DAVIDSON COUNTY SCHOOLS
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Instructional Framework

Domains	Concepts	Teacher Actions	Evidences
Curriculum	**Standards Alignment**	• Teachers use backward design (creating lessons that begin with the performance-based objectives that students need to know and be able to do) to develop lesson plans and assessments aligned to the NC Standard Course of Study and OCS Priority Standards	• Performance-based learning objective(s) which contain conceptual understanding of academic language and higher order thinking skills • Formative assessments are aligned to the skill and rigor of the standard(s) and created prior to designing the lesson
	Planning and Lesson Design	• Teachers work together in Professional Learning Communities to design engaging lessons, higher level questions and student tasks • Teachers plan lessons using the gradual release instructional model and the rigor/relevance framework • Teachers interpret of the standards to ensure that their planning and subsequent instruction is consistently aligned to the expectations of the standards • Teachers develop or select assessments, prior to teaching concepts in order to guide instruction • Teachers incorporate research-based strategies and practices	• Data from formal and informal assessments are used in lesson design to anticipate student misunderstandings and misconceptions • The lesson plan demonstrates the gradual release model and connects other content areas where possible • Instructional materials reflect standards-alignment, cultural relevance, and appropriate rigor • The lesson plan reflects a variety of research-based, high-yield strategies • Tier II and Tier III vocabulary are used by the teacher and the students
Instruction	**Gradual Release**	• Teachers structure the lesson to include explicit instruction/modeling, guided practice, independent work, and closure • Teacher lessons are characterized by the gradual release of responsibility model: I Do (Teacher Models), We Do (Large Group), You Do in Pairs (Small Group), You Do (Independently)	• The lesson links students' prior and future learning to provide relevance and context to the student • The performance tasks provide evidence that students understand and apply learning in context • Classroom environment supports whole group and small group instruction
	Differentiated Instruction	• Teachers consider students' readiness, interests, and learning styles to adapt content, process, and product • Teachers provide and monitor interventions to students who are more than one grade level behind and enrichment/extension for advanced learners • Teachers provide individual, specific feedback to students and adjust instruction to address individual learning needs	• Student and teacher interactions reflect substantive thinking and academic language in relation to the learning objectives • Opportunities to read, write, inquire, problem solve, and collaborate occur daily and/or • Digital tools are used to facilitate and apply learning • Instructional strategies that engage all students and ensure equitable access to learning resources
	Engagement	• Teachers elicit frequent student responses • Teachers facilitate student-to-teacher and student-to-student academic discussions • Teachers structure collaborative learning opportunities	• Students are observed actively participating in authentic tasks and using resources efficiently • Students self-monitor their own learning in relation to the performance-based objective(s)
Data and Evaluation	**Teacher Reflection**	• Teachers collaboratively analyze assessment results and adjust instruction accordingly • Teachers participate in instructional rounds and/or peer learning walks to reflect and support professional growth	• Student data is used to analyze learning by standard and to identify individual students' needs for intervention and/or enrichment • On-going formative assessments are used to measure learning and check for student understanding
	Student Feedback	• Teachers provide timely, specific and actionable feedback to students at key points throughout the lesson • Teachers provide students with specific feedback from assignments and assessments in order for students to understand misconceptions	• Students receive clear and specific feedback from teachers and peers that inform their progression toward the learning objectives • Student self-monitoring toward the performance-based objective occurs daily
	Data Analysis	• Teachers provide opportunities for students to analyze their own data • Teachers use measures that assess multiple aspects of student progress • Teachers proactively lead conversations about data analysis with colleagues and students to offer positive suggestions	• Students use data to understand their individual strengths, weaknesses, preferences, and goals
Environment	**Classroom Community**	• Teachers create positive, safe and orderly classrooms for student learning through explicitly teaching and modeling • Teachers use two-way communication and demonstrate effective use of digital resources • Teachers build classroom communities that foster students' social and emotional development.	• Clear classroom management routines and procedures are observed in student actions • Behavior matrix and/ or rules are posted and students are observed following behavior expectations • The physical arrangement of the classroom is conducive to learning and organized to maximize learning time
	Equitable Learning Culture	• Teachers build classroom communities with high academic expectations for all students and promote a civil and respectful culture and environment. • Teachers participate in professional development experiences focused on social and emotional learning	• Student engagement and achievement of subgroups are intentionally monitored • Appropriate scaffolds are provided for equitable access to the curriculum • Students exhibit the importance of personal responsibility, respect for others, and social responsibility
	Community Connections	• Teachers facilitate the participation with community resources to promote career and college readiness. • Teachers seek ways to increase opportunities for parental engagement • Teachers partner with a variety of stakeholders to share career pathway options with students	• Students participate in a variety of learning opportunities that involve their surrounding community • Parents feel welcomed and included in school activities • Schools share their successes with their community in a variety of ways