Instructional Framework Handbook

from the Office of Teaching and Learning

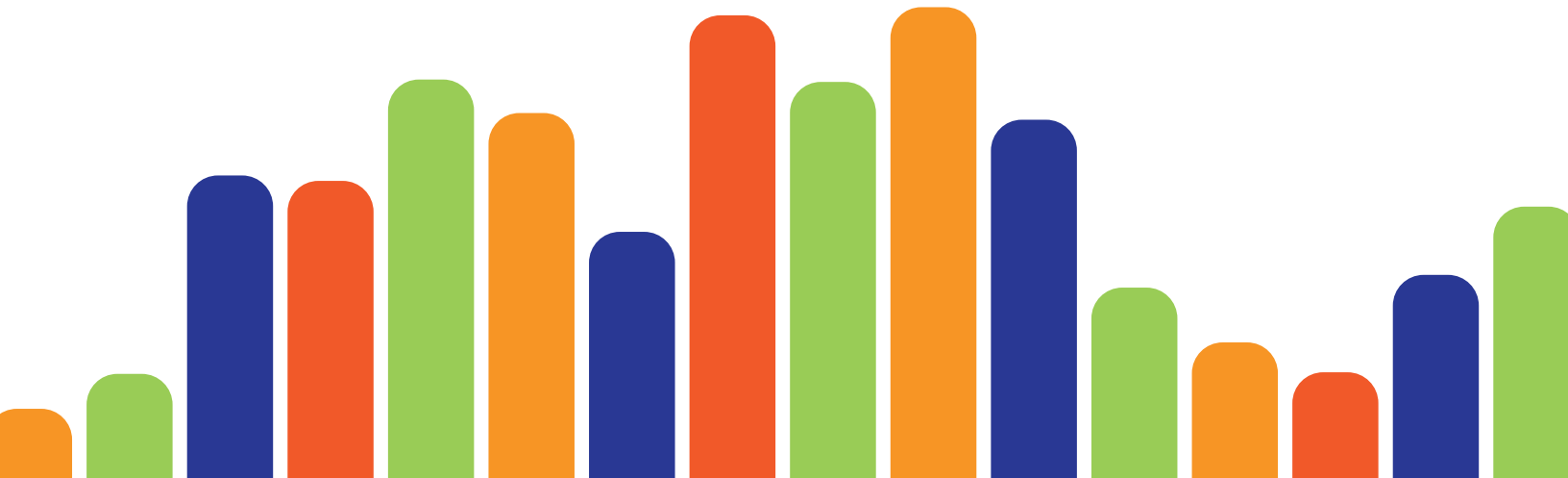Edition 1

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Introduction

The Framingham Public Schools (FPS) and all of us within it, represent a learning organization that is committed to improving our practices and assuring students they are valued, loved, and celebrated. The Vision of FPS is to be a place of belonging, where our students, their families, and our staff have voice, participation, and agency. Indeed, we aspire to embrace differences and inspire futures!

Through a comprehensive education, it is our mission to create and empower free-thinking, responsible citizens who can participate equally in our rich and diverse community. In fulfilling our mission, we will hold true to our core values:

- Provide a safe, inclusive, **culturally responsive teaching** and learning environment
- Engage antiracist and responsible civic advocates
- Respect diversity of thoughts, learners, culture, and community
- Foster learning and healthy growth of all students and staff
- Ensure every school will be an active, participatory, equitable community

Definition of Instructional Framework

What is an Instructional Framework?
Effective instruction is essential for student learning and growth.[1] FPS's instructional framework provides guidance for educators around how to use a set of common, high-quality, evidence-based instructional practices, to maximize learning for all students.[2]

Why do we need an Instructional Framework?
The city of Framingham has a vibrant and diverse population. At FPS we are committed to ensuring that each student in our community can learn and live productively as a critically-thinking, responsible citizen in a multicultural, democratic society. One way we accomplish this is by providing academically challenging and socially emotionally supportive instruction.

Our instructional framework will help us build a shared set of instructional practices across schools and classrooms and is aligned to our **District Curriculum Accommodation Plan**, the **Framingham Code of Character, Conduct and Support**, and **Multi-Tiered Systems of Support**. By doing so, all our students will receive equitable support so they can succeed in our ever-changing world.

Intended Audience

The instructional framework was primarily created for FPS' educators. It also provides an overview for families, caregivers and community members, about what equitable, high-quality teaching and learning should look like for all students in the district. Additionally, it is a reference for professional learning providers and other consultants supporting FPS educators.

[1]Donohoo, 2017
[2]On goal of the Massachusetts Department of Elementary and Secondary Education **Strategic Plan** is to prepare all students for success after high school. To achieve this goal, districts are encouraged to strengthen curriculum, instruction, and assessment. As part of this work, educators must be supported in implementing high quality instruction that is aligned to the state's standards. FPS' Instructional Framework exemplifies how this can be done.

Overview of the Framework

Framingham's **2020-2023 Strategic Plan** has informed the selection of the instructional practices highlighted in the Instructional Framework and has served as the foundation for the next seven year District Strategic Plan (2023-2030). The practices shared below are research and **evidence-based practices**. They are also aligned to the **Framingham Code of Character, Conduct and Support** as well as the Classroom Visitation Rounds.

The framework is grounded in three anchoring principles:
1. Asset Mindset
2. High Expectations
1. Brave Spaces

