FLEMING COUNTY SCHOOLS

TEACHING & LEARNING FRAMEWORK

The vision of Fleming County Schools is to become a District of Distinction.

District Core Beliefs and Values

Fleming County Schools is focused on a set of values and beliefs that all stakeholders of the school district (parents, students, teachers, and staff) will follow in order to create and sustain a learning environment that supports the positive academic and behavioral growth of all students.

District Mission Statement

The mission of Fleming County Schools is to unite with family and community to provide an equitable, high quality education that meets the needs of each student in a caring and safe learning environment, which will ensure that students become successful throughout life.

District Vision

The Fleming County School District vision is to become a "District of Distinction".

Equity Statement

All Fleming County Schools' students deserve the right to a free, safe, personalized, and equitable education without barriers and prejudice. All staff are responsible for creating the best learning environment, experiences, and opportunities that will lead to all students becoming college, career, and life ready.

District Beliefs

We Believe…

- Continuous improvement is essential to stakeholder empowerment.
- A world-class education is essential to college & career readiness.
- Connected and efficient systems are essential for 21st Century teaching and learning.
- Parent and community engagement are essential for student success.

Strategic Framework Principles

As Fleming County Schools moves toward becoming a premier 21st Century organization of learning, the main area of focus will always be student achievement. We must strengthen our commitment to continuous improvement in order to sustain what we have already accomplished as we push the boundaries to provide a world-class education for ALL students. Furthermore, through regular monitoring and evaluation, as a district we will address these framework principles:

- Engagement of all students to ensure success
- Development of a common curriculum with common assessments
- Analysis of data and student work through professional learning communities and collaboration
- Empowerment of all stakeholders through collaborative leadership structures
- Connecting all of the district's systems

These principles lay a foundation for schools, and more importantly, students. Additionally, all of the focus areas are critical to becoming a District of Distinction and an AdvancED accredited school district. For Fleming County Schools to achieve this, the district must not only implement new student-focused programs and processes, but also monitor existing ones while building capacity to lead.

Introduction

Kentucky has adapted the research-based Charlotte Danielson Framework for Teaching as the basis for certified evaluation in the state. It is important to realize that this Framework takes into account the Kentucky Teacher Standards, the Kentucky Board of Education's Program of Studies, Kentucky Academic Standards, and the Kentucky Department of Education's Characteristics of Highly Effective Teaching and Learning (CHETL). Fleming County Schools has adopted this model as its certified evaluation system and uses it to guide how the district defines effective teaching. The framework offers a description of practices that, based on research and empirical evidence, have been shown to promote student learning. The Charlotte Danielson Framework for Teaching consists of four domains, each with five to six components of teaching.

The domains and their components are described below:

Domain 1: Planning and Preparation

- 1a Demonstrating Knowledge of Content and Pedagogy
- 1b Demonstrating Knowledge of Students
- 1c Setting Instructional Outcomes
- 1d Demonstrating Knowledge of Resources
- 1e Designing Coherent Instruction
- 1f Designing Student Assessments

Domain 2: Classroom Environment

- 2a Creating an Environment of Respect and Rapport
- 2b Establishing a Culture for Learning
- 2c Managing Classroom Procedures
- 2d Managing Student Behavior
- 2e Organizing Physical Space

Domain 4: Professional Responsibilities

- 4a Reflecting on Teaching
- 4b Maintaining Accurate Records
- 4c Communicating with Families
- 4d Participating in the Professional Community
- 4e Growing and Developing Professionally
- 4f Demonstrating Professionalism

Domain 3: Instruction

- 3a Communicating With Students
- 3b Using Questioning and Discussion Techniques
- 3c Engaging Students in Learning
- 3d Using Assessment in Instruction
- 3e Demonstrating Flexibility and Responsiveness

Fleming County Schools' Instructional Framework is designed to ensure that every child, in every classroom, has access to a high-quality educational program in a safe and engaging learning environment. This framework serves as the guide for developing a common language and shared understanding, classroom instruction, professional learning, observation, self-assessment and reflection on practice, and structured professional dialogue in our district.

