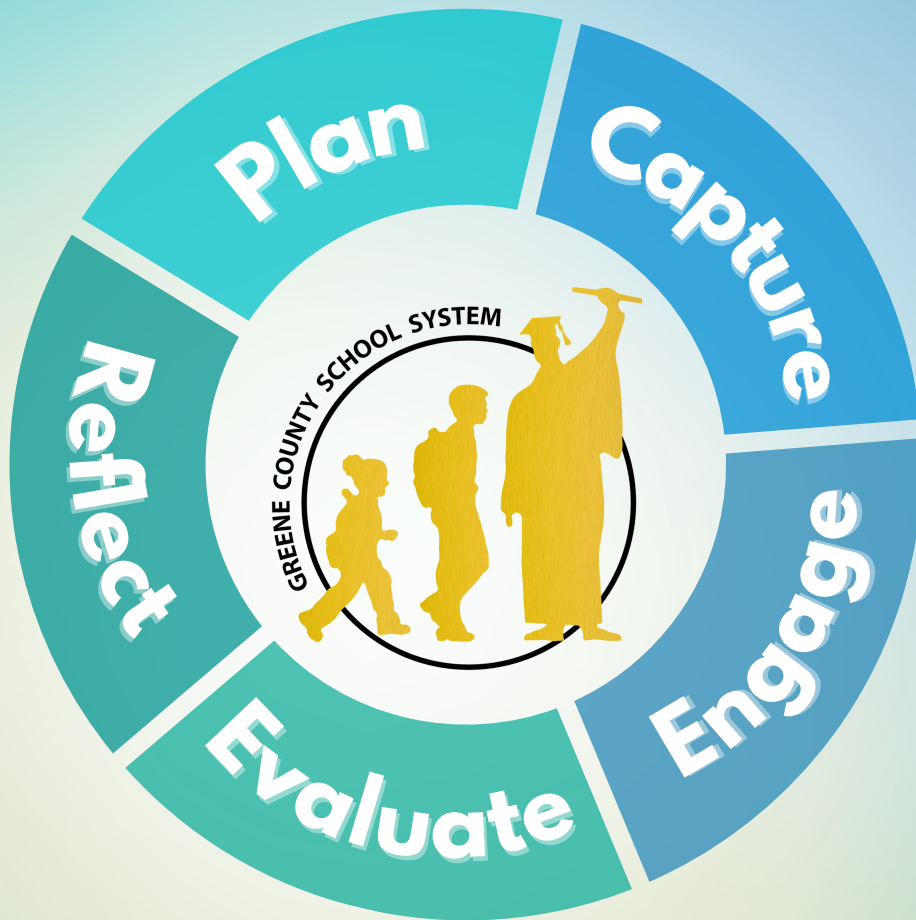


PLAN
REFLECT

CAPTURE

ENGAGE



Instructional Framework

EVALUATE

PLAN.

CONCEPT

WHAT DOES IT LOOK LIKE IN PRACTICE?

P1

Teachers and district staff establish a shared understanding of what students should know, do, and understand as it relates to the Georgia Standards of Excellence (GSE).

TKES: 1, 2, 3, 4, 7, 8

- Teachers and instructional leaders collaborate to unpack and deconstruct standards for each course.
- Teachers and instructional leaders collaborate to identify priority standards and supporting standards for each course.
- Teachers and instructional leaders collaborate to develop learning targets and essential questions aligned with Georgia Standards of Excellence.
- Teachers include informal and formal assessments weekly to determine student understanding and progress monitor.
- Instructional staff (teachers, instructional coaches, and curriculum coordinators) meet quarterly for vertical alignment/standards review across all grade bands.
- Building leaders conduct observations for the purpose of providing feedback to continuously improve instruction.
- Building leaders provide instructional teams time for collaboration (in both grade level and department meetings).

P2

Develop rigorous and engaging lessons with fidelity.

