



Introduction to the Framework

The Standards-Based Teaching and Learning Framework Task Force was inspired and motivated to establish a teaching and learning framework that serves all students. A priority was to create a common set of expectations explicitly identifying the roles of students, educators, administrators, and parents/guardians, knowing that the contributions from each of these groups would be integral to the future success of the framework. The Standards-Based Teaching and Learning Framework is the collective effort of multiple stakeholder groups who believe in the value of aligned expectations aiming for the highest levels of organizational success.



Standards-Based Teaching & Learning Framework

Background

In November of 2010, over 100 PSD stakeholders gathered to discuss findings from Poudre School District's Comprehensive Appraisal for District Improvement (CADI). The stakeholders, representing the entire PSD community, evaluated the results from the report and identified key themes from the findings. The key themes were then used to develop strategies for the 2010-2011 PSD Unified Improvement Plan.

Among the findings from the CADI report were the questions of what the district valued most regarding teaching and learning and how those values could be reflected in common expectations regarding instructional practices for all schools. These questions ultimately became the catalyst for one of the major improvement strategies established in the district's unified improvement plan that was approved by the PSD Board of Education in January, 2011.

Through an application process, Task Forces were established in February, 2011 to ensure that all stakeholders were represented in the work to inform and support the action steps outlined in the major improvement strategies of the unified improvement plan. The Standards-Based Teaching and Learning Framework Task Force was charged with developing the common expectations for teaching and learning for all schools in Poudre School District and completed their work in April, 2013.

Design

The framework is designed around five primary dimensions: Purpose; Curriculum & Pedagogy; Assessment for Student Learning; Student Engagement; and Classroom Environment & Culture. While these dimensions are universal, the organization of the framework is directly influenced by the work of the Center for Educational Leadership at the University of Washington.

In each of the five dimensions, sub-dimension categories provide additional specificity and outline the key characteristics of the dimension. Expectations for students, educators, building administrators, central office support services and parents/guardians are identified within each of these sub-dimensions.

Resources to support a deeper understanding of each dimension are included in the Online Toolkit version of the framework, which is accessible to all stakeholders. These resources are designed to provide additional examples of the most successful practices and models from the field in each respective category. A process for maintaining these resources is in place to ensure that this component of the framework is appropriately updated.

Alignment

To support implementation, PSD educator evaluation documents will align and be organized to prioritize the expectations of the Standards-based Teaching and Learning Framework. Additionally, professional development opportunities and resources will also be aligned to the framework to provide teachers with focused support and growth opportunities.



Standards-Based Teaching & Learning Framework

Purpose

Intentional use of the Colorado Academic Standards emphasizing the concepts and skills students must master as identified in both the Evidence Outcomes and the 21st Century Skills and Readiness Competencies to ensure all students have equal access to universal instruction.

In order to support the dimension of Purpose:

PSD Parents/Guardians are encouraged to...	In partnership with Parents/Guardians, PSD will...
Understand the Colorado Academic Standards. Develop awareness of what their students are learning in school. Reinforce how current learning is utilized in the real world and is relevant beyond the task at hand.	Communicate what units and standards their students are studying, including success criteria. Communicate information about how current learning is utilized in the real world and is relevant beyond the task at hand.

PSD will consistently plan and deliver instructional units and lessons based on the Colorado Academic Standards. (1.a Standards sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Demonstrate a clear understanding of the Colorado Academic Standards, emphasizing both the Evidence Outcomes and 21 st Century Skills and Readiness Competencies. Collaboratively plan and deliver standards-based units and lessons that <ul style="list-style-type: none"> • Are intentionally linked to other lessons, units, and Grade Level Expectations • Allow all students equal access to universal instruction • Allow students to learn and apply transferable knowledge and skills • Are meaningful and relevant beyond the task at hand 	Be aware of Colorado Academic Standards and their relation to units and lessons. Learn and apply transferable knowledge and skills. Understand how the lesson relates to previous and future lessons. Recognize how units and lessons are meaningful and relevant beyond the task at hand.	Demonstrate a clear understanding of the Colorado Academic Standards. Provide job-embedded time, opportunity, and resources to collaboratively plan standards-based units and lessons. Identify patterns of evidence that standards-based units and lessons are consistently planned and delivered. Provide ongoing instructional feedback on the alignment of lessons with the Colorado Academic Standards. Actively facilitate and encourage sharing of standards-based units and lessons among staff.	Provide universal and targeted professional development and support to understand the Colorado Academic Standards for backwards unit planning and delivery of units and lessons. Systematize the professional sharing of standards-based units and lessons. Develop criteria to identify quality standards-based units and lessons.