At the heart of the Fleming County Schools' Teaching and Learning Framework is a focus on high-quality classroom instruction. In order to ensure continuous academic growth and high levels of student achievement, all teachers must engage their students in rigorous and relevant classroom instruction that improves their academic and social-emotional skills and abilities.

Guided by the district's core beliefs, the **Teaching and Learning Framework** was developed for three purposes:

✓ **To Provide Clear Expectations for Teachers**

The Framework defines the actions that effective teachers use to deliver high-quality instruction within a safe, engaging, and productive classroom.

✓ **To Align Professional Development and Support**

The Framework aligns all professional learning opportunities, providing teachers the support, resources, and assistance they need to deliver on the expectations.

✓ **To Support a Fair and Transparent Evaluation System**

The Fleming County Schools certified evaluation system for school-based personnel is aligned to the expectations outlined in the framework.

The Teaching and Learning Framework addresses two main areas of the teaching profession:

- ✓ **Delivering Effective Classroom Instruction**

Using a variety of teaching strategies, effective teachers plan and deliver high-quality, standards-based instruction in order to engage *ALL* students in active learning and to monitor their progress toward mastery of the academic content standards.

- ✓ **Creating an Engaging and Productive Learning Environment**

Through informed and meaningful classroom management and by using procedures and routines to maximize instructional time, effective teachers create and maintain an engaging and productive classroom learning environment that fosters students' academic and social-emotional growth.

Domain 1: Planning & Preparation

All teachers engage in high quality planning for coherent instruction which shall include the development or selection of rigorous and relevant learning targets, effective strategies, and congruent assessments.

School Expectations

- ✓ All teachers will become knowledgeable of their students' needs and strengths so that they can effectively design instruction to meet all students where they are.

- ✓ All teachers will plan effectively for instruction, using all resources and technologies available to them.

- ✓ Classroom assessments are designed to measure student learning throughout the learning process and be used by the teacher to continuously improve and change instruction to meet the needs of the students.

Domain 2: Classroom Environment

Policies, procedures, and practices are in place to support a safe environment characterized by high expectations, mutual respect, and a focus on teaching and learning.

School Expectations

- ✓ **Discipline policies and procedures** are equitable and consistently enforced, and student discipline data is utilized to inform policies.

- ✓ **Instruction and support staff**, in both general education and special education, work collaboratively to support student academic and social/emotional success.

- ✓ **Positive classroom culture** is emphasized school-wide and student-adult interactions are positive and respectful.

- ✓ **A safe and clean building** is provided for students.

Domain 3: Instruction

All teachers engage in a strategic instructional planning process and deliver high-quality, rigorous, standards-based instruction to ensure continuous growth and high levels of student achievement.

School Expectations

- ✓ **High-quality, standards-based instruction** is evident in every classroom.

  - The school has a coherent instructional program in which there is close alignment among content standards, assessments, and instructional strategies.

  - Students are invested in their academic growth and achievement and can articulate their academic performance in relation to standards mastery.

  - Teachers utilize a variety of high impact teaching strategies to effectively engage students.

- ✓ **Systematic academic intervention and enrichment** is in place aimed at providing academic supports for both advanced students and those struggling to achieve.

- ✓ **A collaborative and authentic data-powered improvement cycle** regularly engages school staff members in using rich sources of quantitative and qualitative data to improve instruction.

- ✓ **Integrated and inclusive classroom settings** effectively serve students with disabilities in their neighborhood schools with their non-disabled peers.

Domain 4: Professional Responsibility

Each teacher and school leader understands their role in the education of our students and works to improve their own professional practice through a variety of structures.

School Expectations

- ✓ **A comprehensive professional development plan** is in place that is aligned to school-wide and district instructional initiatives, reflects best practices in adult learning, promotes reflection, and presents content and pedagogy in a way that impacts teacher practice.

- ✓ **A professional learning community** engages in on-going and structured collaboration that targets a school-wide focus on learning and is supported by tools for accountability.

- ✓ **A family and community engagement plan** is in place to ensure that the school works in collaboration with parents, and benefits from the contributions of community members in meeting the school's instructional goals.