These anchoring principles set the foundation for the four pillars for high quality teaching:
1. Lesson Design
2. Motivation and Engagement
3. Collaboration
4. Culture of Feedback
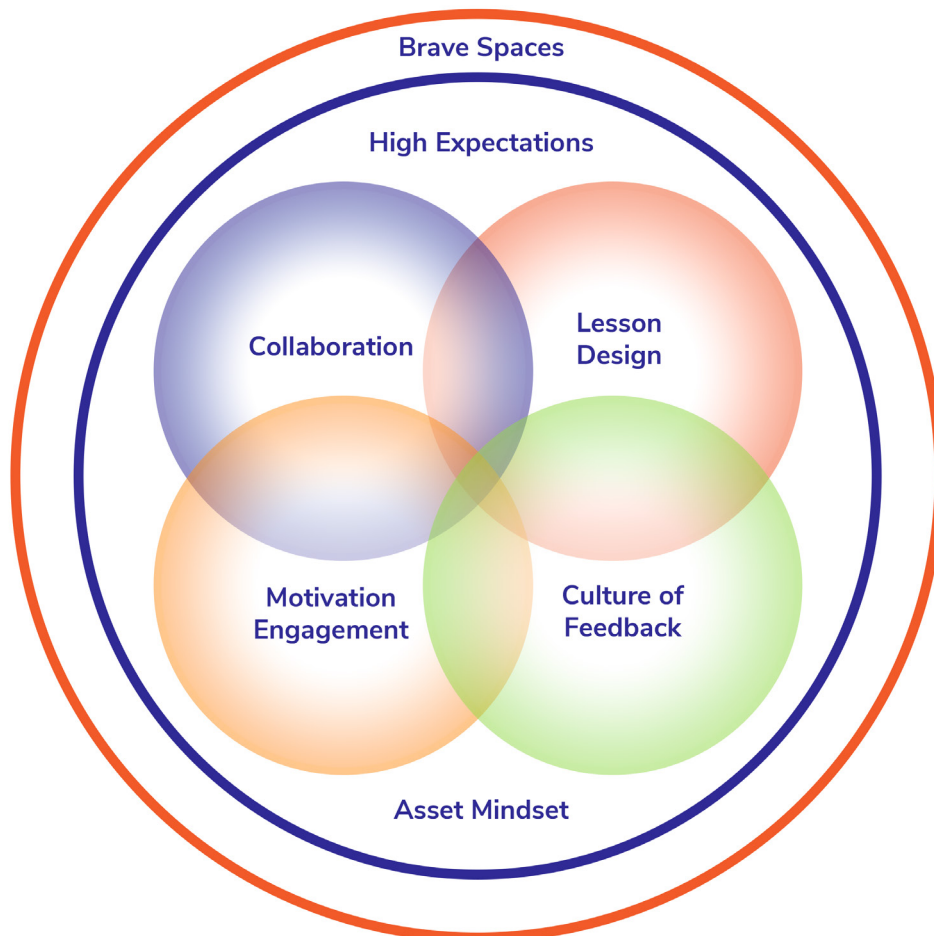
These instructional pillars are overlapping and can be used across all grades and all content areas. Framingham educators hold ambitious goals for all students, and the practices presented in the framework can and should be implemented accordingly.

The FPS Instructional Framework consists of four sections:
1. **Introduction:** Provides an overview on the purpose and audience for the framework.
2. **Anchoring Principles:** Describes the foundational beliefs and habits that support high-quality teaching and learning.
   - These principles are: Asset Mindset, High Expectations, and Brave Spaces.
3. **Pillars of Instruction** Describes FPS's non-negotiable high-quality teaching practices.
   - These pillars are: Lesson Design, Motivation and Engagement, Collaboration, and Culture of Feedback.
4. **Glossary of Terms:** Offers definitions of educational terms used throughout the document. Terms in the glossary will be **bolded**.

Asset Mindset

Description

With an asset mindset, educators in FPS build relationships with students and families that are **culturally** and **linguistically responsive** and create learning environments characterized by mutual respect and rapport. All students enter school with various experiences, background knowledge, and ways of thinking that inform and enrich their learning. In Framingham Public Schools, we recognize, value, and embrace the diverse assets that students bring to the classroom, including cultural, home, linguistic, and community experiences. We recognize many characteristics including but not limited to language, country of origin, culture, differences in skin tone, heritage, ability, socio-economic status, religion, gender identity, and sexuality add value to classrooms and communities. We also recognize that although students share characteristics, they need to be understood and valued as individuals.

Importance

Students do not come to the classroom as "blank" slates. Rather they bring experiences, beliefs and knowledge about both themselves and the world, cultural learning practices as well as language and discourse practices. These *funds of knowledge*[34] shape how students see themselves and engage in schooling. We must build on students' *funds of knowledge* so that they can make connections between their learning in school and their experiences in the world.[56] Thus, instruction that reflects student cultures, families, and experiences is more likely to promote student success.[7]

Implementation

It is the job of every educator in Framingham Public Schools to enact instruction that builds on the prior knowledge, talents, and successes of students, to meet them where they are, and to push students to reach their full potential. When we adopt an asset mindset, we draw on the diverse backgrounds of learners, families, and the community to link teaching and learning to the everyday lives of our learners, including celebrating students' home language practices and the **linguistic tools** they use to negotiate meaning and acquire knowledge. Educators can cultivate an asset mindset by practicing and modeling an asset-based approach with peers and school leaders. We can also support students in building a **positive mindset** by boosting their confidence in their day-to-day experiences.[8] In addition, recognition and utilization of students' cultural heritage promotes language and literacy development[9] as well as scientific and mathematical thinking.

If we maintain an asset-mindset when working with students, we expect they will...

1. ...work on grade level standards, with **culturally relevant content** and receive "in the moment" support when needed.
2. ...learn to value their identities and freely share aspects of their identities in the classroom with the teacher and peers and are welcoming of diverse perspectives and identities.
3. ... readily make connections to prior learning and familial and community experiences.
4. ... communicate their thinking, experiences, and **productive struggles** around topics of instruction using multiple means of communication (e.g. spoken, written, non-verbal, drawn etc..).
5. ...persevere through challenges, bounce back from mistakes, repair harm and successfully navigate conflict.
6. ...reflect a positive self-identity and advocate for **culturally responsive teaching**.
7. ...know that their home norms, values, and beliefs around school are valid and valued by educators in Framingham.

[3] Moll, L.C .. & Greenberg. J. (1990). Creating zor.es of possibilities: Combining social contexts for instruction. In L.C. Moll (Ed.). Vygotsky and education (pp. 319-348). Cambridge. U.K.: Cambridge University Press.

[4] Hammond, Z. (2014). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Corwin Press.

[5] Gutiérrez, K. D., Baquedano-López, P., Alvarez, H. H., & Chiu, M. M. (1999). Building a culture of collaboration through hybrid language practices. Theory into practice, 38(2), 87-93.

[6] Moje, E. B., Ciechanowski, K. M., Kramer, K., Ellis, L., Carrillo, R., & Collazo, T. (2004). Working toward third space in content area literacy: An examination of everyday funds of knowledge and discourse. Reading research quarterly, 39(1), 38-70.

[7] Massachusetts Department of Elementary and Secondary Education. (n.d.). Massachusetts Vision and Blueprint for English Learner Success. https://www.doe.mass.edu/ele/blueprint/dashboard.html

[8] See Framingham Public Schools Code of Character, Conduct and Support for more details about the relationship between student mindsets and adult mindsets.

