



FRAMINGHAM PUBLIC SCHOOLS Instructional Visioning

2024-2025



District Strategic Priorities

- 1 Strengthen Standards-Based, Grade-Level Instruction to Meet the Needs of All Students
- 2 Deepen Relationships and Develop Partnerships to Benefit All Students
- 3 Create Opportunities for Expansion and Innovation to Benefit All Students

District Instructional Vision

We are committed to consistently meeting the needs of all students in all classrooms and all instructional settings. To achieve this, we will strengthen teaching and learning through the use of standards-based, grade-appropriate instruction that is culturally responsive, research-based, and fosters a sense of belonging in every school. We will model continuous improvement through setting measurable outcomes for student learning and interrogating our instructional practices, so that we reflect the highest quality of teaching and learning, particularly for historically marginalized subgroups.

District Instructional Priority

If **student-centered** educators in Framingham Public Schools utilize intentional lesson design that includes clear objectives, strategies, scaffolds, and extensions based on individual profiles of students (IEP needs, Language Proficiency levels, various data points) to provide access to grade-level Tier I instruction for all students, especially students who are dually identified, then students will be able to master priority grade-level literacy standards and communicate their progress and how their work supports their growth and achievement.

District Instructional Practices

High-Quality Lesson Design

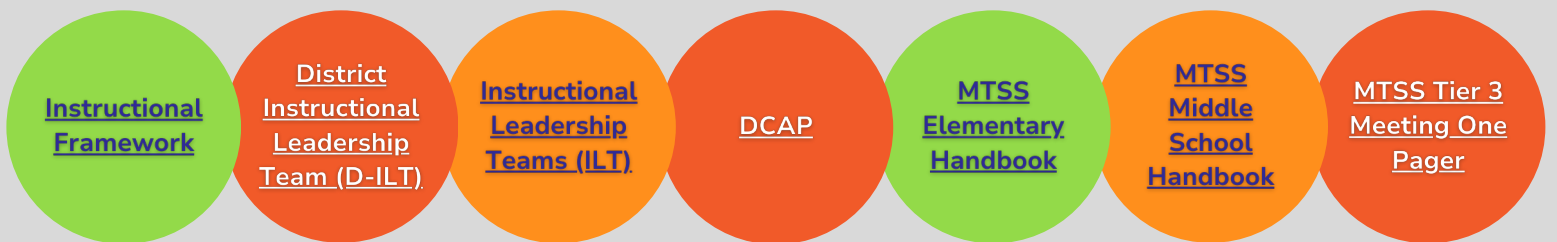
- High-Quality Instructional Materials (HQIM)
- Intentional Standards-Based Lesson Planning (Backwards Planning)
- Data-Informed Instruction
- Posted and Lived Content and Language Objectives 🍎
- Standards

High-Quality Instructional Approaches

- Effective Questioning
- Academic Discourse 🍎
- Checking Student Understanding
- High-Quality Feedback
- Task-Based Learning
- Anchoring Phenomenon
- Personal Interactions 🍎
- 10/2 Lectures 🍎
- Picture File Cards 🍎
- Graphic Organizers 🍎
- Color Coding 🍎

The 🍎 represents a GLAD Strategy

District Instructional Structures



While presented linearly, all components interact dynamically.

Coherence:

The District Coherence Model recognizes the interdependence of various aspects of the school district - its culture, systems, and structures, resources, stakeholder relationships, and environment - and to understand how they reinforce one another to support the implementation of an improvement strategy. An instructional vision supports the district coherence framework by aligning organizational elements with a district-wide strategy, ensuring that all levels of the organization work together to implement effective classroom practices. The framework identifies the organizational elements critical to high performance and poses a series of diagnostic questions about each element, all in an effort to bring them into coherence with the strategy and with each other.

This language is credited to Harvard University at: <https://pelp.fas.harvard.edu/coherence-framework>