# TEACHING AND LEARNING FRAMEWORK

Arlington Public Schools

# INTRODUCTION

The APS Teaching and Learning Framework provides an overview of the teaching and learning experiences for each of our classrooms; the curriculum templates that provide the "knows and dos", assessments, and resources for each unit; and the professional learning experiences that provide opportunities for collaboration and learning together across the division.

## INSTRUCTIONAL FRAMEWORK

The Instructional Framework defines the evidence-based practices that guide teaching and learning experiences throughout APS. It defines our expectations across grade levels, classrooms, and content areas for learning experiences.

## CURRICULUM

The APS Curriculum defines the "what" for teaching and learning experiences to ensure PreK-12 vertical articulation. Each content area is reviewing and refining curriculum following the Understanding by Design framework while providing opportunities for authentic assessments, personalized learning, and integration of critical thinking, creative thinking, communication, and collaboration.

## PROFESSIONAL LEARNING FRAMEWORK

The APS Professional Learning Framework defines the professional learning opportunities in place in APS to support the Instructional Framework and Curriculum.
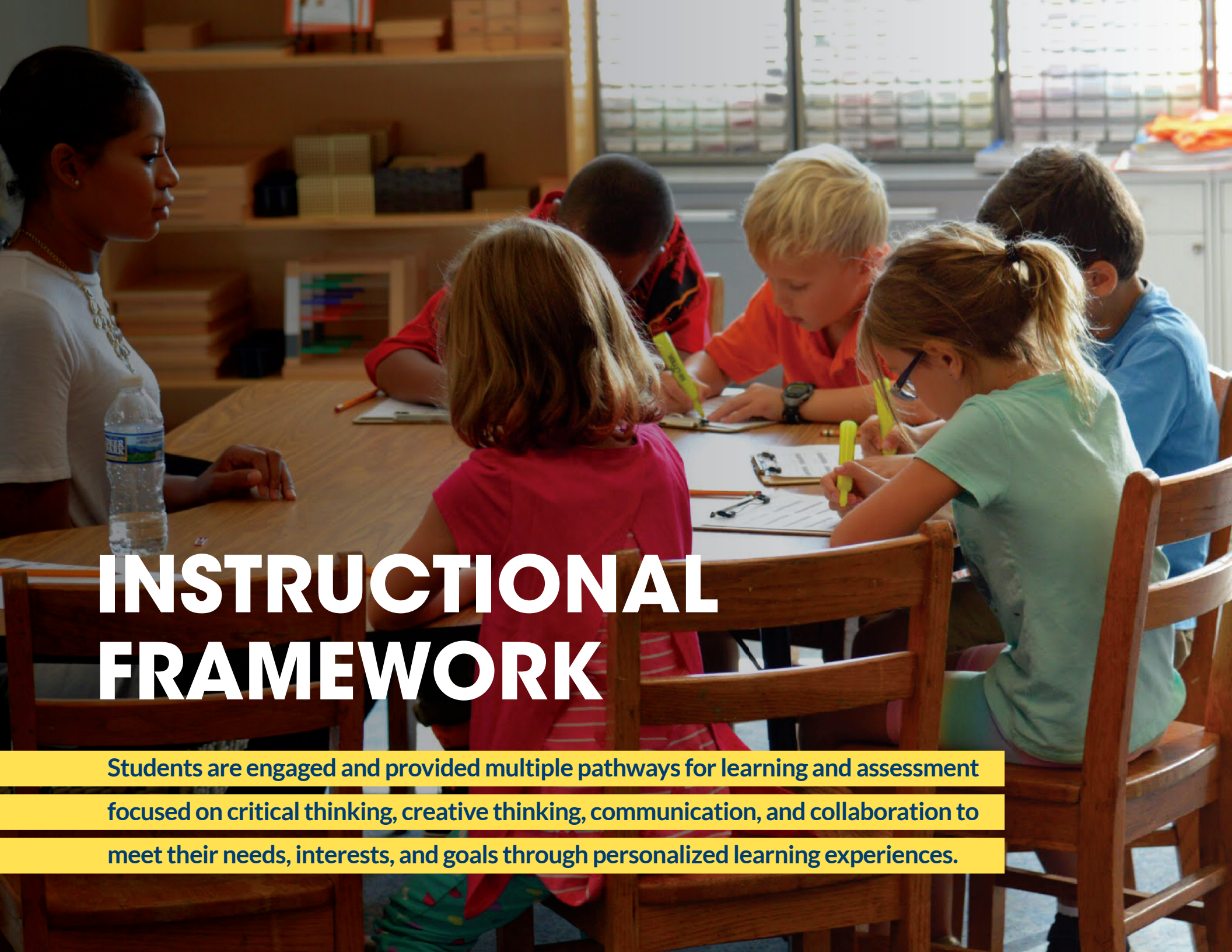
# INSTRUCTIONAL FRAMEWORK

