

Agenda Request Form

Cherokee County School District

Meeting Date
December 1, 2016

Agenda Item Number
E-4

Title
Instructional Framework Initiative
Requested Action
Board Consideration of Superintendent's Recommendation for Approval of Instructional Framework Initiative
Summary Explanation and Background
<p>Based upon the work of the Superintendent's appointed Instructional Framework Ad Hoc Committee, the Superintendent recommends the attached Instructional Framework resources for the Board's consideration and approval. These resources include a logo, FAQ, implementation timeline and content.</p> <p>The Instructional Framework, which outlines CCSD best practices regarding teaching and learning, has been developed during the 1st Semester of the 2016-17 school year, consists of four domains (<i>Design, Instruct, Assess and Reflect</i>) and 10 fundamental concepts.</p> <p>The development process began with three days of design work by the Instructional Framework Design Team and then involved collecting feedback from administrators, teachers, parents/community leaders and students. Throughout this process, revisions have been made in an effort to reflect beneficial feedback and suggestions received from the various stakeholder groups.</p> <p>The recommended Instructional Framework documents encompass modifications and revisions which have strengthened the integrity and value of the initiative and will ultimately provide leaders and teachers a clear understanding of what great teaching and learning looks like in CCSD.</p>
Major System Priority
Increasing student achievement; Attracting, retaining and training the best teachers and principals
Financial Impact
N/A
Exhibits: (List)
Instructional Framework documents

Board Action
<i>(For Official School Board Records Only)</i>

Source of Additional Information	
Susan McCarthy	770-479-1871
Dr. Keith A. Bryant	770-479-1871

OFFICE OF THE SUPERINTENDENT OF SCHOOLS

Approved in Open Board Meeting on: _____ (Date)

By: _____ (School Board Chairman)



Core Instruction in CCSD is . . .

Rigorous academic standards and personalized instruction drive the design of engaging and relevant learning experiences and result in evidence and feedback to inform each student's growth and teacher practice.

The Instructional Framework in CCSD is . . .

A shared and coherent belief system, mission, and understanding of a set of **instructional** principles, based on inquiry, and visibly implemented within and across classrooms to which all members of the school community are committed and accountable.

The Four Domains Included in CCSD's Instructional Framework are . . .

