunities to demonstrate learning.	
ASSESSMENT	TEACHER REFLECTION	Teachers collaboratively analyze assessment results and adjust instruction accordingly.	• Common formative assessments are developed by teacher teams to inform instruction throughout a unit of study. • Summative assessments are used to measure learning at the end of a unit of study and to generate enrichment and remedial instruction. • Benchmark data are used to analyze learning by standard and to identify individual students' needs for intervention and/or enrichment.	• Students engage in data chats. (B1, E1) • Students engage in student-led conferences. (B3, B5, E2) • Students assist in the creation and/or use of clear and concise rubrics. (C3, E1, E3, E4) • Students actively and regularly self-assess their learning. (E1, E4) • Students participate in the continuous improvement process through the utilization of quality feedback. (B1, C4, E2) • Students reflect on their mastery of the learning target. (B1, B5, E1, E2) • Students complete formal/informal assessments (i.e., exit tickets, unit tests, etc.) (E1, E3, E4)
	STUDENT FEEDBACK	Teachers provide timely feedback to students.	• Students receive clear and specific feedback that informs their progression toward the learning target(s). • Student self-monitoring toward the learning target occurs daily.	
CULTURE	CLASSROOM ENVIRONMENTS	Teachers create safe and orderly classrooms for student learning.	• Clear routines and procedures are established and taught to maximize student independence. • The physical arrangement of student seating, learning spaces, materials, and resources are conducive to learning and are organized to maximize learning time.	• Students are accountable for their learning. (B1, B5, D4, E1, E2, E3, E4, F4) • Students contribute to the creation of policies and procedures and adhere to them. (A4, B1, E3, F2, F3) • Students recognize and self-regulate their own behaviors. (F2, F4) • Students identify productive behaviors and model them daily. (B2, F2) • Students advocate for themselves. (A4, B5, E2, F1) • Students make relevant connections between their classroom and outside communities. (D2) • Students engage in respectful interactions to build their school/classroom community. (A2, A3, A4, B4, C1, D1, D4, E3, F1, G3) • Students have necessary tools and materials, ready to learn. (B1, D3, E1, F4)
	CLASSROOM COMMUNITIES	Teachers build classroom communities that foster students' social and emotional development.	• Respectful interactions occur between teachers and students. • Staff and students identify and regulate emotions and make responsible decisions. • Opportunities to develop positive peer relationships, responsibility, and independence are promoted. • Interactions, learning communities and environments are inclusive.	
	EQUITABLE LEARNING ENVIRONMENTS	Teachers build classroom communities with high academic expectations for all students.	• Student engagement in the learning process is ensured by teachers each day. • Student engagement and achievement of subgroups are intentionally monitored. • Students explore and appreciate their connection to others in a global community.	

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excellence in education

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