- ✓ All staff maintains integrity and ethical conduct while providing services to students and advocating on their behalf.

The entire Kentucky Framework for Teaching can be found at this link:

http://education.ky.gov/teachers/PGES/TPGES/Documents/Kentucky%20Framework%20for%20Teaching.pdf

Curriculum

Fleming County Schools' revised curriculum provides teachers, students, administrators, parents and community stakeholders with a measurable plan and structure for delivering a world-class education. This curriculum identifies the learning outcomes (standards) and core competencies, core learning activities, supplemental resources, direction for assessment, and alignment to the BRIDGE Performance Indicators that students must demonstrate before advancing to the next

level. Teachers play a key role in developing, implementing, assessing and modifying the curriculum. Our curriculum serves as a road map for teachers and students to follow on the path to academic success.

The Fleming County Schools' curriculum is common across grades and schools in the district. Our curriculum informs teachers which skills/content must be taught at each grade level to ultimately prepare students for postsecondary education, the workforce, and life. It is important for teachers to be able to see and understand the "big picture" -- students are building a solid foundation to support learning at the next level.
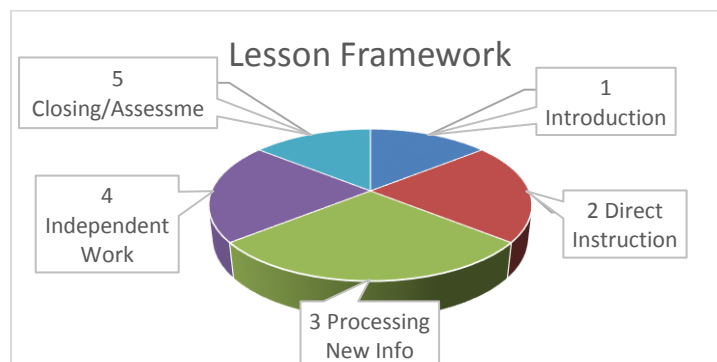
Instruction

Planning for Active Learning

An effective lesson provides the conditions needed for students to be motivated to think, work hard and take risks. The organization of those lessons can help to ensure that students retain information. Although lesson plan templates vary across the district, they should all contain the essential components needed for an effective lesson:
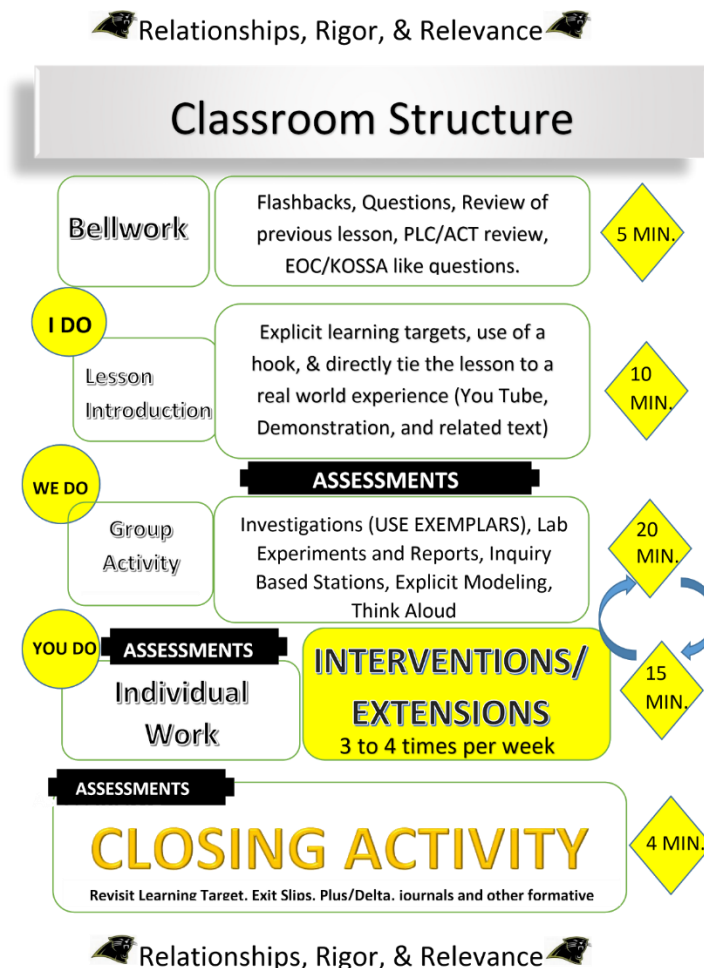
- Content Standards / Learning Targets or Objectives
- Introduction (Hook, Bellringer or Warm-up Activity)
- Body of the lesson ("I do, we do, you do" or "direct instruction, guided practice, independent practice")
- Differentiation
- Formative/Summative Assessment
- Close/Summary