[9] National Academies of Sciences, Engineering, and Medicine. (2017). Promoting the Educational Success of Children and Youth Learning English: Promising Futures. Washington, DC: The National Academies Press. https://doi.org/10.17226/24677.

Description

Educators in FPS maintain high academic and behavioral expectations for students that align with Framingham Public Schools **Code of Character, Conduct and Support** and **district rules**. We practice high expectations by providing access for all students to engage in grade-level, standards-based learning activities designed with **Depths of Knowledge** in mind so that all students meet the same content and language objectives. As students engage in productive struggle, we provide differentiated scaffolds and support so that all students may achieve and grow, including understanding, building upon, and activating their prior knowledge and experiences. Furthermore, through FPS's **Multi-Tiered Systems of Support (MTSS)**, we deliver academic and social-emotional **tiered interventions** and **scaffolds**, including **language access tools** aligned to student's English proficiency, to promote all students success.

Importance

Educators largely shape how a student experiences learning. Educators' beliefs about what students can learn and do impacts not only what students achieve but also how they view themselves as a learner.[10] [11] At the core of high expectations is the belief that all students deserve equitable opportunities and access to content and standards-based learning experiences. Understanding students' cultural and linguistic backgrounds sets the foundation for having high expectations and helps foster asset-based mindset toward students. By demonstrating high expectations along with support to build capacity, we communicate a belief in the assets students bring to the classroom and begin to create brave spaces.

Implementation

In FPS we demonstrate our belief that all students are capable of mastering grade-level standards from Pre-Kindergarten to 12th grade in many ways. This includes:

- Engaging students in instructional tasks that are aligned to grade-level standards and engage students in high level tasks as defined by **Depths of Knowledge**.
- Building positive and respectful relationships with students, families, and caregivers as a foundation for learning.
- Engaging parents and caregivers in two-way communication in which we acknowledge and navigate cultural differences through communication, humility, and sensitivity.
- Practicing **adult mindsets that support students**.
- Understanding behavioral needs and appropriate expectations for students at different developmental stages.
- Explicitly teaching academic, social, emotional and behavioral expectations and the related target behaviors, such as self awareness and academic efficacy as described in the **Learning and Life Competencies**, needed to reach the expectations.
- Engaging in **culturally responsive practices** throughout curriculum and instruction.
- Recognizing our implicit biases and challenging our assumptions about students' abilities, their expectations for themselves and their families expectations for them.
- Differentiating appropriate levels of support within a task to maintain complexity for all students.

If we have high expectations, we expect students will...

1. ... be engaged and take risks when contributing to class discussions.
2. ... articulate their goals, reflect on their progress, and communicate their next steps in learning to their teachers and families.
3. ... be able to explain why they are engaged in a task and how it contributes to their learning.
4. ... demonstrate perseverance and engage in **productive struggle**.
5. ... have developed the necessary social-emotional skill set to participate and feel successful in their classroom and school community, including modeling the **positive student mindsets**.

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[10] Boser, U., Wilhelm, M., & Hanna, R. (2014). The Power of the Pygmalion Effect: Teachers' Expectations Strongly Predict College Completion. Center for American Progress.
[11] Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. The urban review, 3(1), 16-20.

Description

A brave space is an inclusive environment in which everyone works together to ensure all voices are heard and everyone is able to have their needs met. In Framingham Public Schools, we create brave spaces by nurturing a trusting environment that allows students to authentically explore aspects of their identity and culture and challenge systems of inequity. We create brave spaces within our schools and create partnerships with our families and community to challenge systems of inequity. Adults with high expectations and asset mindsets create brave spaces where students adopt positive mindsets and work to remove barriers to student success. Additionally, a brave space fosters taking risks in an environment where student perseverance is valued more than getting the right answer, restitution is valued and every day is a new day.

Importance

Learning environments that support belonging for every student must challenge exclusion and promote inclusion as articulate in the **District Curriculum Accommodation Plan**.[12] We know that when students feel more connected to others, their engagement, wellness, and academic achievement improves. Indeed, students feel more motivated and more confident in their schoolwork when they feel that their teachers care about and support them.[13] **FPS Rights and Responsibilities** articulate the protections we provide to all community members.

Research suggests that connectedness, particularly between students and teachers, coaches or support staff, is related significantly to engagement and academic outcomes, including school attendance, grade point average (GPA), rate of suspension, and test scores.[14] Helping educators develop **critical consciousness**, engaging students in collaborative learning, and welcoming students' families as educational partners are all ways we can support belonging for every student.[15]

Brave spaces are essential to achieve the aspirations described in Framingham Public School's Equity Imperative and **The Code of Character, Conduct and Support**. The Equity Imperative holds the following goals that align to building brave spaces:
- Build trust and exercise cognitive risk-taking.
- Understand the connections between courageous conversations, trauma-informed practices, and advancing racial equity.

In addition, within **The Code of Character, Conduct, and Support** the following goal aligns to building brave spaces:
- To reduce and eliminate systems, structures, policies, and practices that contribute to inequitable outcomes across student groups, especially for students who identify as Black, Indigenous People Of Color (BIPOC), students who identify as Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, Intersex, Asexual (LGBTQIA+), students who are English learners, and students with disabilities.
- To increase staff capacity and accountability to engage in **culturally responsive teaching practices** that are **developmentally informed** and promote positive behaviors; prevent unskillful, inappropriate and unacceptable behaviors; and support students who are struggling.
- To implement accountable and restorative interventions that support every student's social, emotional, and academic development

Implementation

At Framingham Public schools, we work to build brave spaces by consistently exploring biases both as individuals and as groups. We challenge current practices with an eye towards equity and work to amplify voices of historically marginalized individuals and groups, both among our students and across our community. Furthermore, we communicate our belief in students' capacity to grow and learn and as such students are empowered to take ownership of their learning and positively contribute to learning spaces.

If we have high expectations, we expect students will...

1. ... express themselves and challenge peers and adults in a positive way to promote shared learning.
2. ... use multiple languages to make and express the meaning of their learning.
3. ...have the opportunity to make and share connections between their lived experiences/ interest and the lesson content.
4. ... engage in higher level thinking including critical and creative thinking and expression.
5. ... demonstrate perseverance and engage in **productive struggle**.
6. ... encourage and uplift one another and celebrate and embrace differences.
7. ... advocate for their needs and the needs of others.

