Onslow County Schools Instructional Framework

Our instructional framework identifies aspects of a teacher's responsibilities that have been documented through research to promote student learning. The instructional framework defines consistent expectations of what OCS teachers should know and be able to do.

OCS — ONSLOW COUNTY SCHOOLS

Domains	Concepts	Teacher Actions	Evidences
PLANNING	**STANDARDS ALIGNMENT**	Teachers use backward design to create learning target(s), lesson plans and assessments aligned to the NC Standard Course of Study and OCS Priority Standards.	• Standards are unpacked and teachers write clearly defined learning target(s). • Formative assessments are aligned to the skill and rigor of the standard(s) and created prior to designing the lesson.
	LESSON DESIGN	Teachers work together to design engaging lessons that use a gradual release instructional model.	• Planning takes place during regularly scheduled data teams/PLCs. • Formal and informal assessment data drive lesson design. • Standards-aligned, culturally relevant, and appropriately challenging instructional materials are used. • Lessons are designed using the gradual release model, which includes a standards-based learning target, activation of learning, modeling, guided practice, independent practice and closure.
	INSTRUCTIONAL STRATEGIES	Teachers incorporate instructional strategies and processes that engage all students in learning.	• Daily lessons require students to read, write, inquire, and collaborate. • Lessons use research-based, high-yield strategies, which are culturally-responsive and differentiated based on student needs.
INSTRUCTION	**FOCUSED INSTRUCTION**	Teachers deliver lessons which are aligned to the NC Standard Course of Study and the OCS Priority Standards.	• Learning target(s) are posted, clearly communicated, linked to standards, and understood by the students. • The criteria for success are clear to students and the performance tasks provide evidence that students understand and apply learning in context. • Tier II and III vocabulary are used by the teacher and the student. • The lesson links students' prior and future learning to provide relevance and context to the student.
	ENGAGEMENT	Teachers use research-based, high-yield instructional strategies to help students learn.	• Student-to-student and teacher-to-student discourse reflects substantive thinking in relation to the learning target(s). • Opportunities to write, read, inquire, problem solve, and collaborate occur daily. • Research-based, high-yield strategies are used to support student learning. • Technology and innovative tools are used to facilitate and apply learning. • Instructional strategies engage all students and ensure equitable access to learning resources.
	PROGRESS MONITORING	Teachers monitor student learning and adjust instruction to address individual learning needs	• Checks for understanding are used to measure student progress toward the learning target(s). • Data are used to monitor student progress toward the daily learning target(s). • Students self-monitor their own learning in relation to the learning target(s). • Students are given multiple opportunities to demonstrate learning.
ASSESSMENT	**TEACHER REFLECTION**	Teachers collaboratively analyze assessment results and adjust instruction accordingly.	• Common formative assessments are developed by teacher teams to inform instruction throughout a unit of study. • Summative assessments are used to measure learning at the end of a unit of study and to generate enrichment and remedial instruction. • Benchmark data are used to analyze learning by standard and to identify individual students' needs for intervention and/or enrichment.
	STUDENT FEEDBACK	Teachers provide timely feedback to students.	• Students receive clear and specific feedback that informs their progression toward the learning target(s). • Student self-monitoring toward the learning target occurs daily.
CULTURE	**CLASSROOM ENVIRONMENTS**	Teachers create safe and orderly classrooms for student learning.	• Clear routines and procedures are established and taught to maximize student independence. • The physical arrangement of student seating, learning spaces, materials, and resources are conducive to learning and are organized to maximize learning time.
	CLASSROOM COMMUNITIES	Teachers build classroom communities that foster students' social and emotional development.	• Respectful interactions occur between teachers and students. • Staff and students identify and regulate emotions and make responsible decisions. • Opportunities to develop positive peer relationships, responsibility, and independence are promoted. • Interactions, learning communities and environments are inclusive.
	EQUITABLE LEARNING ENVIRONMENTS	Teachers build classroom communities with high academic expectations for all students.	• Student engagement in the learning process is ensured by teachers each day. • Student engagement and achievement of subgroups are intentionally monitored. • Students explore and appreciate their connection to others in a global community.