Think of the lesson as a "pie chart" (Example 1) and divide up the lesson components to fit the needs of the lesson and students. This can be used to illustrate the classroom/lesson process. Example 2 is the classroom process in place at Fleming County High School.

Example 1

Example 2

Relationships, Rigor, & Relevance

Classroom Structure

Bellwork	Flashbacks, Questions, Review of previous lesson, PLC/ACT review, EOC/KOSSA like questions.	5 MIN.
I DO / Lesson Introduction	Explicit learning targets, use of a hook, & directly tie the lesson to a real world experience (You Tube, Demonstration, and related text)	10 MIN.
WE DO / Group Activity	ASSESSMENTS — Investigations (USE EXEMPLARS), Lab Experiments and Reports, Inquiry Based Stations, Explicit Modeling, Think Aloud	20 MIN.
YOU DO / ASSESSMENTS / Individual Work	INTERVENTIONS/ EXTENSIONS 3 to 4 times per week	15 MIN.
ASSESSMENTS / CLOSING ACTIVITY Revisit Learning Target. Exit Slips. Plus/Delta. journals and other formative		4 MIN.

Relationships, Rigor, & Relevance

Introduction

The opening minutes of the lesson (or class period) are very important. In fact, "what is taught in the opening minutes is what is most likely to stick in learners' memories. " (Rollins, 42) Furthermore, "students put more effort into learning when some prior knowledge is in place and students pay attention to things they already know something about in order to learn more." (Rollins, 42) Bell work should be a time to "cultivate and activate prior knowledge through written work or classroom discourse." (Fisher, Frey & Hattie, 37)

Keep the following in mind when planning an effective introduction to the lesson:

- The learning target is clearly established
- Students have linkage (or establishment) of prior knowledge for new learning
- Students' intellectual curiosity and relevance are piqued
- Students experience hands-on, active, thoughtful learning right out of the gate
- Opening minutes last an appropriate amount of time, around 10 percent of the lesson

(Rollins, 46)

Direct Instruction

This portion of the lesson will prepare students for in-depth work that is yet to come by giving them the information, skills and processes they will need in order to be successful on the learning target presented. (Rollins, 47) According to Fisher, Frey & Hattie (p. 53), direct instruction provides students with the modeling, scaffolding, and practice they require when learning new skills and concepts. Furthermore, it is important that the lesson provide connections to students' lives. Making the content and/or skills relevant increases student motivation to learn more.

Processing New Information

Sometimes called guided practice, this segment of the lesson is where students practice and receive feedback before they are expected to engage in independent work. This would be the time where it is appropriate for students to work collaboratively in pairs or groups. The purpose of this segment is to advance student understanding on the learning target by giving them time to process the information and skills. This is where teachers may employ a wide variety of strategies to engage students actively (and/or collaboratively) in learning. (Rollins, 51)

Independent Work

"Working in teams can be highly engaging and give the appearance that everyone has it. But at the end of each learning episode, evidence of progress by each student is important." (Rollins, 55) Therefore, time for students to work independently is important to truly make sure that each student has made significant progress toward meeting the learning target.