[12]Healy, K. & Stroman, C. (2021). Structures for Belonging: A Synthesis of Research on Belonging Supportive Learning Environments. Student Experience Research Network.
[13]Dwyer, K. & Osher, D. (2000). Safeguarding Our Children: An Action Guide. Washington, D.C.: U.S. Departments of Education and Justice, American Institutes for Research.
[14]National Center on Safe supportive Learning Environments. (2022). "Engagement, Safety, Environment."
[15]Healy, K. & Stroman, C. (2021). Structures for Belonging: A Synthesis of Research on Belonging Supportive Learning Environments. Student Experience Research Network.

Lesson Design

Description
Deliberate planning is the foundation for high quality teaching and learning. Teachers make explicit connections across lessons so that students understand what they are learning today and how it relates to the larger goals for the year. High-quality lessons are standards-based, designed to activate students' prior knowledge, and meet the students' academic and language needs. Planning involves not only setting clear goals and **criteria for success** but also sharing these with students so they may reflect on their progress and identify where they need additional support to succeed. In addition, high-quality lessons provide frequent opportunities for teachers to assess individual student needs and adapt curriculum materials and tasks with appropriate **scaffolds** and supports to provide all students access to grade level standards while engaging in cognitively demanding tasks. High-quality lessons also integrate the social-emotional behavior skills that students need to engage in learning.

Importance
Research suggests that purposeful planning supports student learning as well as students' ability to effectively apply content knowledge and skills in the world.[16] Lessons are more likely to tap into students' intrinsic motivation and cultivate curiosity when they have an authentic purpose and incorporate **culturally relevant content**. Furthermore, creating difficult, but achievable goals has an energizing effect on student motivation and is an effective way to set high expectations for students.[17] Highly structured lessons should be **culturally responsive** and put equity at the center of all learning by affording learners multiple options for engaging in learning and demonstrating understanding. Equally important, the **Learning and Life Competencies** needed to access the academic content are integrated instructionally into the lesson.

Implementation
To effectively lesson plan, educators need to know their students, understand effective pedagogy and know their state's standards, and have expertise in their respective content area(s). Educators pay attention to student needs so that they can differentiate in order to make lessons accessible to all learners. They also use the state frameworks to create lessons that are appropriate for the grade-level and content specific. Frameworks such as **Universal Design for Learning (UDL)** and FPS resources such as **Framingham's Universal Practices** are tools educators can use to strengthen their lesson plans. Furthermore, it is essential that intentional planning includes opportunities for educators to communicate expectations for students, such as the **Learning and Life Competencies** and target behavior needed for success, and coordinate with each other to support students as they work towards the goal. This includes not only teachers and specialists taking equal ownership for student learning and lesson delivery, but also shared expectations across classrooms to ensure students have equitable access to the curriculum regardless of which educator they are working with.

Teacher Indicators[18]
- Content and Language Objectives aligned with Massachusetts State Curriculum Frameworks.
- Content and Language Objectives are posted, stated, and shared with students in student-friendly language.
- Instruction demonstrates that the Content Objective(s) being addressed is/are within a few days of the scope and sequence.
- Structures and routines are visible including provisioning of materials.
- Intentional supports for students with IEPs, 504s, **Emergent Bilingual** Success Plans, language proficiency differences, and **social-emotional learning** differences.

If we have designed high-quality lessons, we expect students will…
1. … articulate the alignment of the activity to the lesson objective.
2. … make connections between what they are learning and their own linguistic gifts, experiences, cultures, interests and/or identity.
3. … engage in collaborative quality interactions and meaning making opportunities to make sense of their learning.
4. … have tools to access grade level curriculum, including using instructional scaffolds to access language based on proficient level.
5. … demonstrate an ownership of their learning by asking for and responding to feedback.
6. … access social-emotional and behavioral skills as needed with peers and teachers.
7. … show curiosity by asking higher order questions, engaging in creative projects and showing autonomy in their learning.
8. … engage in productive struggle and model the positive student mindsets that support learning.

[16] Heineke & McTighe, 2018
[17] Hattie, 2019
[18] All indicators are drawn deom the 2021-23 FPS CVR.

Description

Motivation drives engagement. Both play an important role in students' interest and enjoyment in school and in their academic achievement. **Engaged students** demonstrate curiosity, creativity, and autonomy. Motivated students engage in **productive struggle** as they learn. FPS educators' **mindsets** towards student achievement, abilities, and growth impacts students' intrinsic motivation and engagement. Educators' beliefs about students shape students' beliefs about themselves.[19][20] Students need clear learning goals and multiple means for engagement. Frequent peer interaction and a culture of community in the classroom also lead to a heightened and sustained motivation and engagement. Most importantly, active engagement occurs when we build and maintain positive relationships with students and value their identities.

Importance

Student engagement impacts learning and academic achievement.[21][22] Engaged students have more motivation to participate in class, enjoy achieving their learning goals, are more likely to persist through challenges and drive their own learning to gain new and deeper understanding. Students experience **productive struggle** when they grapple with and solve a question or problem just beyond their current level of understanding. Through this experience, students build positive identities as capable thinkers and problem solvers. Thus, it is important educators design opportunities that increase student engagement and encourage students to actively discover new and deeper understandings.[23] While the teacher designs tasks that invite learner agency, it is the student collaboration that leads to engagement and learning.[24]

Implementation

To promote engagement, students must experience learning tasks with the right blend of challenge and active student roles.[25] When we create authentic opportunities for students to interact and demonstrate effective use of content-based language practices at an appropriate grade level, students will develop the desired knowledge and skills to be successful in the discipline. To do so, we must understand students' current knowledge and skill as well as what they want to learn and be able to do so that any learning experience takes place in a student's "zone of proximal development."[26][27]

Teacher Indicators[28]
Meaningful content and process
- Criteria for success is shared with students.
- Previewing of content, vocabulary, and expectations.
- Students are engaged in activities that are aligned to the posted objectives.
- Academic content is communicated with depth, clarity, and accuracy.
- Multiple (more than one) modalities are represented for student engagement in the lesson.
- Voice, choice, and agency for students anchored in their culture, historical, and linguistic lived experience.
- Student to student discourse opportunities are leveraged to promote deeper understanding by students.
- Students have opportunities to extend their thinking through productive struggle.