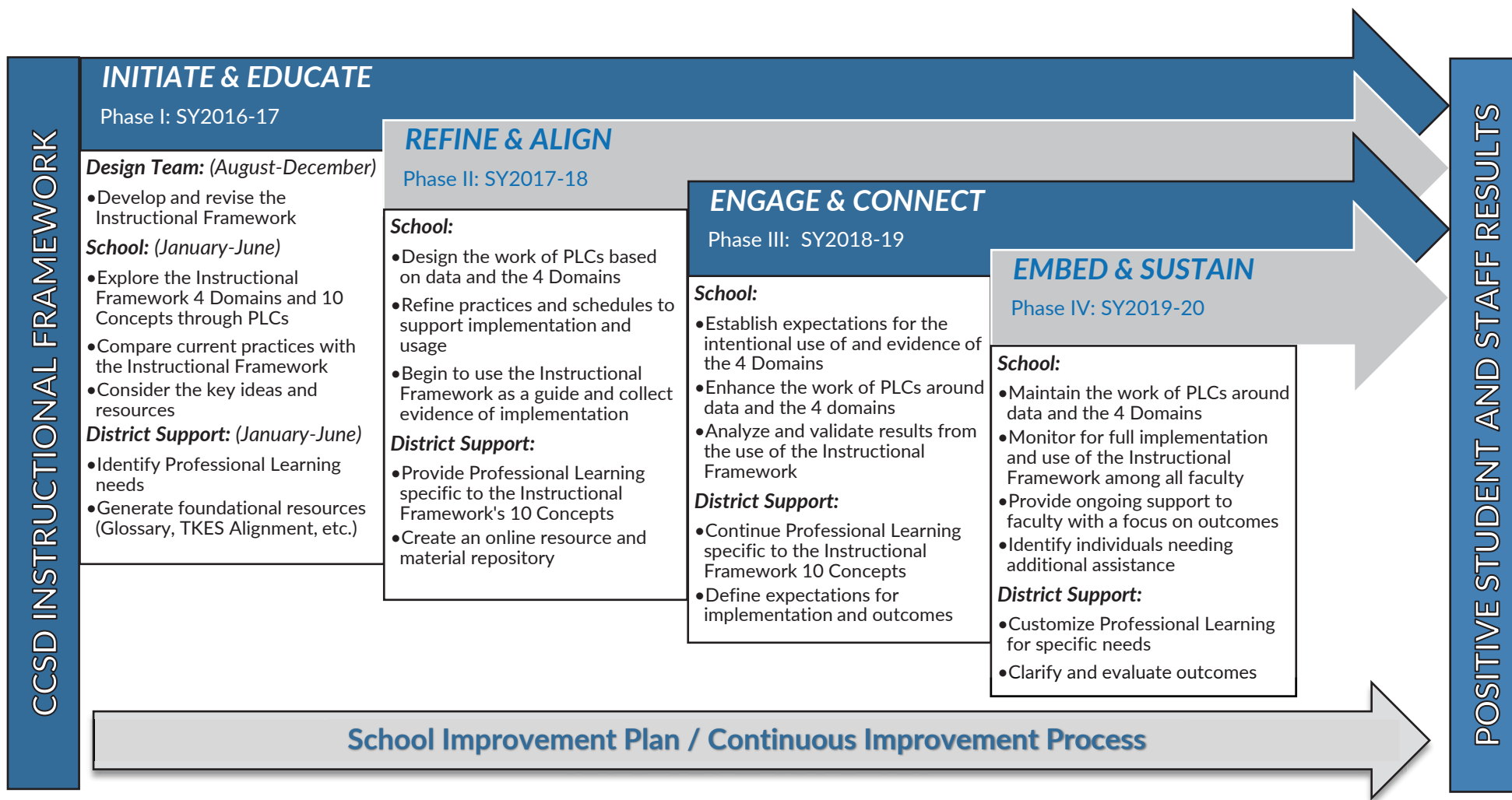
- Design
- Instruct
- Assess
- Reflect

The Ten Concepts Included in CCSD's Instructional Framework are . . .

<u>Domains:</u>	<u>Concepts:</u>
DESIGN	1) Utilize Georgia Standards as the foundation of the curriculum and create a shared understanding of student learning goals.
	2) Analyze multiple measures to prioritize and address the individual needs of all students.
	3) Develop goal-driven, rigorous, personalized and engaging lessons appropriately paced to meet students' needs.
INSTRUCT	4) Establish a climate of trust where each student is respected and valued.
	5) Utilize best practices to provide high-impact, technology embedded and student centered instruction to create authentic and engaging learning experiences.
	6) Provide rigorous learning and differentiated instruction ensuring that each student is college, career, and life ready.
ASSESS	7) Utilize a variety of diagnostic, formative and summative assessments aligned to the standards to inform instruction and provide feedback to students.
	8) Provide timely, collaborative, and relevant feedback which encourages students to engage in self-assessment and goal setting.
REFLECT	9) Engage in PLCs to review lesson design, instruction and assessment to enhance professional practices and ensure growth for all students.
	10) Teachers and leaders examine their individual roles and collective responsibilities in the learning process to accelerate growth for ALL.

DRAFT

Instructional Framework Implementation Timeline



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Cherokee County Schools Instructional Framework DESIGN

