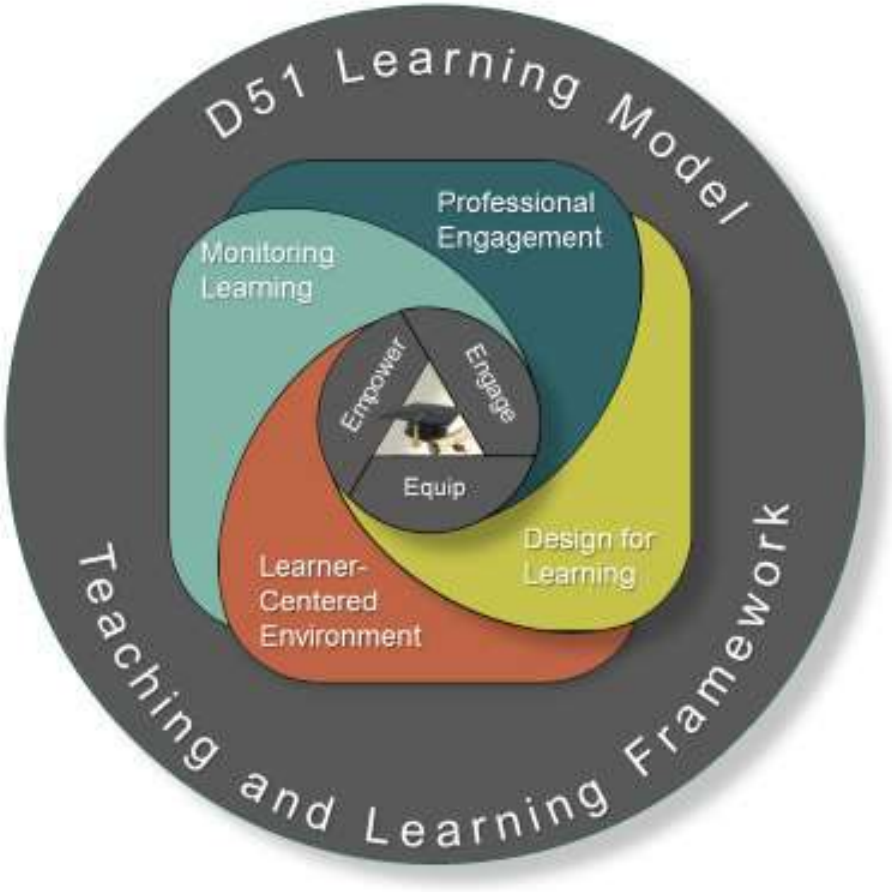
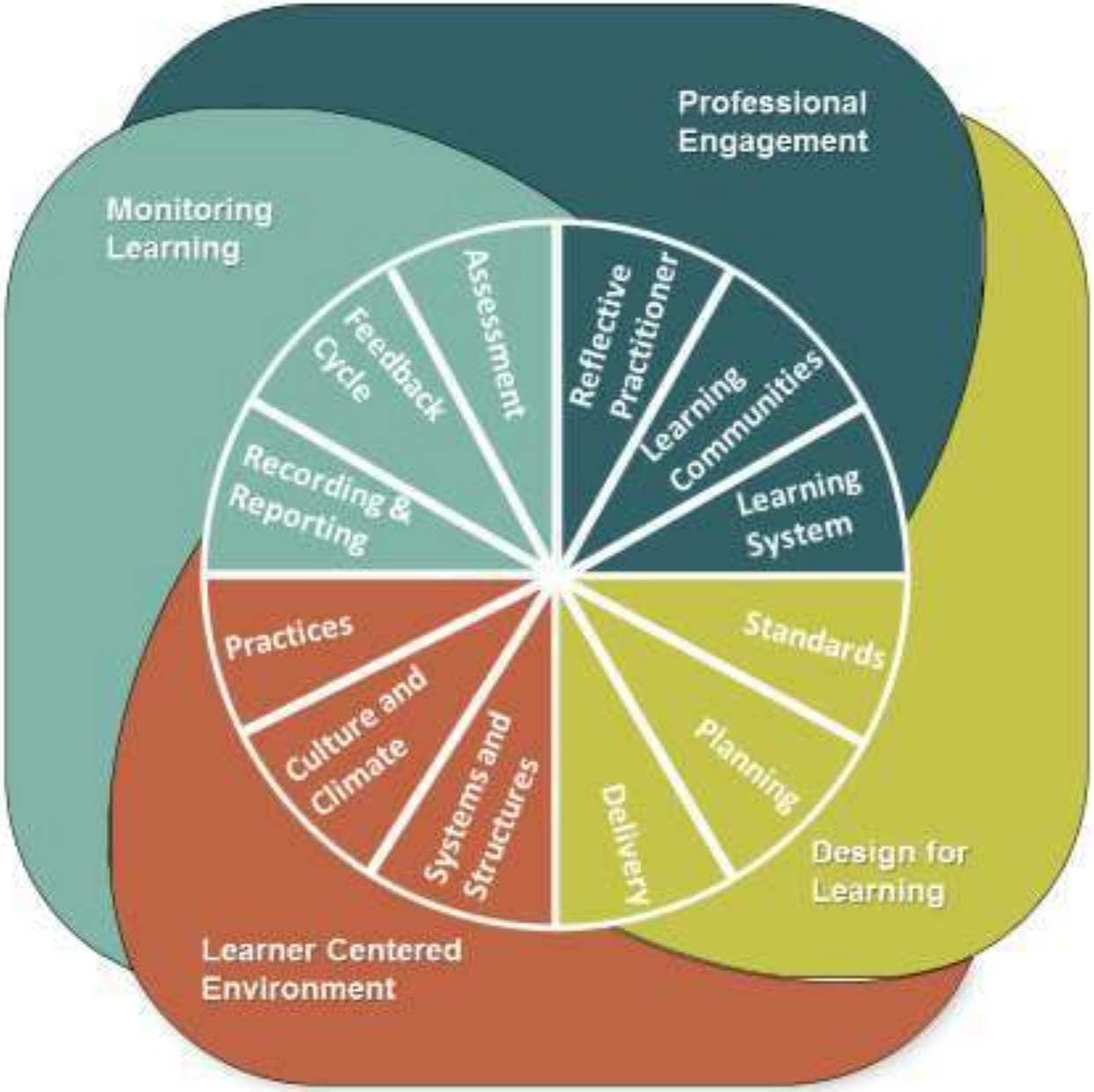


