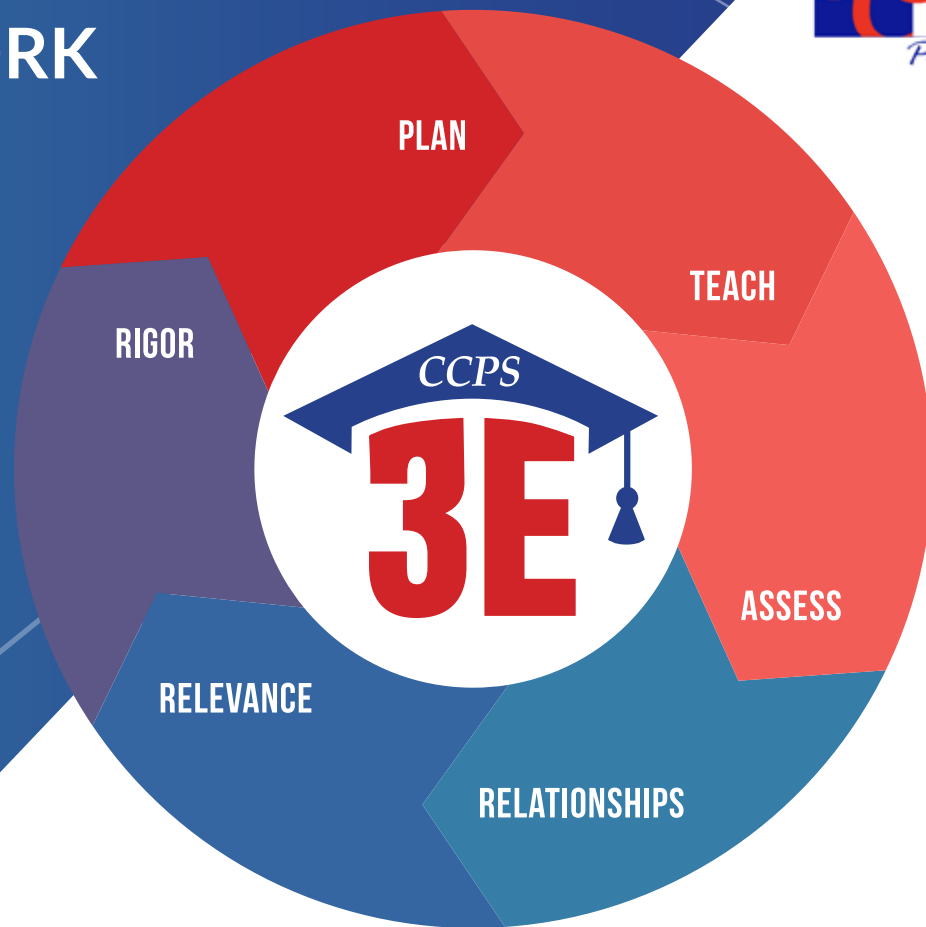


# INSTRUCTIONAL FRAMEWORK

All Instruction  
With Excellence



The **CCPS Instructional Framework** provides direction for consistent planning, the use of research-based teaching practices, and common assessment tools to ensure student achievement. As part of a continuous cycle, the use of the Instructional Framework fosters the creation of an optimal learning environment in which we create relationships, relevant learning connections, and rigorous instruction for **all** learners.

## INSTRUCTIONAL DESIGN

The instructional design portion of the Instructional Framework is built on the foundation of strategic planning, high quality teaching, and demonstration of mastery of content. The emphasis on these areas communicates an intentional focus on providing a superior learning experience for all students.

## LEARNER-CENTERED

The Instructional Framework starts with the student at the heart of the graphic encircled by relationships, relevance, and rigor. The intent is to provide learner-centered instruction to prepare all K-12 students to be enrolled, enlisted, or employed (3E) post graduation.

## ACTIONS

The Instructional Framework guides the teacher's thinking in the cyclical process of planning, teaching, and assessing. This includes standards-based lesson design, 5C instructional strategies, engagement, student voice, goal-setting, assessment, and progress monitoring.

