



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.