Closing

As the lesson winds down, it's time to revisit the learning target and take the last opportunity to assess where students are, provide feedback, and fill in the gaps for homework. If the lesson is to last more than one day, this is a check point. If this portion of the lesson is skipped or left out, the lesson is incomplete. (Rollins, 55)

After looking at where students are at the end of the lesson or period, plans for the following day could include additional scaffolding for the students who need it, a review station for students who still have misconceptions, a mini-lesson to address misconceptions, or time for additional practice either in class or as homework. Don't forget to re-assess!

References:

Rollins, S. (2017). *Teaching in the Fast Lane: How to Create Active Learning Experiences.* Alexandria, VA: ASCD.

Fisher, D., Frey, N., & Hattie, J. (2017). *Teaching Literacy in the Visible Learning Classroom*. Thousand Oaks, CA: Corwin.

BRIDGE Performance Indicators

Helping ALL Students to Bridge the Gap between Today and Tomorrow!

Strategic Objective:

Engage ALL students in equitable and challenging learning opportunities that prepare them for success at the next level.

Core Belief:

A world-class education is essential to college, career, and life readiness.

Goals:

- Increase student competitiveness for college admission, scholarships and jobs
- Make learning relevant to students based on their needs, goals, and aspirations
- Increase expectations for students, as global demands continue to increase
- Continue pushing the district ahead of other districts so that our students are ahead of the game.

Where we are:

- Student Achievement has never been higher
- Common Language and Expectations taking root throughout the district

- Collaboration between schools is noticeable, horizontally and vertically
- Technology expansion is rapidly changing opportunities for students
- Several students are still not at grade level
- Performance-based activities have been sporadic
- Science and Social Studies have not been taught daily in ALL classrooms
- Student creativity and innovation are beginning to be encouraged district-wide
- New, updated curriculum guides are in place
- Teachers are beginning to shift focus of student achievement toward individual student growth.

Where we must go:
- ALL students are engaged in relevant and rigorous learning opportunities and experiences
- ALL students are college/career and life ready
- ALL students benefit when they collaborate with other students and when teachers collaborate with other teachers
- ALL courses are meeting the highest expectations possible
- ALL students are involved in collaborative, performance-based learning opportunities that prepare them for the next level and encourage creativity, innovation, and critical thinking.

Timeline:
- The BRIDGE Performance Indicators (BPIs) will be fully implemented in 2019-20

The Indicators:

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Collaborator and Communicator	A Student of Distinction is a team player, seeks to engage in diverse opportunities, and effectively reads, writes, speaks and listens, while having the ability to adapt to any situation and audience.
	Communication Demonstrate effective and authentic communication skills
	Teamwork Demonstrate the ability to cohesively work in diverse groups
Contributing Citizen	A Student of Distinction is organized, has exemplary soft skills, is active in the local community, respects diverse points of view, is goal-oriented and committed to a life of learning.
	Purpose

	Participate in learning experiences, interests, and opportunities that will help me become college, career, and life ready
	Self-Discipline Develop personal and organizational growth goals that will lead me to success
	Service Actively engage in meaningful service learning that will lead me to an appreciation of civic responsibility
Critical and Creative Thinker	A Student of Distinction has original and innovative ideas, possesses the ability to translate ideas into solutions, can reflect critically, and is not afraid to take risks throughout the learning process.
	Innovation and Creativity Explore, explain, and evaluate my original ideas
	Problem-Solving Formulate and evaluate solutions to real-world problems
CCLR	A Student of Distinction is committed to success, has determination to overcome barriers, and leverages 21st Century tools to consume, create, communicate, connect and learn.
	Growth and Achievement Demonstrate continued improvement toward college, career and life readiness

Additional Requirements:
- Digital Portfolio
- Typing Instruction
- Writing Across Subjects
- Digital Citizenship
- Data Notebook

(See Also: BRIDGE Performance Indicators Framework)