TKES: 1, 2, 3, 4, 7, 8

- Teachers and instructional leaders will analyze multiple data points (including baseline data) to address the learning needs of students.
- Teachers set clear learning targets.
- Teachers will design lessons that include:
 - Instructional Non-Negotiables
 - Higher order thinking questions using various Depth of Knowledge (DOK) levels
 - Critical thinking
 - Literacy strategies and graphic organizers
 - Relevance
 - Allowing students to explain their thought process
 - Students ask questions using the language of the standards during lessons
 - Students creating products
 - Gradual release of responsibility (I do, we do, you do)

CAPTURE.

CONCEPT

WHAT DOES IT LOOK LIKE IN PRACTICE?

C1

Establish a culture where each student is educated, inspired, challenged, and supported emotionally and socially by building relationships, developing routines/procedures, and utilizing management techniques.

TKES: 7, 8, 10

- Teachers plan and explicitly teach and reteach procedures and acknowledge appropriate behaviors (e.g. positive phone calls home to each student within the first 2-3 weeks of school) by modeling and practicing expectations with all students.
- Teachers will build a positive classroom culture and create a safe and engaging environment where students feel comfortable taking academic risks.
- The school ensures that every child has an advocate or caring adult, i.e., Teachers as Advisors, Check and Connect, Mentors, Check In Check Out, Career Coaches, CTSO Advisors, and/or Case Managers. Each school will explicitly share with students who their “caring adult” is.
- Teachers promote respect for and understanding of all students through establishing a positive learning environment, building relationships, promoting teamwork, and having a dedicated/protected time for teaching Social Emotional Learning (SEL) curriculum with fidelity.
- Teachers implement Positive Behavior Interventions and Supports (PBIS) at every grade level. This includes acknowledgement for students who are making progress towards the expected behaviors and following the progressive discipline policy for those who are not.
- Teachers communicate student success (academics and behavior) to parents via conferences, curriculum nights, Parent Portal, School Status, Canvas Observer, etc. [See glossary for communication tools]

Terms that are underlined are defined in the Instructional Framework Glossary.

ENGAGE.

CONCEPT

WHAT DOES IT LOOK LIKE IN PRACTICE?

EN 1

Utilize high leverage practices to create relevant and engaging learning experiences and support progression towards mastery of standards for all students.

TKES: 1, 3, 4, 8, 10

- Teachers communicate learning targets and success criteria while presenting exemplars, rubrics, and/or scoring-guides to inform all students and allow for self- and peer-assessment.
- Teachers engage all students in active, relevant learning, built upon students' existing knowledge, background, and skills across content areas to enhance learning through real-life experiences.
- Teachers utilize a combination of the following:
 - modeled instruction
 - practice through guided instruction
 - student learning through independent practice
 - student exploration to give students responsibility and autonomy in learning
- Teachers promote collaboration, problem-solving, creativity, and critical thinking through the intentional use of a variety of high leverage practices.
- Teachers facilitate appropriate student use of digital tools and technology to:
 - Gather, evaluate and/or use information for learning
 - Conduct research, solve problems and/or create original works
 - Communicate and/or work collaboratively

EN 2

Provide rigorous, engaging and targeted classroom instruction to promote higher levels of individual student growth and deepen students' understanding.

TKES: 1, 2, 3, 4, 6, 8

- Teachers differentiate through content, process, and/or product to enhance individual student learning and growth.
- Teachers use diagnostic, formative, and summative assessment data to provide remediation, enrichment, and acceleration opportunities to deepen student understanding.
- Teachers analyze assessment data through progress monitoring to implement flexible grouping.
- Teachers provide teacher commentary to enhance student learning.

EVALUATE.

CONCEPT

WHAT DOES IT LOOK LIKE IN PRACTICE?

EV 1

Use state, district, and universal screeners aligned to standards to monitor ongoing student performance and instructional practices.