OUR 3 **R** BELIEFS

## RELATIONSHIPS

**WE BELIEVE** relationships create an **inclusive culture** where teaching and learning inspire and prepare students to become contributing citizens who respect self and others within the classroom and community.

## RELEVANCE

**WE BELIEVE** relevant learning happens when students apply core knowledge, concepts, and skills to solve real-world problems and experience **authentic tasks**.

## RIGOR

**WE BELIEVE** academic rigor is demonstrated by consistent use of **challenging tasks** that require cognitive skills such as reflection, analysis, problem-solving, evaluation, and creativity.

## INSTRUCTIONAL DESIGN

## ACTIONS

PLAN	Standards Alignment	Intentional planning moves students from surface knowledge to <b>deeper learning</b> using diverse texts, experiences, and voices.	<ul style="list-style-type: none"> <li>Write clear <b>learning objectives</b> and <b>success criteria</b> aligned to standards.</li> <li>Foster a <b>student-centered</b> environment that encourages students to take learning risks.</li> <li>Plan with the desired level of <b>mastery</b> in mind by <b>unpacking standards</b> and aligning written, taught, and tested curriculum.</li> <li>Ensure <b>alignment</b> of resources to support lesson plans and students.</li> <li>Use data to <b>inform planning</b> and <b>differentiation</b>.</li> </ul>
	Lesson Design	Effective planning addresses 4 key questions: <ol style="list-style-type: none"> <li>What standard or skill do I want all students to know and be able to do?</li> <li>How will the learning experiences support the instructional goal?</li> <li>How will I know if they learn it?</li> <li>How will I extend learning for students who are already proficient?</li> </ol>	
	Instructional Strategies		
TEACH	Aligned Instruction	Providing all students with rigorous, relevant, and engaging learning experiences based on learning targets and student needs.	<ul style="list-style-type: none"> <li>Engage students' prior knowledge and ensure <b>relevant</b> learning targets.</li> <li>Employ a variety of engaging instructional strategies based on student needs.</li> <li>Place emphasis on <b>student discourse</b>.</li> <li>Provide ongoing feedback to students.</li> <li>Maximize opportunities for <b>cross-curricular</b> connections through authentic problems/tasks, simulations, community outreach, and by connecting concepts to current issues.</li> </ul>
	Engagement	<ul style="list-style-type: none"> <li>How do I structure lessons around an <b>essential understanding</b>/question while providing authentic, rigorous learning experiences?</li> <li>What is the threshold of students' understanding and how do I accelerate their learning?</li> </ul>	
	Student Voice		
ASSESS	Goal-Setting	Assessment is a vital component of instruction as it informs to what degree learning objectives and success criteria are being met.	<ul style="list-style-type: none"> <li>Ensure all lessons are closed in a meaningful way.</li> <li>Use a variety of <b>formative assessments</b>.</li> <li>Revisit learning objectives and goals and provide meaningful and <b>actionable feedback</b> to help guide students' next steps.</li> <li>Use <b>summative assessment</b> to evaluate student learning, skill acquisition, and overall achievement.</li> <li>Students will demonstrate their understanding through authentic tasks.</li> </ul>
	Aligned Assessment	<ul style="list-style-type: none"> <li>How will I respond when some students do not learn or achieve mastery?</li> <li>What assessments can be used to monitor progress, inform instructional planning, and determine mastery of content for all learners?</li> </ul>	
	Progress Monitoring		

# CCPS COMPONENTS OF A HIGH QUALITY LESSON

## Learning Objective

Aligns with Standards of Learning and Curriculum Framework Essential Knowledge and Skills in both content and cognitive level.

Includes the behavior, conditions, and criteria to determine whether the learning objective has been met.

## Essential Knowledge, Skills, & Processes

Use the Standards of Learning and Curriculum Framework Essential Knowledge and Skills to unpack the standard.

List the content related to the SOL that the students should know and what they should be able to do.

Relate it to essential questions and/or enduring understandings.