D51 TEACHING AND LEARNING FRAMEWORK

ENGAGE, EQUIP, AND EMPOWER EACH AND EVERY STUDENT EACH AND EVERY DAY

School District 51
MESA COUNTY VALLEY



School District 51
MESA COUNTY VALLEY

D51 Teaching and Learning Framework

Dimension	Sub-Dimension	Purpose	Guiding Questions
PROFESSIONAL ENGAGEMENT	**Reflective Practitioner** ***(Myself)***	• I reflect and monitor my professional practices by setting and refining goals over time. • I seek opportunities for professional growth. • I respond to the growth and needs of my learners.	1. In what ways do I gather information about each learner's growth and needs and then make instructional changes? 2. How will I measure the impact of the instructional changes I implemented? 3. What support do I need to grow as a practitioner? 4. How do I employ my growth mindset to support continuous improvement? 5. In what ways do I use student, peer, and evaluator feedback to improve my practice?
	Learning Communities ***(My Team and I)***	• Our Learning Community values collaboration and offers support for growth within our team. • Our Learning Community develops a goal focus and action plans to impact student and teacher learning.	1. How do we interact within our Learning Communities? 2. How do we develop and monitor our action plans? 3. In what ways do we reach out for support? 4. How do we influence one another's thinking, learning, and practice?
	Learning System Practitioner ***(Our Commitment to Each Other)***	• We value adult learning as much as student learning. • We pursue our vision and goals through continuous improvement of people and processes guided by the Teaching and Learning Framework. • We honor, value, and celebrate risk-taking.	1. What are the contributions I make to our learning system? 2. How do I conduct myself as a professional? 3. How do I remain open to continuous learning for myself and others?

