VERONA AREA SCHOOL DISTRICT

TEACHING AND LEARNING FRAMEWORK

PLCs and Collaboration

Students become critical thinkers, readers, writers, listeners, and speakers in each discipline because educators collaborate through the cycle of inquiry.

Student Agency

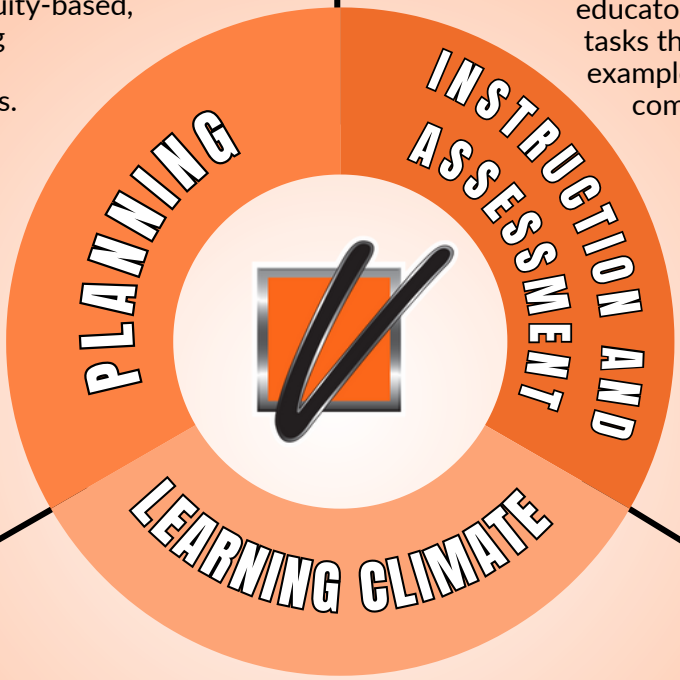
Students think critically about their own lived experiences and the world around them because educators prioritize awareness of identity and the sociopolitical contexts of the classroom.

Grade-level Standards

Students are equipped to interact with our global community because educators collaborate to provide inclusive, equity-based, student-centered learning across all academic and social-emotional standards.

Engaging and Accessible Instruction

Students' cultural funds of knowledge are affirmed in the classroom because educators design grade-level instructional tasks that incorporate culturally relevant examples and metaphors from students' communities and every day lives.



Data

Students engage in rigorous and relevant learning because educators analyze data and center it to design meaningful and culturally responsive instruction for students.

Assessment

Students are ready for rigor and independent learning because educators provide appropriate challenge as well as direct, meaningful, and actionable feedback on formative and summative assessments.

Physical Space

Students feel psychological and physical safety because educators implement culturally responsive and predictable routines within accessible learning environments.

Learning Partnerships

Students are safe, seen, heard, and loved because educators build and maintain meaningful relationships with and between students, families, and community members.

Identity

Students feel connected to self, peers, and adults because educators affirm student identity, honor diverse learning styles/preferences, and create opportunities for joy.

September 2024

PLANNING FOR INSTRUCTION

Grade-level Standards

- Students are equipped to interact with our global community because educators collaborate to provide inclusive, equity-based, student-centered learning across all academic and social-emotional standards.
- Students experience success with grade-level standards because educators communicate success criteria, believe in their students, share in their joy, and design for a compelling why through engaging and accessible tasks.

PLCs and Collaboration

- Students become critical thinkers, readers, writers, listeners, and speakers in each discipline because educators collaborate through the cycle of inquiry.
- Students access grade-level standards because educators design scaffolds to meet their learning goal.

Data

- Students engage in rigorous and relevant learning because educators analyze data to design culturally and linguistically responsive instruction that is meaningful for students.
- Students of all identities experience personal and academic success because educators develop an actionable, student-centered data culture that uses data from multiple sources.

INSTRUCTION & ASSESSMENT

Student Agency

- Students think critically about their own lived experiences and the world around them because educators prioritize awareness of identity and the sociopolitical contexts of the classroom.
- Students develop self-advocacy skills and use all of their resources, including language, to achieve their personal and academic growth goals because educators create systems for students to engage in goal setting and reflection.
- Students develop a love of learning through taking academic risks and engaging in collaborative, productive struggle because educators empower all of their students to carry the cognitive load.

Engaging and Accessible Instruction

- Students' cultural funds of knowledge are affirmed in the classroom because educators design grade-level instructional tasks that incorporate culturally and linguistically relevant examples and metaphors from students' communities and everyday lives.
- Students collaborate to make meaning, investigate questions of interest, evaluate information, and apply new learning because educators build student capacity for inquiry through real world and purposeful lessons.

Assessment

- Students are ready for rigor and independent learning because educators provide appropriate challenges as well as direct, meaningful, and actionable feedback on formative and summative assessments.
- Students experience success in their classes because educators give students multiple ways and opportunities to demonstrate their learning.
- Students access transparent success criteria because educators explicitly model grade-level expectations utilizing standard-based rubrics.

LEARNING CLIMATE

Identity

- Students feel connected to self, peers, and adults because educators affirm student identity, honor diverse learning styles/preferences, and create opportunities for joy.
- Students see their own identities and how they relate with others because educators select materials that affirm their identities in the curriculum, in the physical space, and in the student work.
- Students feel connections with their peers because educators provide opportunities to foster community and deepen relationships.

Learning Partnerships

- Students are safe, seen, heard, and loved because educators build and maintain meaningful relationships with and between students, families, and community members.
- Students experience growth because educators engage as warm demanders while nurturing a growth mindset.
- Students navigate difficult situations because educators partner with students and families.

Physical Space

- Students feel psychological and physical safety because educators implement culturally and linguistically responsive, predictable routines within accessible learning environments.
- Students can move efficiently throughout their environment because educators flexibly design accessible learning spaces that are responsive to student needs.