PSD will ensure learning targets are measurable and include clear success criteria.

(1.b Learning Target sub-dimension)

PSD Educators will...	PSD Students with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
<p>Design and articulate measurable learning targets that are linked to standards.</p> <p>Engage students in the development of learning targets and success criteria.</p> <p>Establish and communicate clear success criteria.</p> <p>Design performance tasks that provide evidence that students are able to understand and apply learning in context.</p>	<p>Participate in the development of and be able to articulate learning targets.</p> <p>Use the learning target to aim for understanding.</p> <p>Identify success criteria along with current status in relation to that criteria and progression towards success.</p> <p>Engage in performance tasks in order to understand and apply learning in context.</p>	<p>Identify patterns of evidence that learning targets are measurable and linked to standards.</p> <p>Provide ongoing instructional feedback on establishing and communicating clear success criteria.</p>	<p>Model measurable learning targets in professional development.</p> <p>Systematize the professional sharing of examples and strategies for establishing clear success criteria.</p>

PSD will ensure teaching points are based on students' learning needs.

(1.c Teaching Point sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
<p>Base the teaching points on the learning needs for groups of students and individual students as needed.</p>	<p>Advocate for own learning needs and take advantage of learning opportunities designed to meet his/her specific learning needs.</p>	<p>Identify patterns of evidence that teaching points are based on students' learning needs.</p> <p>Provide feedback and support on the use of teaching points based on students' learning needs.</p>	<p>Provide universal and targeted professional development and support to expand strategies for adjusting teaching points and ensuring teaching points are based on students' learning needs.</p>



Standards-Based Teaching & Learning Framework

Student Engagement

Intentional use of strategies resulting in students doing work that stimulates high levels of interest, leads to student ownership and commitment, and results in relevant and transferable learning.

In order to support the dimension of Student Engagement:

PSD Parents/Guardians are encouraged to...	In partnership with Parents/Guardians, PSD will...
<p>Support their student's readiness to learn and encourage their ownership of learning.</p> <p>Understand the relevance and importance of learning opportunities to post-secondary pursuits.</p> <p>Help their student to act on areas of interest, passion, and strength.</p> <p>Be aware of and understand the role of the adults that provide additional support for their student in their school environment.</p>	<p>Collaborate with parents/guardians to increase awareness of the relevancy of learning to post-secondary pursuits.</p> <p>Communicate about any strategies put in place to engage students.</p>

PSD will ensure students understand what they are learning, why they are learning it, and how they will know they have learned it, with an emphasis on how the standards are relevant for future post-secondary pursuits.

(2.a Engagement Strategies sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
<p>Develop learning opportunities that are concept-based and help students understand the relevance of these learning opportunities.</p> <p>Engage all students in work of high cognitive demand.</p> <p>Provide opportunities for students to take ownership of their learning.</p>	<p>Understand the relevance of the learning opportunities provided.</p> <p>Be able to answer the questions: "What are you learning?" "Why is what you are learning important?" and "How do you know if you have learned it?"</p>	<p>Identify patterns of evidence that students understand the relevance of what they are learning.</p> <p>Provide instructional feedback on relevancy and high cognitive demand of learning.</p>	<p>Develop common tools and materials which support learning and are relevant for future post-secondary pursuits.</p> <p>Provide support for the use of these tools and materials throughout the district.</p>

PSD will differentiate instruction based on knowledge of students’ abilities, culture, backgrounds, and learning needs in relation to the standards.