D51 Teaching and Learning Framework

Dimension	Sub Dimension	Purpose	Guiding Questions
DESIGN for LEARNING	**Standards**	Standards are the fundamental elements of lesson design, defining the expectation for learning. • Standards are purposefully connected/linked to provide a broader purpose or context. • Lessons are designed with the end in mind so that standards-based criteria for success are clear for students.	1. What are the connections between the standards and learner needs? 2. How are standards strategically selected to provide a broad purpose or context for learning? 3. Do I have a clear understanding of evidence of learning for selected standards? 4. How do the learning expectations (D51 standards, D51 rubrics, etc.) clearly communicate what learners need to know and be able to do? 5. What will be acceptable evidence of learning?
	Planning	Planning is the intentional organization of the *what* (resources) and the *how* (instructional approaches) that engages learners in mastering the *why (*D51 standards). • Learning experiences and resources are not taught in isolation but are related to a broader purpose. • Instructional approaches scaffold the development of the targeted concepts and skills and gradually release responsibility, leading to learner agency and ownership.	1. How do I plan with the end in mind (backward design/planning, essential questions, D51 standards, D51 rubrics, competencies and relevance)? 2. How do the resources and learning experiences chosen engage learners in rigorous learning aligned to the standard(s)? 3. Are learners given opportunities to make important decisions about their learning, which include contributing to the design of learning experiences and learning pathways? 4. What is the level and quality of the intellectual work in which learners are engaged (factual recall, procedure, inference, analysis, and meta-cognition)?
	Delivery	Instructional delivery is the implementation of instructional approaches supporting learning. • Instructional delivery provides learner-centered, standards-based learning. • Instructional delivery fosters learner agency and ownership.	1. How do I scaffold to provide each learner with access to rigorous and relevant work? 2. What strategies and structures have I put in place to facilitate differentiation and learner engagement (workshop model, small group work, partner talk, etc.)? 3. How do I facilitate, encourage and assess learners' thinking to build on one another's ideas and understandings? 4. What strategies and structures (workshop model, small group work, partner talk, etc.) do I put in place to help learners engage in productive struggle and foster teamwork? 5. How does the learning in the classroom reflect authentic ways of reading, writing, thinking and reasoning in the discipline under study (How does the work reflect what mathematicians do and how they think)? 6. How do I use technology in service of learning?

D51 Teaching and Learning Framework

Dimension	Sub-Dimension	Purpose	Guiding Questions
LEARNER CENTERED ENVIRONMENT	**Systems and Structures**	• Learners are at the center of a responsive learning environment that promotes continuous improvement. • The routines, procedures, and systems work together to create the learning environment.	1. How does the environment support trust, equity, and inclusivity? 2. How is the learning environment responsive to focusing on the whole child? 3. How do the routines/Standard Operating Procedures (SOPs) of the learning environment facilitate student agency and ownership? 4. How do physical environment, resources, and space support and scaffold learning? 5. How do learners contribute to the design of learning experiences and learning pathways? 6. How do mindsets get deeply embedded in the structure/culture of the classroom?
	Culture and Climate	• Learners take ownership of their learning through combining habits with tools (goal setting, rubrics, etc.). • Learners monitor and adjust their own learning interactions.	1. What opportunities are provided for learners to take ownership of their learning, creating learner agency and ownership? 2. How do learners engage in deliberate practice to develop expertise? 3. To what extent do learners engage in quality work in order to produce meaning (individual, small group, writing, etc.)? 4. What habits do learners consistently employ to guide their success? 5. In what ways do the culture and climate support the social and emotional needs of the whole child?
	Practices	• The teacher facilitates multiple and flexible pathways for learners to engage and demonstrate their learning. • By using their body of evidence, learners articulate what they need to know and be able to do within the learning system.	1. How do learners reflect, pursue, and improve their process of learning? 2. What opportunities for learners are in place to self-assess, adjust, and set goals in order to deepen learning? 3. How are learner interests, background, and learning styles honored? 4. How do learners communicate their understanding about what they are learning and why they are learning it?