Supporting all students- academic
- Use of language acquisition supports as necessary in order to challenge Emergent Bilinguals in lieu of simultaneous translation.
- Use of visual and verbal supports to make core content comprehensible.
- Adults and students use academic language when interacting with each other.
- Adults establish multiple entry points for students to accomplish the task and meet and exceed rigorous expectations.
- Sheltered English Immersion (SEI), co-teaching and/or inclusion strategies are evident in the instruction.
- Questions to students are varied, 50% or more questions require higher order thinking.
- Multiple (more than one) exposures to the instructional content presented to ensure acquisition and retention of skills.

Supporting all students- social- emotional
- Classroom routines, expectations and structures …
    - are clearly communicated in multiple formats.
    - are in place to positively reinforce expected behaviors in alignment with the Code of Character, Conduct and Support.
- Students have opportunities to practice social emotional skills needed to meet learning objectives, and restorative practices that promote student agency allowing all students the ability to grow.
- Adult and student interactions are respectful, positive, caring and understanding of student identities.
- Adults are observed proactively responding to students' academic and nonacademic needs in the classroom.
- Students and adults engage in a growth mindset, such as praising habits and effort, engaging in mediation when relationships are strained, and noting perseverance.

If we have designed high-quality lessons, we expect students will…

1. …demonstrate sustained effort and persistence, tackling challenges with focus and determination. (**Learning and Life Competencies**: Self Management)
2. …engage in interactions with peers and educators that are respectful, positive, caring and understanding of other's identities. (**Learning and Life Competencies**: Social Efficacy)
3. …reference content and language objectives to monitor and reflect their own learning while promoting autonomy.
4. …use multiple supports at various levels to develop autonomy around academic content and language. (**Learning and Life Competencies**: Academic Efficacy)
5. …exhibit self-management skills, identifying, expressing and managing emotions and exhibiting self-regulation (**Learning and Life Competencies**: Self Management)
6. …connect and integrate ideas using their personal experiences and offer personal response, evaluation, and self-reflection to content and activities.
7. …participate in the design of classroom activities and academic tasks and set personal and academic and behavioral goals.(**Learning and Life Competencies**: Academic Efficacy)
8. …demonstrate an understanding of collaborative norms and actively engage in collaborative tasks with clear goals, roles, and responsibilities. (**Learning and Life Competencies**: Social Efficacy)

[19] Boser, U., Wilhelm, M., & Hanna, R. (2014). The Power of the Pygmalion Effect: Teachers' Expectations Strongly Predict College Completion. *Center for American Progress.*

[20] Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. *The urban review, 3(1), 16-20.*

[21] Reckmeyer, M. (2019). How to decrease chronic absenteeism. *Washington, DC: Gallup Press. Retrieved February, 14, 2020.*

[22] Dyer, K. (2015). Research proof points: Better student engagement improves student learning. *Teach. Learn. Grow. The education blog.*

[23] Sousa, D. (2016). *How the brain learns.* Corwin Press.

[24] Walqui, A., & van Lier, L. (2010). *Scaffolding the academic success of adolescent English learners.* WestEd.

[25] Csikszentmihalyi, M. (2008). Flow: the Psychology of Optimal Experience. New York, NY: HaperCollins.

[26] Vygotsky, L. S., & Cole, M. (1978). Mind in society: *Development of higher psychological processes.* Harvard university press.

[27] Amerstorfer, C. & von Munster-Kistner. (2021). Student Perceptions of Academic engagement and Student-Teacher Relationships in Problem-Based Learning. *Front Psychol.* V. 12, article 713057.

[28] All indicators are drawn from the 2021-23 FPS CVR.

Collaboration

Description

Effective collaboration among students can dramatically impact academic achievement and social development.[29] [30] [31] Collaborative learning, including student-student and student-teacher interactions, is an essential component of high-quality instruction. Well-designed collaboration routines promote active participation of all students and promote both content learning and language development. Collaboration encourages students to synthesize their thinking and to focus on demonstrating what they know and how they know it through **language production**.[32] Students should be grouped strategically and can benefit from a variety of grouping strategies, including both homogeneous and heterogeneous groups.[33] [34]

Importance

Through collaborative learning, students develop their ability to effectively communicate with others, a skill they will need to be global citizens. Collaboration also leads to increased community building, fosters courageous conversations, and leads to the development of student autonomy.[35] Through collaborating with one another, students build a shared responsibility for their collective learning and help build a positive classroom culture where students support each other's growth.[36] Through collaborative discussions around content, FPS can simultaneously foster language development, build content knowledge, and develop analytical practices. Furthermore, engaging in quality interactions supports information processing, higher order thinking, sharing of ideas, and increased comprehension.[37] Quality interactions create discussions that are:

- *Sustained.* Students extend beyond initial responses to elaborate, illustrate, and connect to their peers and explore in-depth ideas, connections, and relationships.
- *Reciprocal.* Students engage in reciprocal discussions to respond, revise, refine, and build on each other's ideas.
- *Generative.* Students think through speech to make sense of things, pursue the exploration of ideas, and engage in disciplinary practices, thereby generating new learning.[38]

Implementation

Collaborative learning requires intentional planning in how the groups are formed as well as ongoing adjustments in response to students' engagement. Students need explicit models of quality interactions as well as appropriate support including planned and in-the-moment **scaffolds** in order to collaborate successfully. Students need time to practice collaborative norms and routines with feedback from peers and educators. Using protocols can provide the structure needed to engage all students in developing their problem-solving skills.

Teacher Indicators[39]

- Instructional format provides opportunities for active student engagement, participation, and challenge.
- Each adult in the room is interacting with students or actively supporting in the engagement of students.
- Regardless of student profile, opportunities for access to grade level standard(s) are evident.
- Groupings and/or student work experiences are used in an intentional way that is based on data.
- Grouping strategies are used to ...
  - support student engagement with the task.
  - support academic discourse.
  - to provide targeted support/feedback.
- Whole class discussions and/or explicit instruction includes...
  - opportunities for student engagement and dialogue.
  - variation in questioning based on student need.

If we have designed high-quality lessons, we expect students will...