Concept	What does it look like in practice?		
1) Utilize Georgia Standards as the foundation of the curriculum and create a shared understanding of student learning goals.	<ul style="list-style-type: none"> Teachers unpack the standards to understand the depth and rigor of learning expectations. Teachers utilize the standards to collaboratively plan curriculum, instruction and assessment. Teachers and students articulate learning targets based on the standards and set goals to gauge progress based on data. 		
2) Analyze multiple measures to prioritize and address the individual needs of all students.	<ul style="list-style-type: none"> Teachers and students utilize multiple measures to develop learning goals and design instruction. Teachers analyze and use student learning data, demographic data, and prior learning experiences to inform planning. 		
3) Develop goal-driven, rigorous, personalized and engaging lessons appropriately paced to meet students' needs.	<ul style="list-style-type: none"> Lessons are developmentally appropriate and designed to optimize student interest, ability, creativity, innovation and engagement. Formative and summative assessments are based on the standards and designed to help students master content. Technology is utilized as a learning tool to enhance the learning experience, create equitable access, and increase student engagement. 		
Instructional Resources		Instructional Support	
Georgia Standards	Instructional and Assistive Technology	Universal Design for Learning	Teacher Keys Evaluation System (TKES)
• Georgia Standards of Excellence			
• Georgia Performance Standards	Learning Management System	Tiered Interventions (RTI)	Data Team for Learning Process (DT4L) within PLC
• WIDA Standards			
• ISTE Standards	Summative and Formative Data	Professional Learning Communities (PLC)	CCSD Walkthroughs
CCSD Prioritized Standards			
Curriculum Maps	Universal Screening and Progress Monitoring Data (easyCBM, iReady)		
Pacing Guides			
School Improvement Plan	Lexile Frameworks		
Strategic Plan	Statewide Longitudinal Data Systems (SLDS)		

Updated as of 11.14.16

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Cherokee County Schools Instructional Framework
INSTRUCT

Concept	What does it look like in practice?
4) Establish a climate of trust where each student is respected and valued.	<ul style="list-style-type: none"> • Teachers provide all students the opportunity to thrive and learn in a safe, risk-free environment where mistakes are embraced as integral to the learning process. • All educators promote a growth mindset and are committed to ensuring that each student’s academic, social, and emotional needs are met. • Teachers promote respect for and understanding of students’ diversities, establishing a culture and climate of teamwork within the classroom. • Expectations are clear and include, but are not limited to, caring, fairness, respect and enthusiasm for learning. • Routines and procedures are established to maximize the learning experience for all students.
5) Utilize best practices to provide high-impact, technology embedded and student centered instruction to create authentic and engaging learning experiences.	<ul style="list-style-type: none"> • Teachers communicate focused learning targets and success criteria to inform student progress. • Teachers engage students in active, authentic learning experiences, built upon students’ existing knowledge and skills across disciplines, to apply their knowledge in real-life situations. • Teachers provide modeling, guided practice, and equitable opportunities for individual students to demonstrate mastery. • Teachers promote collaboration, problem-solving, communication, creativity and critical thinking through intentional use of research-based instructional strategies. • Teachers provide learning tools, appropriate instructional technology and organize resources based on standards and student needs.
6) Provide rigorous learning and differentiated instruction ensuring that each student is college, career, and life ready.	<ul style="list-style-type: none"> • Teachers differentiate content, process, product, and learning environment, providing remediation, enrichment, and acceleration to further student mastery of standards. • Teachers develop critical and creative thinking through rigorous learning expectations for all students commensurate with their developmental levels. • Teachers utilize data-informed flexible groups and a variety of delivery models to accelerate attainment of learning goals and meet individual student needs. • Teachers provide instructional feedback, based on learning goals, to help students to answer the questions – Where am I going? Where am I now? What do I need to learn next?

Instructional Resources		Instructional Support	
Authentic Literature	Bring Your Learning Device (BYLD)	STEM Engineering Design Process	Crisis Management
Adopted Instructional and Curriculum Resources	Instructional and Assistive Technology	Fine Arts Integration	Classroom Management
CCSD Lesson Plan Components	Learning Management System	Professional Learning Communities (PLC)	Classroom Meetings/Morning Meeting Resources
Bloom's Taxonomy	Formative Assessment Data	Problem-based Learning	Inclusion – Co-Teaching Support
Response to Intervention (RTI) Portal	Statewide Longitudinal Data Systems (SLDS)	Sheltered Instruction Observation Protocol (SIOP)	MIE Training
Curriculum Resources		Goals/Objectives/ Accommodations individualized through student's 504/IEP	Digital Citizenship
Lesson Plan Exemplars		Differentiated Strategies	Tiered Interventions and Support (RTI)
			School-wide Positive Behavior Plans
			Cultural Proficiency

Updated as of 11.14.16

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Cherokee County Schools Instructional Framework