D51 Teaching and Learning Framework

Dimension	Sub-Dimension	Purpose	Guiding Questions
MONITORING LEARNING	**Assessment**	• Assessment criteria, methods, and purposes are transparent and match the learning standard. • Multiple opportunities are provided for learners to demonstrate their learning. • A variety of assessment tools and approaches (anecdotal notes, conferring, student work samples) are used to gather comprehensive information about learners.	1. How do I use multiple forms of assessment to inform instruction and decision-making? 2. How is evidence of learning gathered? 3. How comprehensive and varied are the sources of data (bodies of evidence)? 4. How do I make learning expectations, standards, and the assessment, transparent to all learners? 5. How do learners use rubrics to self-assess and monitor their learning?
	Feedback Cycle	• Formative assessment data is used to make adjustments to teaching and learning. • Reflective learners participate in a feedback cycle. • Actionable feedback is provided by multiple stakeholders.	1. How are assessment results used by learners and staff to set goals and gauge progress in order to increase ownership of learning? 2. How do I adjust instruction based on assessment of learning? 3. What opportunities do I provide for learners to participate in the feedback cycle? 4. How is feedback offered by and gathered from multiple stakeholders? 5. How do learners employ growth mindset as they navigate their learning?
	Recording and Reporting	• Progress and movement towards mastery is clearly defined and reported in a timely manner. • Content Standards and Social and Emotional Learning (SEL) are reported separately.	1. How do I make learning expectations, standards, and the way in which they are measured, transparent to all stakeholders? 2. How do I engage all stakeholders to support the learner?

Glossary of Terms/Resources

Term	Definition as used in Teaching and Learning Framework	Resources
Actionable Feedback	Specific, timely, growth producing comments that support learners through multiple opportunities as they progress toward the mastering of standards.	Assessment for Learning Continuum Seven Keys to Effective Feedback
Agency	The capacity and tendency to take purposeful initiative—the opposite of helplessness. Agency refers to the level of control, autonomy, and power that a learner experiences in an educational setting.	Growth Mindset Culture Learning Continuum
Assessment Criteria	Clearly defined expectations that define the mastering of standards.	Assessment for Learning Continuum
Assessment Tools	Measures of clearly defined expectations (exit tickets, running records, anecdotal notes, Socratic seminar, various student work samples, etc.).	Assessment for Learning Continuum
Backward by Design (UbD)	An approach that begins with the end in mind, mastering of standards. This term is used by Grant Wiggins and Jay McTighe in *Understanding by Design*.	Backward by Design Learning Continuum UbD in a Nutshell
Body of Evidence	Multiple forms and modes of evidence of student learning in relation to mastering of standards.	Examples may be but are not limited to: Anecdotal notes, presentations, peer feedback, self-assessments, district and state assessments, cross-curricular integrated projects, various student work samples.
Cognitive Load	Refers to the total amount of mental effort being used in the working memory.	
Collaboration	Working together to develop a shared understanding and responsibility for the growth and achievement of all learners.	
Deliberate Practice	Intentional processes of learning and developing a skill and/or knowledge.	
Depth of Knowledge (DOK)	The levels of understanding required to demonstrate learning.	
Differentiation	A wide variety of teaching techniques and lesson adaptations to instruct a diverse group of learners.	
Engagement	Refers to the degree of attention, curiosity, interest, optimism,	