1. ... use norms, protocols, and familiar routines to support one another in learning tasks and respectfully intervene with classmates to ensure norms are being followed.
2. ... have equitable opportunities to participate when collaborating with a partner or in small groups to achieve a meaningful task.
3. ... engage in quality interactions with both teachers and peers focused on...
4. academic language/disciplinary ideas (content and context specific) and,
5. content-area practices (analyzing, asking questions, elaborating, justifying, critiquing, etc.)
6. ... use their peers as resources, to make meaning, and challenge one another while maintaining the dignity of each member of the learning community, demonstrating caring and sensitivity, and acknowledging and respecting diverse perspectives.
7. ... engage in **productive struggle** that is aligned to grade level standards, content, language and cultural objectives.
8. ... collaborate in flexible data-informed groups and give respectful and constructive peer feedback using language that is modeled and scaffolded.
9. ... hold high expectations for their learning and demonstrate high engagement in collaborative tasks.

[29] Lai, Emily R. "Collaboration: A literature review." *Pearson Publisher. Retrieved November 11* (2011): 2016

[30] Applebee, Arthur N., et al. "Discussion-based approaches to developing understanding: Classroom instruction and student performance in middle and high school English." *American Educational research journal* 40.3 (2003): 685-730.

[31] O'Connor, Mary Catherine, and Sarah Michaels. "Shifting participant frameworks: Orchestrating thinking practices in group discussion." *Discourse, learning, and schooling* 63 (1996): 103.

[32] Lee, 2007; Schoenback, Greenleaf, & Murphy. (2012). Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms. WestEd.

[33] McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). *High-leverage practices in special education.* Arlington, VA: Council for Exceptional Children & CEEDAR Center. See HLP #17 Flexible Grouping

[34] MA DESE. (April 2019). *Next Generation: ESL Resource Guide:* Section 2: Defining ESL Instruction. See ESL Student Groupings, p.5.

[35] Waqui, A. & van Lier, L. (2010). *Scaffolding the Academic Success of Adolescent English Learners.* WestEd: San Francisco, CA.

[36] McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.

[37] Schoenbach, Ruth, Cynthia Greenleaf, and Lynn Murphy. Reading for understanding: *How reading apprenticeship improves disciplinary learning in secondary and college classrooms.* John Wiley & Sons, 2012

[38] Walqui, A., & van Lier, L. (2010). *Scaffolding the academic success of adolescent English learners.* WestEd.

[39] All indicators are drawn from the 2021-23 FPS CVR.

Culture of Feedback

Description

A culture of feedback describes an intentional, specific, and ongoing process through which students and educators use evidence of student learning to guide them as they work towards mastering grade level standards and practicing **learning and life competencies**. Data collected from formative assessments inform instructional next steps for language, behavior and academics. This process involves building a brave space where students feel safe, supported, valued, empowered and are able to accept and provide feedback with good will. Feedback occurs as a two-way interaction between students, educators and families where each provides feedback that is clear, specific and constructive.

Importance

By creating a culture where feedback is actionable, positive and routinely used to further student learning, FPS students and educators learn to share responsibility for learning in an environment where students are not the passive recipients of instruction, but rather active agents in their own learning. Students who are regularly encouraged to provide and receive feedback develop a greater sense of ownership over their work and become a more self-directed and engaged learner.[40] It allows educators to better understand students' prior knowledge which enables them to leverage student's background knowledge as they encounter complex tasks.

Implementation

Creating a culture of feedback entails significant transformations to what students will need to learn and how educators will need to teach. Students learn cognitive and **metacognitive strategies** that help them self-regulate and monitor their own performance in relation to specific goals. Educators explicitly teach these skills and strategies and guide student learning and behavior and increase student motivation, engagement, and independence. All this leads to improved student learning and behavior.[41]

Teacher Indicators[42]
- Adults hold high expectations for student response and ask targeted follow-up questions.
- Students are offered opportunities to create ownership of feedback for self and peer reflection.
- Opportunities for authentic feedback are …
    - aligned with FPS restorative practices.
    - aligned to learning objectives and standards, student work, and used to drive conversations about the student experience.
    - observed throughout the lesson to monitor student understanding.
    - designed to provide adults with data on students' mastery of learning objectives and standards.
    - used to inform instruction and make in the moment shifts/ adjustments in grouping students or in assigning tasks to students.

If we have designed high-quality lessons, we expect students will…

1. …demonstrate understanding across multiple forms of assessment as they progress toward proficiency of the grade-level content and language standards.
2. … set goals and self-assess their progress toward meeting grade level content and language objectives and reflect upon and adjust their learning with adult and peer support.
3. …collaborate in flexible groups that have been formed using formative and summative data
4. ….give respectful and constructive peer feedback using language that is modeled and scaffolded.
5. ….respond to formative feedback by self-selecting learning strategies that capitalize on their strengths and help facilitate confidence and ownership of learning.
6. …respond to formative feedback by self-selecting personal coping strategies that capitalize on their strengths and help facilitate confidence and ownership of learning.
7. …seek out feedback rather than passively waiting for it.

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[40] National Academies of Sciences, Engineering, and Medicine. (2017). Promoting the Educational Success of Children and Youth Learning English: Promising Futures. Washington, DC: The National Academies Press.
[41] McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). High leverage practices in special education. Arlington, VA: Council for Exceptional Children & CEEDAR Center.
[42] All indicators are drawn from the 2021-23 FPS CVR.

Observer:	Date/Time:		Grade Level:	
# of students/# of adults:	Content:	Room:	Class/Section #:	

Lesson Objectives:

Classroom Visit Process
- Ensure the walkthrough team has reviewed who is in the class and what their data looks like, specifically students with disabilities and emergent bilinguals.
- Collaboratively determine targeted focus area for feedback (above) following CVR completion
- If upon entering the classroom you observe that students are not engaged in instruction (e.g. transition time, snack), return at a later time.
- The description provides a sampling of conditions, but is not all inclusive of best practices in highly effective implementation of levers.
- Take accurate and factual notes during the time spent in the classroom, utilize look-for samples if needed for support with observational focus on selected populations (What are students saying or doing? What is/are the adult/s saying and doing?)
- Rate each lever as a 0 (not observed) or give a 1 (20% or less), 2 (40% of students), 3 (60% of students),4 (80% of students), or 5 (every student)
- Discuss findings and calibrate feedback based on the identified focus for glows, grows, and action steps.
- Share glows, grows, and action steps with the teacher via email.