(2.b Engagement Strategies sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
<p>Differentiate instruction based on students’ abilities, culture, backgrounds, and learning needs in relation to the standards.</p> <p>Challenge and engage each student in the subject matter at a depth and breadth that ensures the student is maximizing his/her learning.</p>	<p>Advocate for and take advantage of learning opportunities designed to meet his/her specific learning needs.</p>	<p>Provide school-based and job-embedded professional development to help educators implement differentiated instruction strategies.</p> <p>Identify patterns of evidence that differentiation is occurring consistently and meets the needs of students.</p> <p>Provide instructional feedback on differentiation strategies.</p>	<p>Provide universal and targeted professional development and support for differentiation strategies.</p>

PSD will use engagement strategies that stimulate substantive and intellectual thinking.

(2.c Intellectual Work and Talk sub-dimensions)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
<p>Design and implement engagement strategies that encourage equitable and purposeful student participation.</p> <p>Plan for and facilitate student talk that embodies substantive and intellectual thinking associated with the content.</p> <p>Asks questions to probe and deepen students’ understanding or uncover misconceptions.</p> <p>Create learning opportunities that are intellectually engaging and respond to student interests, passions, and strengths.</p>	<p>Engage in substantive and intellectual work and talk to provide evidence to support their thinking.</p> <p>Question one another to probe for deeper thinking.</p> <p>Explore, develop, and act on interests, passions, and strengths.</p> <p>Learn to monitor personal levels of engagement and make necessary adjustments to maximize learning opportunities.</p>	<p>Design building-wide systems that support the creation of engaging academic and extracurricular learning opportunities that respond to student interests, passions, and strengths.</p> <p>Identify patterns of evidence that engagement strategies are effectively implemented.</p> <p>Provide ongoing instructional feedback regarding engagement strategies.</p>	<p>Design and utilize district-wide systems that identify student interests, passions, and strengths.</p> <p>Provide universal and targeted professional development and support for engagement strategies that respond to student interests, passions and strengths.</p>

PSD will ensure that each student has an effective relationship with at least one adult in each school that student attends. (2.d Engagement Strategies sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
<p>Develop effective relationships with students, taking personal stake in and committing to the academic and personal success of students.</p> <p>Offer appropriate opportunities for the development of relationships.</p>	<p>Be open to forming relationships with educators and others in the building who can support a connection with the school and engagement in the work.</p>	<p>Establish and promote a school culture where staff prioritizes relationships with students and families.</p> <p>Offer appropriate academic opportunities and extracurricular activities as a venue for the development of relationships.</p>	<p>Systematize the professional sharing of strategies for establishing effective relationships.</p>



Standards-Based Teaching & Learning Framework

Curriculum and Pedagogy

Intentional use of an organized plan of instruction and appropriate learning strategies to engage students in learning the standards.

In order to support the dimension of Curriculum and Pedagogy:

PSD Parents/Guardians are encouraged to...	In partnership with Parents/Guardians, PSD will...
Be aware of the adopted materials and supporting resources being used to support learning. Encourage their students to take on challenging learning opportunities. Understand the various instructional strategies being used with their own students.	Communicate information about the adopted materials and supporting resources. Share strategies used to appropriately challenge all students. Inform parents/guardians about the various instructional strategies being used with students.

PSD will design and implement units and lessons which provide learning opportunities that are appropriately challenging as well as culturally and academically relevant, utilizing adopted materials and supporting resources. (3.a Curriculum sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Collaboratively design and implement units and lessons which provide learning opportunities that are <ul style="list-style-type: none"> • aligned with the learning targets and teaching points • appropriately challenging and supportive for all students • culturally and academically relevant When designing standards-based units and lessons, appropriately utilize adopted materials and supporting resources.	Actively participate in units and lessons that provide learning opportunities that are appropriately challenging, culturally and academically relevant.	Provide job-embedded time and opportunities to collaboratively design units and lessons that provide meaningful learning opportunities. Identify patterns of evidence that units and lessons provide meaningful learning opportunities that are appropriately challenging, culturally and academically relevant. Provide ongoing instructional feedback regarding units and lessons that provide learning opportunities and appropriate use of adopted materials and supporting resources.	Systematize professional sharing of quality units and lessons which provide learning opportunities. Provide universal and targeted professional development and support to design quality units and lessons which provide learning opportunities. Facilitate district-wide materials adoptions based on standards.