Appendix A – Hattie's Barometer of Influence
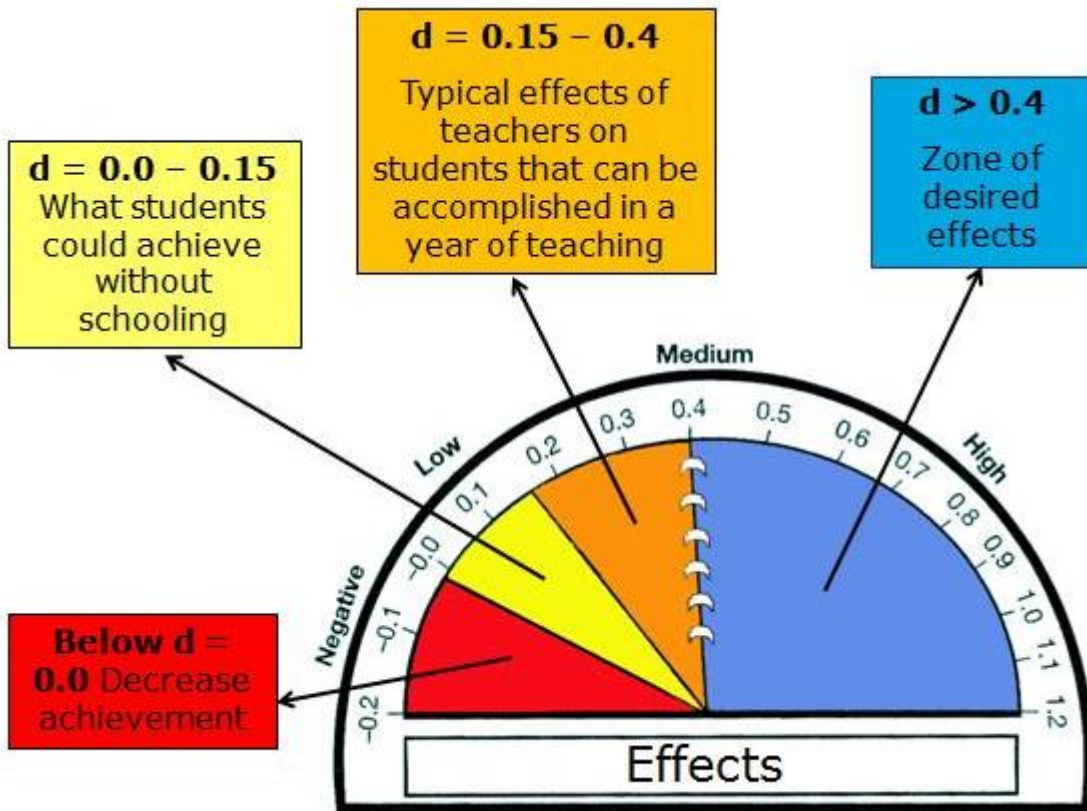
Appendix B – Effect Sizes (Hattie) – Summary

Rank	Influence/Strategy	Effect Size
1	Self-reported grades/student expectations	1.44
2	Piagetian programs	1.28
3	Response to Intervention	1.07
4	Teacher credibility	0.90
5	Providing formative evaluation	0.90
6	Micro-teaching	0.88
7	Classroom discussion	0.82
8	Comprehensive interventions for students who are learning disabled	0.77
9	Teacher clarity	0.75
10	Feedback	0.75
11	Reciprocal Teaching	0.74
12	Teacher-student relationships	0.72
13	Spaced vs. mass practice	0.71
14	Metacognitive strategies	0.69
15	Acceleration	0.68
17	Vocabulary programs	0.67
18	Repeated reading programs	0.67
21	Self-verbalization and self-questioning	0.64
22	Study skills	0.63
23	Teaching strategies	0.62
27	Concept mapping	0.60
28	Cooperative vs. individualistic learning	0.59
29	Direct instruction	0.59
31	Mastery learning	0.58
34	Peer Tutoring	0.55
36	Phonics instruction	0.54
37	Student-centered teaching	0.54
38	Classroom cohesion	0.53
42	Classroom management	0.52
43	Outdoor/adventure programs	0.52
46	Interactive video methods	0.52
48	Goals	0.50
50	Second/Third chance programs	0.50
52	Small group learning	0.49
53	Questioning	0.48
62	Expectations	0.43
64	Science programs	0.42
65	Cooperative Learning	0.42