The FWISD Instructional Framework provides direction for consistent planning and the use of research-based teaching practices to ensure student achievement. The Framework seeks to create an optimal learning environment in which we create emotionally, intellectually and physically safe environments driven by racially equitable outcomes. Instruction is culturally responsive, linguistically accommodating based on standards-aligned curriculum and instruction that meets the diverse needs of every learner.

COMPASS DESIGN
The graphic design of the Framework represents a compass. The compass design draws inspiration from the Courageous Conversations About Race compass which helps us to understand how we process and engage with information about race. In addition, the compass is intended to show that no matter where our students are in the city, north, south, east or west, they will receive equitable instruction to meet and exceed the learner outcomes.

LEARNER-CENTERED
The framework starts with the student at the center of the compass encircled by the learning outcomes, learner profile and culture. The intent is that teachers provide learner-centered instruction to help build the learner profile throughout their K-12 experience in order to achieve the learner outcomes that they will need to be successful in post-secondary work. To build the learner profile, we must provide a culture in our schools and classrooms that fosters a safe environment for students to excel and achieve at high levels.

 ACTIONS
The outer part of the graphic shows four actions, plan, instruct, assess and reflect that encase the learner. These actions provide for effective culturally responsive, linguistically accommodating, Tier 1 instruction. The actions are content and grade-level agnostic in that these are practices that all teachers, K-12, should be using to ensure student growth and achievement. The purpose of the four actions is to establish expected professional practices, to ensure greater consistency in teaching across the district and to provide a guide for improving teaching practices.

This document defines and describes the key components of the Instruction Framework.
### LEARNER OUTCOMES

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| Teachers create safe and orderly classrooms for student learning.  
• Clear routines and procedures are established 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. | Teachers build classroom communities that foster students’ social and emotional development.  
• Respectful interactions are had between teachers and students.  
• Teachers and students identify and regulate emotions and make responsible decisions.  
• Students have opportunities to develop positive peer relationships, responsibility and independence.  
• Interactions, learning communities and environments are inclusive. | Teachers build classroom communities with high academic expectations for all students.  
• Active student engagement in the learning process is ensured by teachers each day.  
• Active student engagement and achievement of subgroups are intentionally monitored.  
• Students explore and appreciate their connection to others in a global community. | Teachers create a classroom that promotes a culturally responsive learning environment.  
• Commitment to knowing students academically, socially and emotionally such as learning about their families, cultures and interests.  
• Student differences and unique strengths of each child are celebrated to encourage their academic achievement and sense of belonging in the classroom.  
• High academic standards and expectations are held for all students.  
• Support for dependent learners to become independent thinkers.  
• Instruct with rigor, relevance, realness and relationships. |
### Action Components and Descriptors

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<th>TEACHER RESPONSIBILITIES</th>
<th>INDICATORS</th>
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| **PLAN** | Standards Alignment | Teachers create learning objective(s), lesson plans and assessments aligned to the depth and complexity the TEKS, ELPS and FWISD Curriculum. | - High leverage standards are identified.  
- Standards are unpacked into what students need to know and be able to do.  
- Assessment items and performance tasks are reviewed to refine what students need to know and be able to do.  
- Clearly defined learning objective(s) are written and sequenced to align to the standards.  
- Formative assessments are aligned to the skill and rigor of the standard(s) created prior to designing the lesson. |
| **Lesson Design** | Teachers work together to design engaging, rigorous lessons that use the FWISD Lesson Structure as a model. | Planning takes place during regularly scheduled PLCs.  
- Standards aligned, culturally relevant, linguistically accommodating, and appropriately challenging instructional materials are used.  
- Lessons reflect the rigor and complexity of the appropriate grade-level standards.  
- Formal and informal assessment data drive lesson design.  
- Lessons are designed using the FWISD Lesson Structure which includes a standards-based learning target, activation of learning, modeling, guided practice, independent practice and closure.  
- Virtual lessons are designed using blended learning best practices to provide high-quality and rigorous learning opportunities. |
| **Instructional Strategies** | Teachers incorporate instructional strategies and Culturally Responsive Teaching Practices that authentically engage students in the learning. | - Daily lessons require students to read, write, inquire, and collaborate.  
- Lessons use research-based, high yield strategies which are culturally responsive, linguistically accommodating and differentiated based on student need.  
- Lessons use consistent language acquisition strategies, support academic rigor using depth and complexity strategies, implements IEP and includes strategies, accommodations, and scaffolding skill review to ensure all students succeed. |
| **INSTRUCT** | Aligned Instruction | Teachers deliver lessons which are aligned to the TEKS, ELPS, FWISD Curriculum and to their instructional plan. | Learning objective(s) are 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.  
- 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. | - 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, apply and to eliminate barriers to learning.  
- Blended learning models and best practices are used to engage students in collaborative and meaningful learning.  
- Instructional strategies engage all students and ensure equitable access to learning resources. |
| Student Voice | Teachers facilitate interactions amongst student through questioning and collaborating/ cooperative learning techniques. | - Student to student and teacher to student discourse reflects substantive thinking in relation to the learning objective(s).  
- Purposeful questioning techniques are used to promote critical thinking and build student verbal communication skills. |
| **ASSESS** | Goal-Setting | Teachers assist students with goal-setting practices and support students with monitoring achievement towards those goals. | - Goal-setting practices are used to help students build self-confidence, self-belief, responsibility and ownership of their learning.  
- Students self-monitor their own learning in relation to the learning objective(s). |
| Aligned Assessment | Teachers create formative and summative assessments that are aligned to the TEKS and ELPS. | - Common formative and summative assessments are developed by teacher teams to inform instruction.  
- Summative assessments are aligned to the content, context and cognitive demand of the TEKS.  
- Performance tasks and/or assessments are used to provide students experiences that allow them to apply, analyze, evaluate and create using their understanding. |
| 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 objective(s).  
- Data are used to monitor student progress toward the daily learning objective(s).  
- Students are given multiple opportunities to demonstrate learning. |
| **REFLECT** | Teacher Reflection | Teachers analyze assessment results and adjust instruction accordingly. | - Common formative assessment data is used to inform instruction throughout a unit of study.  
- Common summative assessment data is 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.  
- Growth data are used to identify individual student needs for intervention and to create growth targets for students.  
- Performance task data are used to inform instruction to measure whether students have an appropriate level of understanding to be able to apply their learning in new situations. |
| Team Reflection | Teachers collaboratively analyze assessment results to determine individual and campus trends. | - Assessment data is analyzed during PLCs meetings to determine the implications for classroom practice.  
- Assessment data is used to guide planning conversations and to give new perspectives on student learning around effective strategies.  
- Student work is analyzed to gain an understanding of students’ thinking to determine if misconceptions need to be corrected or to solidify correct thinking. |
| Student Reflection | Teachers provide timely feedback to students. | - Students receive clear and specific feedback that informs their progression toward the learning objective(s).  
- Student self-monitoring toward the learning target occurs daily. |
Standards Based Learning Target