PSD will make instructional decisions and utilize a variety of effective instructional and learning approaches that are culturally responsive and engage students in disciplinary habits of thinking.
(3.b Teaching Approaches and Strategies sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
<p>Make instructional decisions and utilize a variety of effective instructional and learning approaches that are culturally responsive.</p> <p>Engage students in critical thinking and disciplinary habits of thinking that develop students' conceptual understanding.</p>	<p>Engage in a variety of learning strategies for a given situation to demonstrate independent use of transferable skills.</p> <p>Engage in and identify with authentic ways of reading, writing, thinking, and reason-making in the discipline under study.</p>	<p>Identify patterns of evidence that instructional decisions and the variety of instructional and learning approaches are effective and culturally responsive.</p> <p>Provide ongoing instructional feedback on effectiveness of engaging students in critical thinking and disciplinary habits of thinking.</p>	<p>Model a variety of effective instructional and learning approaches in professional development.</p> <p>Provide universal and targeted professional development and support on disciplinary habits of thinking and culturally responsive strategies.</p>

PSD will utilize different instructional strategies in order to address individual student learning needs.
(3.c Scaffolds for Learning sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
<p>Differentiate based on students' individual progression towards the success criteria.</p> <p>Use different instructional strategies to ensure maximal opportunities to attain success.</p> <p>Balance the interplay of explicit teaching, scaffolding, and extended learning opportunities to lead to student ownership.</p>	<p>Advocate for personal learning support or extensions as needed to become self-reliant.</p> <p>Have high expectations relative to their current learning and strive to maximize learning.</p>	<p>Identify patterns of evidence that differentiation is occurring consistently and meets the needs of students.</p> <p>Provide instructional feedback on using different instructional strategies to provide maximal opportunities for student success.</p>	<p>Provide universal and targeted professional development and support on differentiation strategies and adjustments.</p>



Standards-Based Teaching & Learning Framework

Assessment for Student Learning

Intentional use of ongoing, frequent assessment opportunities designed to provide students with meaningful feedback regarding their level of performance and to provide educators with information to make timely and appropriate instructional adjustments.

In order to support the dimension of Assessment for Student Learning:

PSD Parents/Guardians are encouraged to...	In partnership with Parents/Guardians, PSD will...
Understand assessment strategies being used. Develop an awareness regarding the assessments their students will take. Understand their student's progress toward mastery. Support their own students at home with any specific learning needs that have been identified. Understand grading and reporting policies and practices and know how to access their own students' grades.	Share assessment strategies being used. Dialogue with parents/guardians about any specific learning needs along with how to support those needs at home. Communicate specifics about grading and reporting policies and practices, and assessment schedules.

PSD will create multiple and varied assessment opportunities and expect all students to demonstrate learning.

(4.a Assessment sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Create multiple and varied assessment opportunities where criteria, methods, and purpose are transparent. Include formative and summative models. Expect all students to demonstrate learning.	Prepare for and participate in multiple and varied assessment opportunities to demonstrate personal learning.	Identify patterns of evidence that multiple and varied assessment opportunities are provided. Provide ongoing instructional feedback on transparent assessment criteria, methods, and purpose.	Provide universal and targeted professional development and support to create multiple and varied assessment opportunities, including formative and summative models. Develop common tools and materials which support multiple and varied assessment opportunities and encourage their use throughout the district.

PSD will provide opportunities for students to assess their own levels of learning based on the learning target. (4.b Assessment sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Provide opportunities for students to assess their own levels of learning based on the learning target.	Assess their own level of learning and progression toward the learning target.	Identify patterns of evidence that students are provided opportunities to assess their own learning. Establish and promote a school culture of assessment-capable educators and students.	Systematize professional sharing of strategies and ideas for providing opportunities for students to assess their own levels of learning.