Students are engaged and provided multiple pathways for learning and assessment focused on critical thinking, creative thinking, communication, and collaboration to meet their needs, interests, and goals through personalized learning experiences.

## INSTRUCTIONAL FRAMEWORK



**FOSTERING INCLUSIVE ENVIRONMENTS**
**ASSESSING**
**PLANNING**
**TEACHING**

### FOSTERING INCLUSIVE ENVIRONMENTS

**Foster positive relationships and build a community where all students are included, respected, and valued**

**Create** safe, flexible, and engaging classroom environments

**Ensure** all students have the supports to access the curriculum

**Recognize** students' strengths and value diversity

**Utilize** flexible grouping and adapt instruction for diverse learners

**Assume** shared responsibility for all student outcomes

**Cultivate** student agency and self-regulation

**Establish** appropriate classroom routines that result in a positive learning environment

### PLANNING

**Plan meaningful lessons with clear and aligned learning objectives**

**Identify** expected outcomes for student learning

**Collaborate** to design lessons and rich tasks that meet all students' needs

**Incorporate** students' prior knowledge, skills, interests, and culture

**Design** lessons that incorporate problem-solving, are applicable to the real world, and are interdisciplinary as appropriate

**Use** resources to promote communication, collaboration, and critical and creative thinking
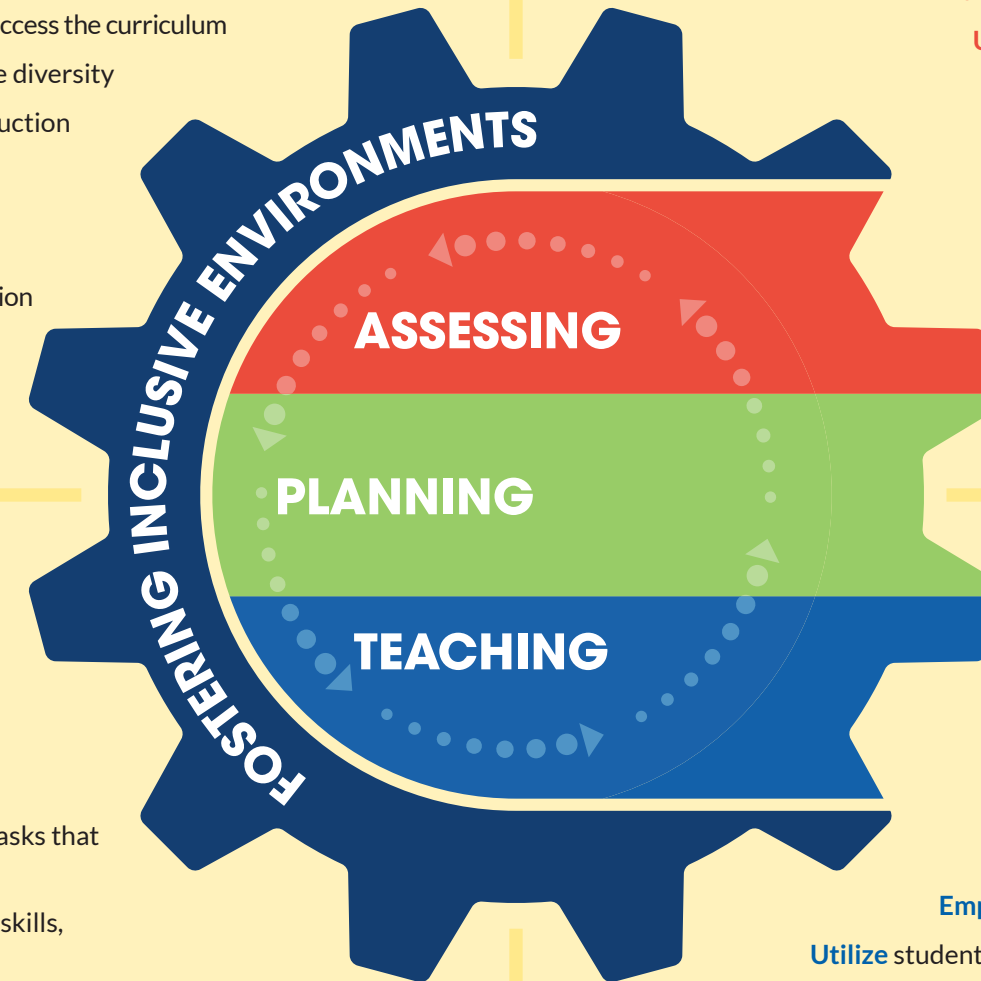
### ASSESSING