TKES: 1, 2, 4, 5, 6

- The district developed Assessment Plan will provide an outline for state and district assessments aligned to standards to improve, remediate, and enrich academic achievement of students within the district.
- An organized data analysis process that is aligned to state and district standards will provide information to parents, administrators, and teachers for the purpose of improving student achievement (i.e. EduClimber, Branching Minds)
- Teachers will use assessment data to monitor and determine remediation and enrichment opportunities including Saturday School and/or After School tutoring.
- Students' assessment results will be analyzed and discussed regularly by school teams.

EV 2

Provide students with learning targets that support growth, success, and mastery of standards and provide scheduled student conferences supporting self-assessment.

TKES: 1, 2, 3, 4, 5, 6, 8, 10

- Teachers will meet with students individually to inform students of their progress towards meeting learning targets and provide constructive feedback to improve performance and reach determined goals.
- Teachers provide students with self-reflection moments to monitor their own learning goals and decide upon instructional next steps.

Terms that are underlined are defined in the Instructional Framework Glossary.

REFLECT.

CONCEPT

WHAT DOES IT LOOK LIKE IN PRACTICE?

R1

Reflect on pedagogy and student performance to inform growth goals and professional learning priorities.

TKES: 1, 2, 3, 4, 5, 6, 9

- Teachers individually reflect on the plan, teaching, assessment processes, and outcomes to enhance learning experiences and improve classroom practice through the following:
 - Analyzing data
 - Evaluating student performance/instructional practices
 - Redesigning and enhancing lessons
- Teachers individually complete the TKES Self-Assessment and set growth goals for either Professional Learning Goals (PLG) or Professional Learning Plans (PLP) to improve performance and learning experiences for students.

R2

Participate in Professional Learning Communities (PLCs) to improve the learning experience for all students and to enhance professional growth.

TKES: 1, 2, 3, 4, 5, 6, 9, 10

- PLCs are the foundation of reflection for all teachers. Staff will reflect on current and future learning needs.
- Teachers actively participate in PLCs and model professionalism with a strong work ethic and positive attitude.
- Teachers work in PLCs to promote professional growth based upon PLGs or PLPs to improve performance and learning experiences for students by:
 - Collecting data
 - Determining student needs based on student work and feedback
 - Incorporating high leverage practices and research based interventions
 - Setting SMARTER Goals
 - Determining effectiveness
- Teachers incorporate high-leverage, highly engaging strategies introduced, learned, and discussed during professional learning into instructional planning and delivery.

GLOSSARY

ADVOCATE/CARING ADULT: Students are provided with an advocate or caring adult every year. These advocates serve as a thought partner for students on their academic journey to help empower students to become learners and agents of their own change. Examples include:

- **CAREER COACHES:** Volunteer Career Coaches are trained in Dave's Education Planning Process. Students are assigned to a coach who will coach them through their entire 4 years of high school. The plan for each student is individualized and customized based on You Science data (aptitude) and student interest.
- **CASE MANAGER:** Special Education teachers are assigned to students who have Individual Education Plans (IEPs) through the Department of Special Education. Case Managers are responsible for managing the student's IEP, special education eligibility, and ensuring that progress toward IEP goals and objectives is monitored on a regular basis. In Greene County, students generally have their Special Education Case Manager as their TAA teacher.
- **CHECK AND CONNECT:** An intervention used with students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check and Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for and challenges the student to stay in school. Students are referred to Check and Connect when they show warning signs of disengaging from school, such as poor attendance, behavioral issues, and/or low grades.
- **CHECK IN/CHECK OUT (CICO):** CICO is a strategy that provides students with daily positive adult/mentor feedback on behavior. The goal of CICO is to prevent future problem behaviors by consistently checking in with students daily to share clear expectations, support, and feedback. Teachers typically meet with their students 1-2 times per day, for 5-10 minutes.
- **CTSO ADVISORS CAREER TECHNICAL SERVICE ORGANIZATION:** Career and Technical Student Organizations (CTSO) enhance student learning through contextual instruction, leadership and personal development, applied learning and real-world application. The advisors teach the pathway classes and oversee the CTSO. This involves taking students to competitions that align with industry standards in the field.
- **TEACHERS AS ADVISORS (TAA):** Students are assigned to a caring advisor who advocates for both their academic achievement and their personal/social development. A student's advisor often delivers the SEL curriculum to the student, and also reviews grades, assignments, and progress towards goals.

