Baltimore County Public Schools
Framework for Teaching and Learning

Learning, Accountability, and Results

Baltimore County Public Schools Framework for Teaching and Learning: Learning, Accountability and Results

The Baltimore County Public Schools' (BCPS) Teaching and Learning Framework outlines the expectations for effective first instruction and rigorous learning for every child in every classroom, every day. It is grounded in BCPS policy 0100 *Equity* and includes components from research and best practices including Charlotte Danielson's *Framework for Teaching*, Mike Schmoker's *Focus: Elevating the Essentials to Radically Improve Student Learning* and the Center for Applied Special Technology's principles of *Universal Design for Learning (UDL)*. In BCPS, all students must have daily access to learning that is accessible, rigorous, relevant, and responsive and prepares them for the future.

In BCPS, learning is our core purpose. The 21st century demands that we develop students into globally competitive individuals who have high levels of literacy across all disciplines and content areas. The teaching and learning framework is structured around the concepts of learning, accountability, and results and is designed to support our core purpose and the system strategic plan by answering the following questions:

- What do we believe about teaching and learning in BCPS?
- Based on those beliefs, what are our expectations?
- What qualitative and quantitative evidence will we collect and monitor to measure progress toward meeting expectations?

The Teaching and Learning Framework:

- Articulates the core beliefs and expectations of teaching and learning in BCPS.
- Develops a common language to facilitate instructional conversations among educators, students, parents, and caregivers to drive continuous improvement.
- Provides resources to support high quality first instruction.
- Ensures a consistent approach to monitoring teaching and learning.

Leadership matters; second only to high-quality teachers, leadership is the most powerful predictor of student achievement and instructional improvement. Therefore, principals are responsible for establishing the conditions under which all learners thrive in school through the delivery of high-quality, effective daily instruction in a safe and emotionally supportive environment.

In collaboration with the Instructional Leadership Team (ILT), principals will use this framework to identify instructional priorities and develop action steps for improvement in order to ensure high academic outcomes for all students.

Administrators will create and support a culture of inquiry that fosters authentic collaboration. This framework will be used as a guide to anchor the reflective, ongoing work of improving teaching and learning in BCPS. As reflective practitioners working in professional learning communities, teachers and administrators will continually interrogate and improve practice to increase student outcomes.

Learning: What do we believe about teaching and learning in BCPS?

We believe instruction must be **accessible** for all students. Accessible instruction promotes equity for students and their learning irrespective of student backgrounds and abilities and disrupts disproportionate outcomes.

Accountability: Based on this belief, what are our expectations?

- Teachers will center student's identities, strengths, interests, and needs in order to make instruction accessible.
- Educators will examine and interrogate their personal biases to become aware of the ways in which their own cultural experiences influence the conditions and learning opportunities that they create for students
- Teachers will demonstrate cultural competency in making instructional decisions regarding the students they serve, including their strengths and needs.
- Teachers will provide appropriate linguistic supports to ensure access for English Learners.
- Teachers will identify and implement appropriate scaffolds for instruction to promote student independence and to ensure students receiving special education services can access grade level content.
- Teachers will provide multiple and flexible methods of presentation to give students varying ways of acquiring and demonstrating knowledge.
- Teachers will make accommodations and modifications for exceptional learners.
- Teachers will consider student voice and advocacy in instructional decision making.

Results: What qualitative and quantitative evidence will we collect and monitor to measure progress toward meeting expectations?

- BCPS Planning Templates
- Teacher observation data (Formal and Informal)
- Standardized assessment data (MCAP, WIDA)
- Disaggregated Data (CBA, course enrollment, referrals, services, grades)
- Student assignments
- Stakeholder Survey data
- Student interviews/focus groups
- IEP Progress Report

High Expectations

Learning: What do we believe about teaching and learning in BCPS?

We believe all students are capable of achieving high academic outcomes and therefore all teaching and learning must be rigorous and reflect **high expectations** for all students. Instruction, assignments and assessments must align to the rigor of grade or course level standards.

Accountability: Based on this belief, what are our expectations?

- Instruction will demonstrate long range unit planning and daily lesson planning using the BCPS Planning Templates.
- Teachers clearly communicate the purpose and expectations for learning.
- Teachers ask critical thinking questions of all students and provide opportunities for all students to demonstrate independence.
- Teachers demonstrate knowledge of their content as well as current evidence-based strategies and pedagogy.
- Instruction, assignments, and assessments must reflect the BCPS curriculum and recommended pacing guidelines.
- Time on task should reflect high expectations and ensure that students do the vast majority of the cognitive work of the task.
- Teachers will explicitly teach content aligned to the rigor of the standards including modeling through sharing their thought process aloud as they approach and complete tasks (i.e. "think aloud" strategy).
- Teachers will incorporate authentic literacy experiences, reflective of the discipline, in every lesson.
- Teachers will implement system programs and resources with fidelity while being responsive to learner variability within the parameters of the programs and resources.
- Feedback to students will reflect high expectations and alignment to the rigor of the standard.