PSD will gather and record comprehensive, actionable information about student learning needs. (4.c Assessment sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Gather, record and share comprehensive, actionable information with students about their learning needs.	Use actionable information to understand personal learning needs.	Provide job-embedded time and opportunities for educators to individually and collaboratively analyze data regarding student performance. Individually and collaboratively analyze building data regarding student performance.	Provide ongoing data system support to ensure accurate disaggregation and analysis of data. Provide universal and targeted professional development and support to analyze data.

PSD will plan instruction and make in-the-moment instructional adjustments based on ongoing assessment of student understanding. (4.d Adjustments sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Plan instruction and make in-the-moment instructional adjustments based on ongoing assessments, striving for increased depth of student understanding.	Adjust personal learning strategies based on ongoing assessments to increase depth of understanding.	Provide ongoing instructional feedback about effectiveness of instructional adjustments. Individually and collaboratively respond to and plan based on building data regarding student performance.	Provide universal and targeted professional development and support to implement data-informed instruction and instructional adjustments.



Standards-Based Teaching & Learning Framework

Classroom Environment and Culture

Intentional use of the structures of the physical environment, classroom routines, rituals, and relationships to create a positive classroom culture for student learning.

In order to support the dimension of Classroom Environment and Culture:

PSD Parents/Guardians are encouraged to...	In partnership with Parents/Guardians, PSD will...
Understand classroom systems and routines and encourage students' successful participation in these systems and routines.	Share school and classroom culture, norms, and expectations, and communicate guidelines for systems and routines.

PSD will promote and sustain a positive climate and culture. (5.a Classroom Culture sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
<p>Promote and sustain a classroom climate and culture of inclusivity, equity, positive relationships, and accountability to facilitate learning for all students.</p> <p>Create a classroom environment and norms that encourage risk-taking, collaboration and respect for thinking.</p> <p>Facilitate classroom discourse and interactions to reflect high expectations and beliefs about students' intellectual capabilities regardless of skill level.</p>	<p>Engage in and self-advocate for an inclusive classroom climate and culture so all students can learn.</p> <p>Take risks, collaborate, respect others and their thinking, and actively participate in intellectually rich work and discourse.</p>	<p>Promote and sustain a positive school climate and culture.</p> <p>Develop and reinforce building norms and expectations to maintain a school climate and culture to respect all students and facilitate student learning.</p>	<p>Promote and sustain a positive climate and culture throughout the district.</p> <p>Systematize the professional sharing of strategies for establishing positive school climate and culture.</p>

PSD will utilize classroom systems and routines to facilitate student responsibility, ownership, interdependence, and independence. (5.b Classroom Routines and Rituals sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Utilize classroom systems and routines to facilitate student responsibility, ownership, interdependence, and independence.	Participate in and contribute to classroom systems and routines, and take responsibility and ownership for learning.	Identify patterns of evidence that classroom systems and routines are effective for student learning. Provide ongoing instructional feedback and support related to classroom systems and routines. Establish and promote school systems and routines to reinforce student learning.	Model effective systems and routines to facilitate collaborative learning through professional development.

PSD will maximize available time for learning with proactive classroom management. (5.c Classroom Routines and Rituals sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
Plan and utilize bell to bell time to maximize student learning. Plan for efficient and effective transitions (students know materials needed, access to resources and expectations for transition). Utilize effective, proactive classroom management strategies (modeling, reinforcing, accountability, effective praise).	Remain engaged in learning from bell to bell time. Respond appropriately to proactive classroom management.	Appropriately plan instructional schedules that allow maximum time for learning. Provide ongoing instructional feedback on maximizing learning time and proactive classroom management strategies. Establish and promote a school culture of maximizing time for learning.	Systematize the professional sharing of strategies and ideas for proactive classroom management across buildings.