ACCELERATION: Acceleration occurs when students move through the curriculum at rates faster than their peers. It provides students with a level-appropriate challenge.

APPROPRIATE BEHAVIOR: Students shall behave in a way that is conducive to the learning environment. Students should follow the PBIS Matrix at their school. Teachers explicitly teach behavior expectations at the beginning of the year and will review expectations regularly throughout the school day.

ASSESSMENT:

- **DIAGNOSTIC:** Diagnostic Assessment is a form of pre-assessment that allows a teacher to determine students' individual strengths, weaknesses, knowledge, and skills prior to instruction. It is primarily used to diagnose student difficulties and to guide lesson and curriculum planning.
- **FORMAL:** Formal Assessments are data-driven and are used for teachers to evaluate students. These assessments often use a standard grading system that allows teachers to score students objectively. Formal assessments can be criterion or norm-referenced.
- **FORMATIVE:** Formative Assessment is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student progress toward mastery of standards.
- **INFORMAL:** Informal Assessment is an evaluation method teachers use to assess students without measuring their performance using metrics or rubrics. Informal evaluation methods allow teachers to observe and check students' progress at various times during instruction. For example, teachers can ask students closed-end questions to exit the classroom at the end of a lesson. This method is often referred to as a "ticket out the door."
- **SUMMATIVE:** 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, semester, program, or school year.

BASELINE DATA: Baseline Data serves as the foundation or starting place. Baseline data provides teachers with evidence of what students know or can do and still need to learn. Educators gather baseline data to monitor progress and measure increases in student achievement.

COLLABORATION: Collaboration is an effective tool that allows general educators, special educators, learning specialists, administrators, and instructional coaches to work together to meet the needs of students. Collaboration creates safe conditions for students and educators to share knowledge and collectively problem-solve. The purposes of collaboration include: identifying and sharing effective academic, behavior, and social-emotional practices, ensuring that practices are consistent across all classrooms, and ensuring that students benefit from those practices.

COMMUNICATION: Teachers and parents have several avenues to communicate with each other about progress, behavior, and grades. These communication tools include:

- **CANVAS OBSERVER:** Canvas Observers are parents or guardians who monitor course content or progress for their student. Parents (Observers) can link their Canvas account to their student's account to view assignments, due dates, announcements, and other course content. Observers only have rights to view course content but not to participate in the course.
- **SCHOOL STATUS:** School Status is a communication platform used by GCSS staff to remove communication barriers between school and home by connecting educators and parents in their preferred language, through their preferred means of communicating (phone, text, and email), with two-way, data-informed conversations that drive student success.
- **PARENT PORTAL:** Parent Portal is an essential tool for every family. It allows parents and students to see student grades for every assignment, missing assignments, up-to-date averages for every course, as well as progress reports and report cards. Parents can also view student attendance.

CRITICAL THINKING: Critical Thinking occurs when students analyze, evaluate, and interpret information and then apply that knowledge to form a judgment. A critical thinker is someone who thinks actively and interacts constantly with the world. Critical thinking can be developed in students by helping them construct their thoughts after analyzing, interpreting, and examining information.

DEPTH OF KNOWLEDGE (DOK): Refers to the depth of understanding required to answer and/or explain questions or complete an assigned activity. There are four levels of DOK: 1. Recall, 2. Apply Skill/Concept, 3. Strategic Thinking, and 4. Extended Thinking.

DIFFERENTIATE: Differentiation is process where teachers use data to tailor content, process, product, and/or the learning environment to meet individual student needs. Differentiation can consist of but is not limited to, small group instruction, one-on-one instruction, and independent learning.