1. Planned lessons are standards-aligned, student-centered and are based on deep understanding of standards.
2. Begins with the end in mind to ensure lesson alignment.
3. Scaffolds targeted knowledge and skills to students? prior knowledge and ability levels. Ensures students are engaged in productive struggle from lesson beginning to end.

Activation of Learning

4. Readies students for learning ? it motivates, captures student attention, and bridges their lived experiences with the upcoming learning.
5. Underpins requisite understandings all students need to productively engage in planned lesson tasks.
6. Example structures include: Quick Writes, Think-Pair-Share, use of open-ended questions.

Modeling

7. ’I Do’ - Teacher models the skill or concept targeted in the lesson while laying foundations for scaffolding and gradual release of learning to students. Interaction is primarily teacher-student.
8. Teacher thinks aloud while demonstrating the thinking processes, skill , or concept and situates it within the lesson’s design – Project based, Inquiry based, Blended etc.
9. Concept or skill is broken down into learnable parts.
10. Presentation is highly focused. ‘Extra stuff’ is left out.
11. Examples and non-examples are modeled.
12. Uses resources and examples that are relevant.
13. Involves frequent checks for understanding and repetition.

Example structures include: Think-Alouds, Mnemonic Devices, use of visuals

Interactive Practice

14. ‘We do’ - Engages in co-construction of the modeled concept or shared practice of the modeled skill with high level of support from the teacher. Interaction is teacher-student and student-student.
15. Students working cooperatively in pairs or small groups to make predictions, plan, and debate next steps, ask questions, and support each other’s learning
16. Teacher scaffolds with questioning prompts, cues, and visual supports.
17. Often includes re-doing the modeling or practicing it in similar context with repetition.

Example structures include: Call and Response, Probing Questions, Cooperative Structures (Jigsaw, Roundtable, Expert Groups, Think-Pair-Share etc.), use of visuals

Practice Independent of the Teacher

18. ‘You do’ - Demonstrates understanding of the lesson’s targeted concept or skill individually, in pairs, or small groups with minimal guidance from the teacher interaction is student-teacher student-student, and teacher-student.
19. Students working individually, in pairs, or small groups to complete a task aligned to the lesson target(s) that results in a product.
20. Students demonstrating understanding through speaking, writing, visual forms, and/or technological applications.
21. Product designed to measure progress in the modeled context and additional contexts.
22. Teacher observes, provides individual support, and elicits feedback to inform next steps.

Example structures include: Writing to demonstrate learning, Cooperative Structures (Value Lines, Corners, Think-Pair-Share etc.), Gallery Walks

Closure

23. ‘Check for Understanding’ that measures student progress towards the lesson goals, provokes reflection, creates a bridge to future learning, and informs next instructional steps.
24. Teacher gives information with which a learner can confirm, add to, overwrite, fine-tune, or restructure information in memory.
25. Various formative assessments types.

LESSON STRUCTURE

1. Identify high leverage teaching standard(s) connected to the student expectations.
2. Breakdown the standard(s) into what students need to know and be able to do knowing.
3. Look at assessment items and/or DOLs to refine what students need to show.
4. Write possible learning objectives.
5. Sequence learning objectives to mastery.

The FWISD Lesson Structure represents a best practice instructional delivery model. While not a lesson planning template, it lives to inform lesson design and calibrate alignment and consistency of well-crafted daily instruction. At its core is the gradual release model aimed at providing instruction that moves students towards independence.

1. approximately 10% instructional time
2. approximately 25% instructional time
3. approximately 25% instructional time
4. approximately 25% instructional time
5. approximately 15% instructional time
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