Results: What qualitative and quantitative evidence will we collect and monitor to measure progress toward meeting expectations?

- Elements of Effective Instruction Walkthrough data
- BCPS Planning Templates
- Benchmark expectations
- Program Fidelity Checklists
- Disciplinary Literacy reference
- Curriculum Based Assessment data
- Student work samples
- Student grades
- Stakeholder survey data- Academic Aspirations

Learning: What do we believe about teaching and learning in BCPS?

We believe instruction must be **relevant** to our students' cultures, interests, perspectives and lived experiences.

Accountability: Based on this belief, what are our expectations?

- Instruction will reflect culturally relevant pedagogy and strategies.
- Teachers will create and sustain a safe, welcoming and supportive classroom environment which values inclusivity and diversity.
- Teachers explicitly teach and model social emotional learning skills and strategies and integrate them into academic content.
- Classroom routines and expectations promote cooperative learning, teacher to student interactions and student to student interactions characterized by mutual respect and caring.
- Instruction will include authentic application and relevant contexts for learning.
- Teachers will connect new learning to previous learning and explicitly demonstrate how learning relates to enduring understandings and essential questions.
- Teachers will include opportunities for student voice and choice where appropriate, including multiple options for demonstrating learning.
- Teachers value students' cultural and linguistic differences as assets and incorporate them into the learning process.
- Teachers will utilize a variety of evidence-based strategies to promote student engagement and curiosity such as using student surveys to gauge student interest for topics of study.
- Teachers understand the importance of representation and promote student identities by intentionally selecting curriculum resources and materials.

Results: What qualitative and quantitative evidence will we collect and monitor to measure progress toward meeting expectations?

- Elements of Effective Instruction Walkthrough Data
- Informal observation data
- Student focus groups and interviews
- Stakeholder Survey data –Belonging Index
- Classroom Environment Checklist
- Referral data
- Student work samples; portfolios
- Formative and summative assessment data

Learning: What do we believe about teaching and learning in BCPS?

We believe instruction must be **culturally responsive** to student strengths and needs and aligned to the rigor of state standards.

Accountability: Based on this belief, what are our expectations?

- Teachers will provide opportunities for guided practice and provide timely and specific feedback to students.
- Teachers will use a process for formative assessment including checks for understanding during instruction and adjust teaching as needed based on student progress.
- Students will have multiple opportunities to demonstrate learning and grades must be aligned to standards and based on a body of evidence.
- Schools will evaluate student learning on a variety of summative assessments and create a plan for targeted, responsive instruction which accelerates, enriches or extends learning as needed.
- Teachers will demonstrate knowledge of individual student learning needs when planning and implementing instruction.
- Teachers will proactively design lessons that address learner variability using BCPS curriculum and resources.
- Teachers will nurture emerging talents and offer opportunities for acceleration and enrichment in instruction and in course enrollment pathways.

Results: What qualitative and quantitative evidence will we collect and monitor to measure progress toward meeting expectations?

- Elements of Effective Instruction Walkthrough data
- BCPS approved data protocols
- BCPS Planning Templates
- Student grades
- Student work samples
- Formative and summative assessment data
- Master schedule

Learning: What do we believe about teaching and learning in BCPS?

We believe that the key to improved learning for students is continuous job-embedded learning for educators through the development of **professional learning communities** of reflective practitioners

Accountability: Based on this belief, what are our expectations?

- Through an inquiry model, educators will adjust instruction to provide equitable access and opportunity for all students to achieve high academic outcomes.
- Educators will demonstrate commitment to a culture of collaboration and engage in a cycle of continuous improvement and shared responsibility for student learning by:
  - Engaging in collaborative planning of units and lessons in grade level or course specific teams
  - Identifying a common system of assessments to administer and monitor as evidence of student learning
  - Routinely and collaboratively examining student work using BCPS protocols
  - Developing and implementing strategies and ideas to build on strengths and address weaknesses in that learning
  - Analyzing the impact of the changes to discover what was effective and what was not

- Educators will embrace and offer feedback to and from peers on teaching practices through job-embedded professional learning opportunities (i.e. instructional rounds, lesson studies)

Results: What qualitative and quantitative evidence will we collect and monitor to measure progress toward meeting expectations?

- The Professional Learning Communities at Work Continuum
- BCPS Planning Templates
- Data Protocols
- Student Work Analysis Protocol
- Teacher Development Plans
- SPP Implementation Plan
- Stakeholder Survey data
- Teacher Evaluation Data (Domain 4)