Feedback Area of Focus
(taking into account the experience of students with disabilities and emergent bilinguals):
☐ Standards Based Content - Student Work
☐ Standards Based Content - Instruction & Materials
☐ Higher Depths of Knowledge
☐ Scaffolds/Differentiated Supports
☐ Co-teaching
☐ Academic Discourse

Directions: Add the total points from each lever and circle the overall rating • 0 (not observed), 1 (20% or less), 2 (40% of students), 3 (60% of students),4 (80% of students), or 5 (every student)	0=**0**, 1-8=**1**, 9-16=**2**, 17-24=**3**, 25-32=**4**, 33-40=**5** *Out of a possible 40 points*	Overall 0 1 2 3 4 5

TWO INSTRUCTIONAL PRIORITIES:

All students, especially students with disabilities and emergent bilinguals, will demonstrate understanding of grade-level content **through student work** that demonstrates learning of research-based, standards-aligned, grade-level content as provided by all FPS educators.

All students, especially students with disabilities and emergent bilinguals, will demonstrate understanding of grade level content **through academic discourse** that is facilitated using high quality, instructional tasks that demonstrate higher levels of depths of knowledge that have language & instructional scaffolds as provided by all FPS educators.

2.3c - Motivation and Engagement: Supporting All Students - Academic (adapted from MA DESE's Teacher Evaluation Rubric)
When scoring, please take into account the experience of our emergent bilinguals and students with disabilities in having scaffolds that support their progress toward grade level standards and content.

1. Students are working at higher levels of Depths of Knowledge through listening, speaking, reading and/or writing.					
0	**1**	**2**	**3**	**4**	**5**
Not observed	20% of students	40% of students	60% of students	80% of students	Every student

2. Students access grade-level standards through differentiated, Tier I instruction that challenges all students, using scaffolded instruction, language acquisition practices, and higher-level extension activities.

0	1	2	3	4	5
Not observed	20% of students	40% of students	60% of students	80% of students	Every student

3. Students' access to instruction and materials are in the language of instruction; student work product is in the language of instruction aligned to their WIDA level.

0	1	2	3	4	5
Not observed	20% of students	40% of students	60% of students	80% of students	Every student

4. Students are engaged in productive struggle using all of their linguistic resources or they are provided appropriate scaffolds to stay in the language of instruction.

0	1	2	3	4	5
Not observed	20% of students	40% of students	60% of students	80% of students	Every student

5. Students with disabilities access instruction and materials through accommodations and differentiated supports that account for their individual learning needs, abilities, and levels of readiness (in accordance with relevant IEPs).

0	1	2	3	4	5
Not observed	20% of students	40% of students	60% of students	80% of students	Every student

6. Students with disabilities are engaged in productive struggle, using accommodations and differentiated supports (e.g., appropriate scaffolds as identified through their IEPs.), to access grade level content.

0	1	2	3	4	5
Not observed	20% of students	40% of students	60% of students	80% of students	Every student

7. Through academic discourse, students demonstrate abilities to think critically, ask questions, and analyze multiple sources, perspectives, and biases in order to deepen learning and make connections between content, self, and current events.

0	1	2	3	4	5
Not observed	20% of students	40% of students	60% of students	80% of students	Every student

8. Historically marginalized students (students with disabilities, emergent bilinguals, African American, Black students, Hispanic, Latinx students,) are actively participating in instruction, asking and answering higher-order questions.

0	1	2	3	4	5
Not observed	20% of students	40% of students	60% of students	80% of students	Every student

LOOK FORS - RESOURCES:

WIDA Levels & Can Do Descriptors

Framingham Public Schools District Curriculum Accommodation Plan (DCAP)

Common accommodations and differentiated support

Feedback Area of Focus
(taking into account the experience of students with disabilities and emergent bilinguals):
☐ Standards Based Content - Student Work
☐ Standards Based Content - Instruction & Materials
☐ Higher Depths of Knowledge
☐ Scaffolds/Differentiated Supports
☐ Co-teaching
☐ Academic Discourse

GLOWS	GROWS	ACTION STEPS

Student Work Protocol

Purpose: Examine student work through an equity lens to improve teaching and learning.

Before the Protocol

Presenting Teacher:
    1. Identify Problem of Practice – Area of focus that the presenter is asking the participants to give targeted feedback on with the goal to improve the educator's instructional practice. Examples:
        • I want to understand the range of needs in my class so I can plan how best to move the work forward.
        • I want to focus on the needs of emerging bilinguals in my classroom.
        • I want to focus on students who are working towards standard mastery.
    2. Identify Student Work Task to Bring – Appropriate tasks are aligned to standards, cognitively demanding, show student thinking and have multiple ways for students to show what they know.
    3. Identify Samples of Student Work – Presenter may choose to bring:
        • A representative sample of students approaching the standard, performing at standard and performing above standard.
        • Samples of work from a particular subgroup of students (e.g. Emerging Bilinguals, Students with Special Needs etc…)
        • All student work.

Norms for Using A Student Work Protocol			
Come prepared to discuss our craft in a safe, affirming, & collaborative brave space.	Demonstrate a belief that all students can and will meet rigorous standards.	Focus on student strengths and assets as well as areas of growth.	Support all claims with clear evidence and/or actionable next steps.

Assigned Roles	
Facilitator: Presenter: Time Keeper:	Participants:
Facilitator becomes the presenter at the next meeting that utilizes the Student Work Protocol.	

Student Work Protocol

Protocol

(7 mins) Review Student Task & Problem of Practice

- (2 mins) The presenting teacher gives an overview of the standard(s), content and language objective(s), task, target, and problem of practice.
- (2 mins) Participants ask clarifying questions.
- (3 mins) Participant reflect on the task, consider the following questions:
    - » *Is the student task aligned to a Standard? Content Objective? Language Objective?*
    - » *What do you see that would be engaging to many different students?*
    - » *What do you see that would support/hinder special needs students?*
    - » *What do you see that would support/hinder English Language Learners?*
    - » *What do you see that could be considered bias in the language used in the assignment?*

(7 mins) Examine Student Work

- (3 mins) Participants work silently to review student work and note non-evaluative observations related to the presenter's problem of practice (e.g. *20% of the students are showing they can...*)
- (4 mins) Go Around: Participants share observations
    - » *The presenting teacher remains silent and takes notes on what the group observes.*

(5 mins) Interpreting the Student Work

- Participant reflect on their observations and consider the following questions:
    - » *What does this work show students know and are able to do?*
    - » *What might be next for these students in their trajectory of learning?*
    - » *From the student's perspective, what are they working on?*
- Presenting teacher remains silent and takes notes on what participants are sharing.