Glossary of Terms/Resources

	and passion that learners show when they are learning.	
Equity	Fair and impartial access to learning opportunities.	
Feedback Cycle	Feedback in the classroom can be defined as "information allowing a learner to reduce the gap between what is evident currently and what could or should be the case" Hattie, J.A.C. & Yates, G.C.R. (2014). *Using Feedback to Promote Learning*. A feedback cycle is a process that aims to move learning forward through feedback. This feedback cycle should happen frequently.	
Formative Assessment	Provides the insight teachers need to make modifications in instruction based on where students are at any given moment. This information should be specific, timely, and actionable, so the learner has opportunity to act upon feedback.	
Gradual Release of Responsibility (GRR)	An effective practice where teachers strategically transfer the cognitive load / responsibility to think in the learning process from the teacher to the students (Fisher & Frey). This model recognizes the recursive nature of learning as a teacher cycles purposely through the four phases: I DO - Model, WE DO - Guided Instruction, YOU DO TOGETHER - Collaboration, YOU DO ALONE - Independent Practice.	Gradual Release of Responsibility
Inclusivity	For all.	
Instructional Approaches	The purposeful and responsive decisions the teacher makes about how content will be delivered.	Examples may be but are not limited to: Whole group, small group, workshop model, inquiry, reciprocal teaching, peer coaching, conferencing, guided instruction, etc.
Learning Community (LC)	A group of practitioners engaging in learning, continuous improvement, collective responsibility, problem solving, and goal alignment.	Learning Community Continuum
Learning Experiences	The mode that learners engage with the content (tasks, activities, assignments, conversations, discussions, etc.) as related to learning, performance, engagement, projects, problem-solving, etc.	

Glossary of Terms/Resources

Learning Pathways	Options by which learners choose to understand and demonstrate mastery of standards.	
Learning Styles	Refers to the preference with which the student absorbs, processes, comprehends, and retains information.	
Learning System	A learning system is one in which all members of the organization are continuously involved in the learning process, and in which learning and working are seamlessly intertwined. *(Learning Forward)*	
Manage One's Self and One's Learning	Ability to control impulsive feelings and behaviors, manage emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.	
Multiple Forms of Assessment	**Formative:** Provides the insight teachers need to make modifications in instruction based on where students are at any given moment. This information should be specific, timely, and actionable, so the learner has opportunity to act upon feedback. **Interim:** Assessments given at selected intervals within the school year; data provides an impartial measure of progress towards learning objectives, measures academic progress and informs instruction. **Summative:** Validates whether or not students have learned the content provided and whether they are mastering the measured standard(s).	
Multiple Opportunities	Several **and** varied attempts to demonstrate mastery of the standards (body of evidence).	
Multiple Stakeholders	All who are invested in a given process (self, peers, teacher, parent, community, higher education, etc.).	
Ownership	Ownership is the level of investment a learner (student or adult) has in learning, teaching, and leadership anywhere throughout the education system.	Growth Mindset Culture Learning Continuum
Practitioner	A professional educator who practices and refines his/her craft.	
Productive Struggle	The effort to make sense of something, to figure out something that is not immediately apparent.	

Glossary of Terms/Resources

Quality Work	Work that is engaging, authentic, purposeful, rigorous, complex and precise.	
Reflective Learner	One who thinks about his/her thinking (meta-cognition), self-reflects, sets goals, monitors progress, and adjusts.	(PDCA – Plan, Do, Check, Adjust).
Relevant	Related to the following: personal connection, prior knowledge or next steps, real-world application, current events, etc.	
Resources	Tools used in the service of learning.	Examples may be but are not limited to: Tests, audio and/or video clips, manipulatives, guest speakers, other learners, protocols, etc.
Responsive Learning Environment	Learning environments designed to adjust quickly, flexibly, and positively to learner needs.	
Scaffold	A variety of instructional techniques used to move learners form their current state of learning toward stronger understanding and greater independence.	
Social and Emotional Learning (SEL)	Process through which learners acquire and effectively apply the knowledge, attributes, and skills necessary to understand and manage emotions, set and achieve goals, feel and show empathy, establish positive relationships, and make responsible decisions.	
Standard Operating Procedures (SOP)	Set of step by step instructions to help learners carry out a routine.	Shared Vision and Code Learning Continuum
Standards-Based Criteria	See Assessment Criteria	
Transparent	Made clear to all stakeholders.	
Workshop Model	Workshop is a teaching structure that supports students to be creative and responsible in their own learning. The Workshop Model supports students in taking charge of their own learning, becoming active and engaged in their work, and developing understanding. Within the workshop structure, teachers are able to address both the whole group's needs as well as differentiating for the needs of small groups and individuals.	Workshop for All Continuum