**Assess student learning to inform instruction and monitor progress for all**

**Design** assessments aligned with instructional goals

**Enable** student choice in demonstrating mastery

**Use** assessments to plan instruction, monitor progress, and foster continuous growth

**Use** a wide range of assessment methods, including performance tasks

**Include** feedback loops

**Promote** students' self-assessment and reflection

**Communicate** assessment criteria and results

### TEACHING

**Teach for meaning and mastery using a rigorous, relevant curriculum ensuring equity of access for all learners**

**Maintain** high expectations for all learners while allowing for persistence during learning tasks

**Employ** culturally responsive teaching practices

**Utilize** student-centered, interactive, collaborative, inquiry based approaches

**Provide** opportunities for the application of new learning

**Use** strategies that emphasize higher-level thinking skills requiring students to communicate, question, justify, and create

**Provide** processing and reflection time
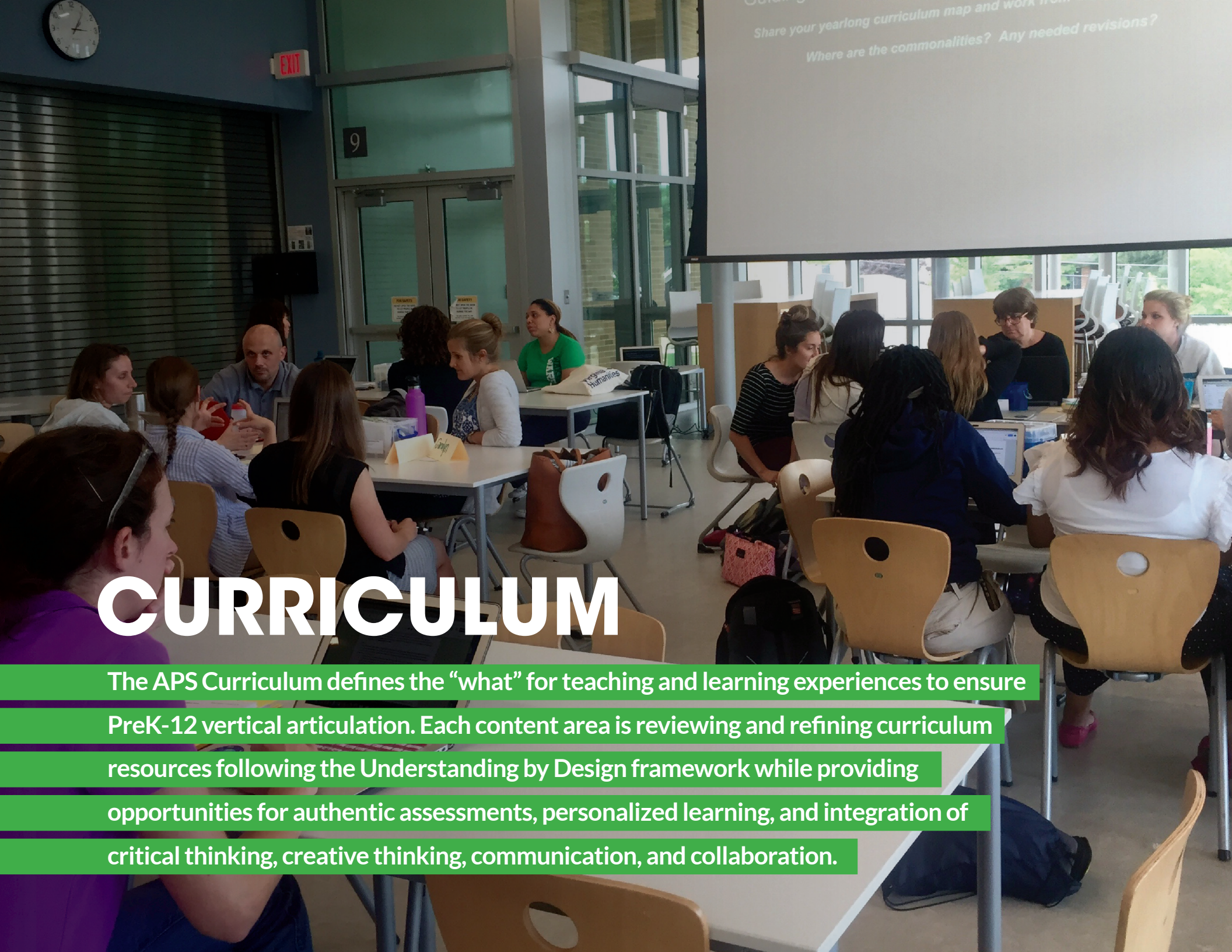
# CURRICULUM

**The APS Curriculum defines the "what" for teaching and learning experiences to ensure PreK-12 vertical articulation. Each content area is reviewing and refining curriculum resources following the Understanding by Design framework while providing opportunities for authentic assessments, personalized learning, and integration of critical thinking, creative thinking, communication, and collaboration.**

## STAGE 1 – DESIRED RESULTS

**UNIT TITLE:**

**THEME CONCEPTS:**

### ENDURING UNDERSTANDINGS:

What specifically do you want students to understand?

What inferences should they make?

### ESSENTIAL QUESTIONS:

What thought provoking questions will foster inquiry, meaning-making, and transfer?

### STUDENTS WILL KNOW:

What facts and concepts should students know and be able to recall? What is the key vocabulary (include tiers of vocabulary: basic, frequently, occurring, content specific)?

### STUDENTS WILL BE ABLE TO:

What discreet skills should students be able to use?

