



Attachment 1: AP 5123.2

Appendix A: Instructional Framework

In order for our students to have opportunities to grow in the skills and attributes captured within the Learner Profile, our Instructional Framework provides the blueprint for learning experiences throughout PGCPS. It defines our expectations for instruction and provides a framework for consistently planning and implementing evidence-based practices in all grade levels, classrooms, and content areas.

Culture and Community

Educators create and nurture an inclusive community where all learners are respected, valued, and engaged.

CC.1 Safe and Supported: Learning environments are physically and emotionally safe and teachers and students feel supported to take risks

CC.2 High Expectations: All learners are challenged and authentically engaged in achieving rigorous learning outcomes.

CC.3 Culturally Responsive: All community members acknowledge and respond to cultures through the use of curriculum resources in which students see themselves, effective communication strategies, varied instructional strategies, belief in all students' capabilities, knowing students and families, and understanding oneself.

CC.4 Equitable Access: All learners are provided with the support needed to successfully access the curriculum.

Curriculum Implementation

Curriculum is aligned to standards and inclusive of individual students' needs, global perspectives, and the integration of critical thinking, creative thinking, communication, and collaboration.

CI.1 Intentional Planning: Learning experiences are designed with the end in mind, address meaningful questions, and include clear goals, activities that meet the needs of all learners, and multiple means of assessment and reflection.

CI.2 Collaborative Planning: Teachers share and plan together to design or modify learning opportunities that best meet the needs of their students as well as to engage in their own professional growth by increasing understanding of their content and how it can be taught.

CI.3 Personalized and Empowering: Teachers design learning opportunities that support multiple pathways for students to acquire academic knowledge as well as skills and dispositions that allow students to have more control over their own learning.

CI.4 Integration of Global Competencies: Students engage in structured opportunities to develop critical and creative thinking, communication, and collaboration skills.

Learning Experiences

Learning experiences are student-centered, incorporate evidence-based practices, focus on making meaning, and ensure equity of access for all learners.

LE.1 Authentic and Relevant: Students learn through activities that are relevant to the content and allow them to make meaningful connections to their lives.

LE.2 Voice and Choice: Teachers facilitate opportunities for students to have daily opportunities to provide input into personalizing learning goals, the activities they engage in, resources they use to meet them, and how they can demonstrate meeting those goals.

LE.3 Projects, Problems, and Performances: Students are routinely engaged in learning experiences addressing content-specific problems and ideas that allow them to acquire knowledge and skills while creating artifacts for an authentic audience.

LE.4 Anytime, Anywhere Learning: Students learning is not constrained by time and place as learning opportunities are provided in online, blended, and in-person environments.

Assessment and Reflection

Assessments are used to inform instruction, monitor progress, and determine celebrations and needs.

AR.1 Balanced Assessment: Teachers and students participate in formative assessments that provide data on students' existing knowledge and skills, monitor how students are progressing towards desired learning outcomes, and use summative assessments to determine the effectiveness of teaching and learning experiences.

AR.2 Goal-Setting: Teachers and students collaborate to determine learning goals that they both monitor and assess against learning criteria and expectations, adjusting goals when necessary.

AR.3 Metacognition and Self-Reflection: Students are given routine opportunities to reflect on their learning, the effectiveness of their learning strategies, how their thinking and understandings may have changed, and how past learning experiences might influence the learning strategies they use in the future.

AR.4 Professional Growth: Teachers routinely use data from student work products and performances to reflect on their practice, determine the effectiveness of strategies they implemented, and how past instructional experiences inform those in the future.