PSD will use the physical space to facilitate student learning, assess student understanding, and support learning. (5.d Use of Physical Environment sub-dimension)

PSD Educators will...	PSD Students, with support from educators, will...	PSD School Administrators will...	PSD Central Office Support Services will...
<p>Intentionally arrange the room, resources and seating to support and scaffold student learning.</p> <p>Utilize space and movement to assess student understanding and support learning.</p> <p>Provide resources in the room to facilitate student access and independence.</p> <p>Utilize academic postings (standards, school-wide and room expectations, teaching point and learning target, student work, word walls).</p>	<p>Utilize the physical environment, resources, and visible academic postings to aide in taking responsibility for and monitoring personal learning.</p>	<p>Ensure the physical environment facilitates, celebrates and reinforces student learning.</p>	<p>Ensure school sites are safe, appropriate learning environments for all students and staff.</p> <p>Model effective use of the physical environment to facilitate learning in professional development.</p>



Standards-Based Teaching & Learning Framework

Glossary of Terms (including terms from the 5D+ Rubric)

Adapted from the *Center for Educational Leadership*, University of Washington

21st Century Skills and Readiness Competencies

Promote critical thinking in relevant societal context including specific characteristics of the discipline.

Actionable Information

Data that can identify where a student is in relation to a learning target and what is needed to achieve the success criteria.

All

The emphasis for “all” students is that a preponderance of evidence from the available data shows the teacher including all students.

Assessment

Opportunities provided to students in multiple and varied ways to measure where a student is in relation to a standard and allow educators to refine and redirect strategies for improved learning.

Assessment-Capable Educators and Students

Able and motivated to access, interpret, and use information from quality assessments in ways that affirm or further learning.

Broader Purpose

How the learning relates beyond the classroom and is relevant to the world beyond school.

Cognitive Demand

The level and kind of thinking which engages students in making purposeful connections and developing relevant meaning.

Colorado Academic Standards

Expectations of what students need to know and be able to do at the end of each grade. They also stand as the values and content organizers of what Colorado sees as the future skills and essential knowledge for our next generation to be successful.

Concept-based

Learning opportunities that can be either transdisciplinary, interdisciplinary or intradisciplinary that involve concepts that are timeless, universal, and transferable.

Conceptual Understanding

Recognition of the rich relationships among key concepts in the discipline and application of these concepts in various situations.

Content Knowledge

A deep understanding of the theories, principles, and concepts of a particular subject. In addition, all elementary educators are experts in literacy and mathematics as well as secondary educators have knowledge of literacy and mathematics.

Culturally Relevant

Learning opportunities that are designed to engage students based on their backgrounds, knowledge, and experiences.

Culturally Responsive

Teaching that utilizes the backgrounds, knowledge, and experiences of students to inform the educator's lessons and methodology.

Curriculum

An organized plan of instruction to engage students in learning the standards.

Differentiate / Differentiation

Modifying content, process, pace or product according to student readiness. Learning opportunities that address students' individual strengths and learning needs.

Disciplinary Habits of Thinking

Gathering, processing and evaluating information from the perspective of a discipline (i.e. art, history, mathematics, science) that has specific areas of interest, specific questions it asks of the world, and unique criteria for argumentation and reasoning.

Educator

All licensed and classified employees who interact with students.

Effective Relationships

A relationship in which the student believes the adult has a personal stake in and commitment to the academic and personal success of the student.

Evidence Outcomes

Indicators of student mastery as defined by the Colorado Academic Standards.

Explicit Teaching

Directing student attention toward specific learning in a structured environment.

Extended Learning Opportunity

Learning opportunities designed to meet individual students' specific needs beyond the universal classroom instruction.

Formative Assessment / Formative Models

A planned process in which assessment-elicited evidence of students' status is used by educators to adjust their ongoing instructional procedures and by students to adjust their current learning-tactics.

Grade Level Expectations

Concepts and skills students master as defined by the Colorado Academic Standards which indicate progress towards success in a postsecondary and workforce setting.

High Cognitive Demand

Emphasizes solving complex tasks through the use of higher-level thinking across all subject areas.

Job-Embedded Professional Development

Educator learning that is grounded in day-to-day teaching practice and is designed to enhance educators' content specific practices with the intent of improving student learning.