(8 mins) Responding to Student Work

- (5 mins) Participant consider the following questions:
    - » *What instructional steps could the teacher take next with these students?*
    - » *What information would you like to see in student work towards this target? What assessments would get that information?*
- Presenting teacher remains silent and takes notes on what participants are sharing.

(3 mins) Reflection

- Each participant responds to the following question: *What does this conversation make you think about in terms of your own practice? About teaching and learning in general?*

Culturally responsive teaching/practices. An educator's ability to recognize students' cultural displays of learning and meaning making and respond positively and constructively with teaching moves that use cultural knowledge as a scaffold to connect what the student knows to new concepts and content in order to promote effective information processing. All the while the educator understands the importance of being in a relationship with and having a social-emotional connection to the student in order to create a safe space for learning. (Framingham Public Schools- Office of Equity, Diversity & Community Engagement: Toolkit & Resources)

Culturally relevant content. Means forging specific connections between academic content and students' cultures in ways that validate young people's multiple identities (race, ethnicity, religion, class, gender identity, and sexual orientation) increase their investment in tasks , and promote academic achievement. (Engaged Classrooms: The Art and Craft of Reaching and Teaching All Learners, Engaging Schools)

Criteria for success. Success criteria are derived from Learning Goals, but they are more specific. They explicitly describe student performances of understanding or skills—what students will say, do, make, or write—to demonstrate that they have the Learning Goals. (www.csaa.wested.org)

Critical consciousness. The ability to take learning beyond the confines of the classroom using school knowledge and skills to identify, analyze, and solve real-world problems. (achievethecore.org)

Depths of Knowledge. A measure of the cognitive complexity of/level of thinking required by a standard, task, or test item.How deeply a student needs to understand the content for a given task. (Cognitive Rigor: Blending the Strengths of Bloom's Taxonomy and Webb's Depth of Knowledge to Enhance Classroom-Level Processes)

Developmentally informed. When principles of positive youth development drive day-to-day interactions between students and teachers. Includes the phases and stages students' physical, emotional, social, cognitive, ethical, and spiritual growth and maturity, and the conditions that enable adolescents to thrive. (cite the citation on p. 7- #11)

Emergent bilingual. Often referred to as English Language Learners (ELLs) or English Learners (ELs), are students who are continuing to develop their home language while also learning an additional language. The term "emergent bilingual" is intended as a positive description of these students, in that it emphasizes that they're learning in two languages, and that both the home language and new language are of value. (Renaissance Learning)

Evidence-based practices. You can also learn more by reading the ESEA itself. According to Section 8101(21)(A) of the ESEA, an evidence-based intervention is one that:
- "demonstrates a statistically significant effect on improving student outcomes or other relevant outcomes based on...
  - strong evidence from at least one well-designed and well-implemented experimental study;
  - moderate evidence from at least one well-designed and well-implemented quasi-experimental study;
  - promising evidence from at least one well-designed and well-implemented correlational study with statistical controls for selection bias; or
- demonstrates a rationale based on...
  - high-quality research findings or positive evaluation that such activity, strategy, or intervention is likely to improve student outcomes or other relevant outcomes; and
  - includes ongoing efforts to examine the effects of such activity, strategy, or intervention." (Institute for Educational Sciences (IES): What is an evidence-based practice?)

Language Production. A concept in psycholinguistics that describes the stages of speech from the initial mental concept to the spoken or written linguistic result. Simply put, it is the process of communicating through language. Alleydog.com

Linguistically Responsive. Teaching practice which directly identifies, models, and incorporates students' first language in instruction and classroom activities. (IGI Global Publishers: from Preparing and enriching Linguistically and Culturally responsive Educators Through Professional Development)

Linguistic Tools. Scaffolds and supports to access language

Metacognitive strategies. Methods used to help students understand the way they learn; in other words, it means processes designed for students to 'think' about their 'thinking'. (Inclusive Schools Network)

Multi-Tiered Systems of Support (MTSS). A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student growth. (MA DESE Systems for Student Success Office)

Productive struggle. When students expend effort to grapple with perplexing problems or make sense of challenging ideas, they engage in a process of productive struggle—effortful practice that goes beyond passive reading, listening, or watching—that builds useful, lasting understanding and skill. (HMHCO- What is Productive Struggle?)

Scaffolds. Scaffolds are instructional supports teachers intentionally build into their planning to provide students support that is "just right" and "just in time." Scaffolds do not differentiate lessons in such a way that students are working on or with different ELA texts or mathematical problems. Instead, scaffolds are put in place to allow all students access to grade-level content within a lesson. Scaffolds allow students to develop the knowledge, skills, and language needed to support their own performance in the future and are intended to be gradually removed as students independently master skills. (NYSED)

Sheltered English Instruction (SEI). Massachusetts law defines SEI as "an English language acquisition process for young children in which nearly all classroom instruction is in English but with the curriculum and presentation designed for children who are learning the language. Books and instruction materials are in English and all reading, writing, and subject matter are taught in English. Although teachers may use a minimal amount of the child's native language when necessary, no subject matter shall be taught in any language other than English, and children in this program learn to read and write solely in English." (MA DESE SEI Guidance)

Social-emotional learning (SEL). The process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills/competencies necessary to:
- Develop self awareness and positive mindsets
- Understand, manage and regulate emotions and behavior
- Establish and maintain respectful and caring relationships
- Promotes a safe and welcoming learning environment
- Make responsible decisions
- Communicate and cooperate effectively
- Manage learning to experience academic success (Framingham Public Schools- Social Emotional Learning)

Student agency. Relates to the student having an active role in their learning through voice, and often a choice, in the process. Project and problem-based learning provide opportunities to increase student agency through activities that are interesting and relevant to the learner. When the student has agency, the student is making, creating, doing, sharing, collaborating, and publishing in ways that are meaningful to them. (Defined Learning)

Tiered interventions (support). MTSS provides a continuum of supports, which are typically conceptualized across three levels of increasing intensity (Rodriguez, Loman & Borgmeier, 2016). These tiers represent the level of support a student may need at any point in his/her/their schooling. All tiers are universally designed using the principles of UDL and ensure equitable access for all students. (MA DESE MTSS Blueprint)