ASSESS

Concept	What does it look like in practice?		
7) Utilize a variety of diagnostic, formative and summative assessments aligned to the standards to inform instruction and provide feedback to students.	<ul style="list-style-type: none"> • Teachers design formative, summative, and performance assessments aligned to the level of cognitive demand and performance expectation of the standard(s). • Teachers utilize common pre-, mid-, and post-assessments to plan instruction tailored to individual student needs and assess progress toward learning goals. • Teachers use a collaborative, strategic, data-based process to strengthen teaching and learning and provide timely, meaningful feedback to students on their progress toward mastery. • Teachers observations, verbal, written, and nonverbal measures (e.g. ticket out the door, thumbs up, elbow partners) are utilized to monitor learning and adjust instruction. • Teachers collect, analyze and maintain data from multiple measures to monitor student achievement of learning goals 		
8) Provide timely, collaborative, and relevant feedback which encourages students to engage in self-assessment and goal setting.	<ul style="list-style-type: none"> • Teachers use success criteria and examples (written/verbal) to clearly define and communicate performance expectations in order to assist students as they assess their own progress and set goals for improvement. • Teachers provide opportunities for students to collaborate, providing explanations/examples to determine their individual level of understanding or performance. • Students create learning goals based on standards and performance data (e.g. pre-assessment or self-assessment) and a work plan based on success criteria that defines expectations and a learning path. 		
Instructional Resources		Instructional Support	
Depth of Knowledge (DOK)	Universal Screener and Progress Monitoring <ul style="list-style-type: none"> • easyCBM • iReady • Lexile Framework 	Professional Learning Communities (PLC)	School-based Data Management / Instructional Leadership Teams
Student Self-Assessment and Goal Setting		Data Team for Learning Process (DT4L) within PLC	
Portfolios	Digital Formative Assessments	Teacher Observations	
Exemplars	Summative Assessments	Tiered Intervention Process (RTI)	
Rubrics and Scoring Guides			

Summative Assessments	CCSD Assessment Resource Site	
Hess Cognitive Rigor Matrix	Formal/Informal Data <ul style="list-style-type: none"> • SLDS • Attendance 	
Classroom Diagnostic Data	<ul style="list-style-type: none"> • Behavior • Assessments 	
Reports of Progress	GaDOE Eliciting Evidence of Student Performance	
Learning Management System		

Updated as of 11.14.16

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Cherokee County Schools Instructional Framework
REFLECT

Concept	What does it look like in practice?
<p>9) Engage in PLCs to review lesson design, instruction and assessment to enhance professional practices and ensure growth for all students.</p>	<ul style="list-style-type: none"> • Teachers and leaders use established meetings to follow a structured, collaborative problem solving process; <ul style="list-style-type: none"> ○ collect and chart data; ○ analyze student needs based on student work; ○ set SMART goals; ○ select instructional strategies and research based interventions; and ○ determine results indicators. • Teachers engage in professional learning activities (coaching, workshops, peer observations, etc.) targeting needs of the students, the individual teacher, the team, or the school, that enhances teaching and learning practices and enables them to grow as a professional educator.
<p>10) Teachers and leaders examine their individual roles and collective responsibilities in the learning process to accelerate growth for ALL.</p>	<ul style="list-style-type: none"> • Teachers reflect, review and revise the design, instruction and assessment processes to increase efficacy with student learning. • To benefit student learning, teachers set professional growth goals based on an evaluation of their performance and identification of areas of strength and opportunities for improvement related to professional skills. • Teachers participate in ongoing professional learning and collaboration based on identified areas for improvement (e.g., PLCs, mentoring, peer coaching, course work, conferences). • Teachers demonstrate flexibility in adapting to school change. • Teachers engage in professional learning activities (workshops, peer observations, etc.) outside the classroom intended to accelerate school and student enhancement. • Leaders will generate and implement a system in which teachers are given the resources and support necessary to fulfill their individual and collaborative roles as educators.

Instructional Resources		Instructional Support	
Professional Learning Goals	Learning Management System	Professional Learning Communities (PLC)	Peer Observation Student Conferencing
Professional Learning Plan	Statewide Longitudinal Data Systems (SLDS)	Teacher Keys Evaluation System (TKES)	
Student Goal Sheet	Professional Development Management System (My Learning Plan)		
Video content of best practices in reflection			

Updated as of 11.14.16