## Anticipatory Set

The set is used in the beginning of new learning to engage the students, provide meaning for them, and activate prior knowledge.

It is the "hook" and is a crucial piece in instruction designed to be something relevant that grabs students' attention.

## Instructional Focus

This part of the lesson is built on the Essential Knowledge, Skills, and Processes found in the VDOE Curriculum Framework.

State clearly how the lesson will be conducted, what strategies will be used, and how the students will be engaged.

Use of a variety of instructional strategies and resources designed to engage all students is expected.

## Check for Understanding

A variety of questions are asked based on the level of Bloom's Taxonomy that the standard of learning requires.

The intent is to provide the teacher with a quick check of the students' understanding of the content taught.

It is imperative that teachers question students throughout a lesson using a variety of questioning and formative assessment techniques.

## Teacher Response

The way feedback is delivered to students can have an impact on how it is received.

When giving feedback it should be clear to students how the information they are receiving will help them progress toward the learning objective.

## Guided Practice

Guided practice is intended to be ungraded practice with the content prior to assessment.

State the method(s) used to provide the students with opportunities to develop or enhance knowledge and skills with specific connections to state standards.

This part of the lesson is termed "guided" because the teacher is monitoring the students during the activity and providing feedback.

## Independent Practice

This practice is assigned only after opportunities for guided practice have been given.

Independent practice provides another way for the students to reinforce their learning and self-reflect on the learning objective.

The teacher does not provide assistance during this component, and students' work may be graded.

## Closure/ Review

The closure, as with the anticipatory set, should get students involved, reinforce the learning, and restate the learning objective.

Briefly state the method that will be used, is relevant, has meaning, and gets the students involved.

## Assessment

While assessments may be either formative or summative, best practices indicate a balanced assessment approach.

State the method that will be used to assess mastery of the learning objective.

A variety of assessment formats provides ways for students to respond or demonstrate knowledge and skills.

## FUTURE-READY SKILLS

Citizenship	Collaboration	Critical Thinking	Creative Thinking	Communication
Contributing to society using thoughtful, effective, and respectful behaviors that enhance local, state, national, and global communities.	Working within teams towards a common goal in an effective, efficient, and respectful manner.	Analyzing and evaluating information in order to make connections, draw conclusions, and/or solve complex problems.	Demonstrates risk-taking, curiosity, flexibility, and elaboration to generate innovative ideas and solutions.	Expressing thoughts and ideas to others using oral, written, and/or non-verbal forms; deciphering meaning from oral, written, and/or non-verbal forms.

## LEARNER OUTCOMES

<p>Identifying and abiding by government and school laws and policies</p> <p>Respecting others and their property</p> <p>Identifying how one's actions and behavior can have far-reaching effects</p>	<p>Contributing to the success of a group by assisting and supporting others</p> <p>Brainstorming solutions and problem solving as a team</p> <p>Requesting help when needed</p>	<p>Recognizing, analyzing, and solving problems that arise in completing assigned tasks</p> <p>Using a logical approach to make decisions and solve problems while accessing appropriate resources</p>	<p>Understands that creativity and innovation stem from a design process of successes and failures</p> <p>Seeks exploration opportunities and displays resourcefulness and adaptability in new situations and when facing obstacles</p> <p>Elaborates, refines, analyzes, and evaluates their original ideas in order to improve and maximize creative efforts</p>	<p>Communicating effectively with peers, teachers, and others while in public and group settings</p> <p>Comprehending details and following directions through active listening</p>
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## HIGHLIGHTS FOR SCHOOL INSTRUCTIONAL STAFF

## PLAN

STANDARDS ALIGNMENT  
LESSON DESIGN  
INSTRUCTIONAL STRATEGIES

## TEACH

ALIGNED INSTRUCTION  
ENGAGEMENT  
STUDENT VOICE

## ASSESS

GOAL SETTING  
ALIGNED ASSESSMENT  
PROGRESS MONITORING

**CCPS is committed to providing high quality instruction to all learners.**