ENGAGING: Student engagement refers to the degree of attention, interest, curiosity and passion that students show during learning. The concept of "student engagement" is predicated on the belief that learning improves when students are actively attentive and inspired by what is being taught, otherwise students will become bored or "disengaged."

ENRICHMENT: Enrichment provides extended learning opportunities and challenges to students who have already mastered, or can quickly master, the basic curriculum. Enrichment gives students more time to study concepts with greater depth and complexity.

EXEMPLARS: Exemplars are an example or model of a product of performance task designed to show mastery of standards on a classroom assignment.

FLEXIBLE GROUPING: Flexible Grouping is a short-term grouping and regrouping practice that responds to student needs based on data and alignment with the Learning Targets.

FIDELITY: In education, fidelity is the degree to which educators implement programs, assessments, and implementation plans the way they were intended.

GRADUAL RELEASE OF RESPONSIBILITY: The Gradual Release of Responsibility Model is a particular style of teaching which is a structured method of pedagogy framed around a process transferring responsibility within the learning process from the teacher to promote independence in the student (for example: I do, we do, you do).

HIGH LEVERAGE PRACTICES: High Leverage Practices are instructional strategies that are evidence-based and are proved to accelerate student achievement when implemented during instruction.

HIGHER-ORDER THINKING QUESTIONS: Higher-Order Thinking Questions encourage students to think beyond literal questions and encourage them to elaborate when responding. They are not questions that students can answer by simple recollection or by reading the information “verbatim” from the text.

LEARNING TARGETS: Learning Targets are short-term goals or statements based on the deconstructed standards. Learning Targets should clearly state what you expect students to know and be able to do at the end of the lesson(s).

MASTERY: Mastery refers to a student's ability to demonstrate their understanding of a standard. Students must achieve a level of mastery (i.e. 85% mastery of the standards). If a student does not achieve mastery of the standards, they are given additional support in learning and reviewing the information and tested again.

ORGANIZED DATA ANALYSIS: Teachers will participate in ongoing data analysis using the GCSS Data Analysis Protocol to review student assessment data and determine progression or mastery of the standards.

PEDAGOGY: Pedagogy is the art (and science) of teaching. The method and practice of teaching, especially as an academic subject or theoretical concept.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS): Positive Behavioral Interventions and Supports (PBIS) is a framework schools use to promote school safety and positive behavior. Through PBIS, all school staff explicitly teach students how to meet school-wide and classroom behavior expectations. The focus of PBIS is positive prompting of students and prevention of unwanted behaviors, rather than punishment.

PRIORITY STANDARDS: Priority Standards are a carefully selected subset of the total list of grade-specific and course-specific standards within each content area that students must know and be able to do by the end of each school year in order to be prepared to enter the next grade level or course.

PROFESSIONAL LEARNING (PL): Teachers participate in ongoing, job-embedded Professional Learning throughout the school year to ensure they continue to grow in their careers and benefit student learning.

PROFESSIONAL LEARNING COMMUNITY (PLC): A Professional Learning Community (PLC) is a group of educators who meet regularly to share expertise and work collaboratively to improve teaching skills and the academic performance of students.

PROFESSIONAL LEARNING GOALS (PLG): Professional Learning Goals are written professional plans for educators that are based on student learning data performance evaluation data, and school improvement goals. The purpose of the PLGs is to drive job-embedded learning for the educators. The Professional Learning to support these goals will be collaboratively developed by the educator, colleagues, and supervisor.

PROFESSIONAL LEARNING PLAN (PLP): The Professional Learning Plan is a written plan for specific educators that is developed based on student learning data, performance evaluation and school improvement goals. The purpose of a written PLP is to clearly define the goals, actions, and expected results of the professional learning. The following educators will have a formal PLP: educators with a Needs Development, Ineffective, or Unsatisfactory rating will have a Remediation Plan with an embedded PLP.