Learning Opportunities

Activities or events intentionally designed to engage students in learning the standards.

Learning Needs of Students

Encompasses academic background (what a student knows and is able to do within a specific discipline), life experience (events that a student has participated in or lived through), culture (a set of shared attitudes, values, and practices that characterize a group), and language (the level of development of a student's oral and written language).

Learning Target

Establishes the specific learning goals for the lesson. Uses words, pictures, actions, or some combination of the three to express to students, in terms the students understand, the content and performance for which they are aiming. What the teacher wants students to know and be able to do as a result of the daily lesson.

Patterns of Evidence

Observed trends in educator practice.

Pedagogy

Intentional educator use of the most appropriate learning strategies to meet the instructional purpose and the needs of students.

Pedagogical Content Knowledge

Teacher has discipline-specific content knowledge and ways of representing and formulating the content that make it comprehensible to others.

Performance Tasks

Authentic, meaningful learning opportunities that require students to synthesize knowledge and skills learned and apply them in multiple contexts.

Personal Learning Strategy

The method, tactic, or procedure used by a student to engage in learning.

Positive Climate and Culture

A climate and culture of safety, inclusivity, equity, respectful relationships, caring, high levels of motivation and fairness.

Scaffolding

Specific ways educators provide assistance to students to access, extend and own their learning. The provision of sufficient support to promote learning when concepts and skills are first being introduced. These supports are removed as students gain understanding and independence.

Success Criteria

A set of student look-fors to describe what it means to do quality work to meet the learning target.

Summative Assessment / Summative Models

Evaluation of student learning at a particular time against benchmarks after instruction.

Systematize

Strategic and purposeful designing and sharing of resources across the district.

Teaching Point

Educator's intentional focus in a particular moment that directs students from where they are now toward the learning target.

Universal Instruction

Differentiated instruction provided to all students in the classroom based on the Colorado Academic Standards.



Standards-Based Teaching & Learning Framework

Frequently Asked Questions

Is the framework inclusive of all students?

The framework is inclusive of all learners. There are multiple examples within the framework that support differentiated instruction to meet the needs of all students.

Will the framework be relevant across all levels – elementary, middle and high school?

The framework and expectations support all school levels, and all levels of learners. There are no distinctions between age levels, school levels, or subjects.

How does the Standards-Based Teaching and Learning Framework affect focused programs such as Core Knowledge and International Baccalaureate?

The Standards-Based Teaching and Learning Framework Team considered different frameworks. We developed a framework that supports all instructional models in PSD and provides common language and expectations to meet the Colorado Academic Standards.

Do office staff/classified employees fit into this framework?

Our office staff and classified employees are integral to our work in all of the five dimensions both in the schools and central office. Office and other classified staff members interact with our students in a variety of environments and their ability to utilize the framework will promote success for students in many areas.

How extensive is the uniformity proposed by the framework?

Poudre School District expects utilization of the expectations established by the Standards-Based Teaching and Learning Framework.

Is curricular consistency the goal of the framework?

Increased curricular consistency is one goal of the framework. In addition, we value the expertise and professional judgment of our educators consistent with this framework.

Will there be professional development associated with the Standards-Based Teaching and Learning Framework?

Poudre School District will have ongoing professional development that supports work in all of the dimensions. Additionally, each school has a lead team participating in a full-year training model during either the 2012-13 or 2013-14 school year that will support the implementation of the expectations outlined in the Standards-Based Teaching and Learning Framework.

How will the expectations established in the framework be communicated to the PSD community?

A communication plan to support our work, including communication with students, teachers, parents, and community members, will be developed in the spring of 2013 and proactively shared with all stakeholders.

What is the relationship between the Standards-Based Teaching and Learning Framework and the teacher evaluation tools used in PSD?

Poudre School District will be implementing an evaluation rubric in 2013-2014 from the Center for Educational Leadership, University of Washington, that aligns with the Five Dimensions from which the Standards-Based Teaching and Learning Framework was developed.