PROGRESSIVE DISCIPLINE POLICY: Progressive Discipline uses incremental interventions to address inappropriate behavior with the ultimate goal of teaching desired behaviors. The goal of Progressive Discipline is to improve the educational environment for students, teachers, parents and staff, and record discipline violations in a systematic way. The GCSS Progressive Discipline Policy can be found in our Code of Conduct and serves as a guide for administrators, teachers, students, and parents for typical responses and interventions for undesired behaviors.

PROGRESS MONITORING: Progress Monitoring is a form of assessment in which student learning is evaluated on a regular basis (i.e., weekly, every two weeks) to provide useful feedback about performance to both students and teachers. Progress Monitoring helps teachers evaluate how effective their instruction is, either for individual students or the entire class. Progress Monitoring leads to data-driven decision making about further instructional services.

REMEDIATION: Remediation (or reteaching) means teaching again. When students have been introduced to concepts and have not yet mastered them, remediation is offered to close skill gaps.

RIGOR: Rigor in the classroom begins with setting high academic standards for students. Rigor helps students develop skills like critical thinking and practical application. Rigor is the result of work that challenges students' thinking in new and interesting ways.

RUBRICS: A Rubric is a guide listing specific criteria for grading or scoring academic papers, projects, or assessments.

SCORING GUIDE: A Scoring Guide is a set of Success Criteria for one specific assessment item, typically a Constructed Response.

SELF-REFLECTION: Self-Reflection is important for both students and teachers. For students, self-reflection heightens awareness of one's most effective learning strategies as well as finding areas where a student may devote more time or attention. For teachers, self-reflection on how you teach gives you the knowledge to actively improve your teaching skills. Whether in terms of student engagement, clarity, or any other classroom aspect, you are looking to improve the learning experience and outcomes for students.

SMARTER GOAL: Goals are essential because they provide a sense of direction, motivation, and a clear focus. Setting goals allows teachers to focus on one specific area that will have the greatest impact on student learning. It also clarifies what you want to achieve so you can see evidence of progress throughout the year. A SMARTER goal is used to help guide goal setting. SMARTER is an acronym that stands for Specific, Measurable, Achievable, Realistic, Timely, and Equitable.

SOCIAL EMOTIONAL LEARNING (SEL): Social Emotional Learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

SUCCESS CRITERIA: Success Criteria are based on specific learning targets that defines exactly what the student needs to achieve and meet grade level standards through daily instruction.

SUPPORTING STANDARDS: Supporting Standards are those standards that support, connect to or enhance the Priority Standards. They are taught within the context of the Priority Standards, but do not receive the same degree of instruction and assessment emphasis as the Priority Standards.

VERTICAL ALIGNMENT: Vertical Alignment helps ensure that teachers within a school or district are on the same page with their curriculum. Teachers work together to ensure that their strategies and content help prepare students for higher level material. It's about linking lessons, skills, and assessments together as a holistic experience and helps us prioritize, focus, and reinforce new concepts.

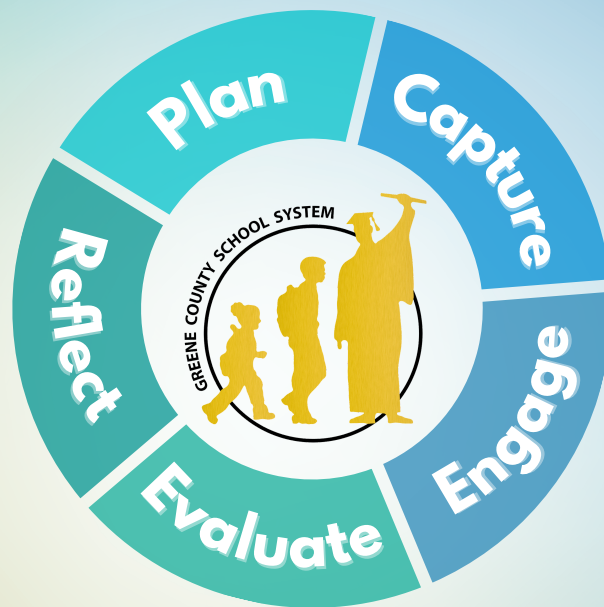


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