# STAGE 2 – ASSESSMENT EVIDENCE

## PERFORMANCE TASKS:

## OTHER EVIDENCE:

The Performance Task is a culminating performance through which students demonstrate their ability to answer the Essential Questions and the Enduring Understandings they have acquired. Performance Tasks typically present students with a problem: real-world goal, set within a realistic context of challenges and possibilities. Students develop a tangible product of performance for an identified audience, and the evaluative criteria and performance standards are appropriate to the complex task—and known by the students in advance.

What kinds of evidence are needed to provide formative and/or summative information to guide instruction and draw conclusions about student knowledge and skill? What specific characteristics in student responses, products, or performances should we examine? Does the proposed evidence enable us to infer a student's knowledge, skill, and understanding (Stage 1)? Does the assessment method match what the teacher is trying to measure?

# STAGE 3 – RESOURCES FOR THE LEARNING PLAN

## DISTRICT RESOURCES:

*When designing the learning plan, these resources are intended to be a primary resource used by teachers.*

## SUPPLEMENTAL RESOURCES:

*These are considered additional resources that are recommended by the Curriculum Review Teams. Those resources with an asterisk (*) may be purchased by each individual school.*

## EXEMPLAR LESSONS:

## APPENDIX: *( Interdisciplinary connections, possible student misconceptions, vertical articulation, guidelines for alternate assessment, guidelines for personalized learning, AP/IB specifics, etc.):*

# PROFESSIONAL LEARNING FRAMEWORK

Professional learning opportunities in Arlington Public Schools are in place to improve student learning experiences and outcomes. As we learn and grow as a system, professional learning will include opportunities for individual development, team and school improvement, and program implementation of curricula, instructional strategies, and practices that we have embraced as a school system.

**BRINGING IT TOGETHER THROUGH**
## TEACHING AND LEARNING

### APS INNOVATE
- Personalized Learning
- Profile of a Graduate

### APS CONNECT
- Inclusion
- Whole Child
- Professional Learning Communities
- Curriculum

### APS CREATE
Authentic and engaging learning experiences focused on:
- critical and creative thinking
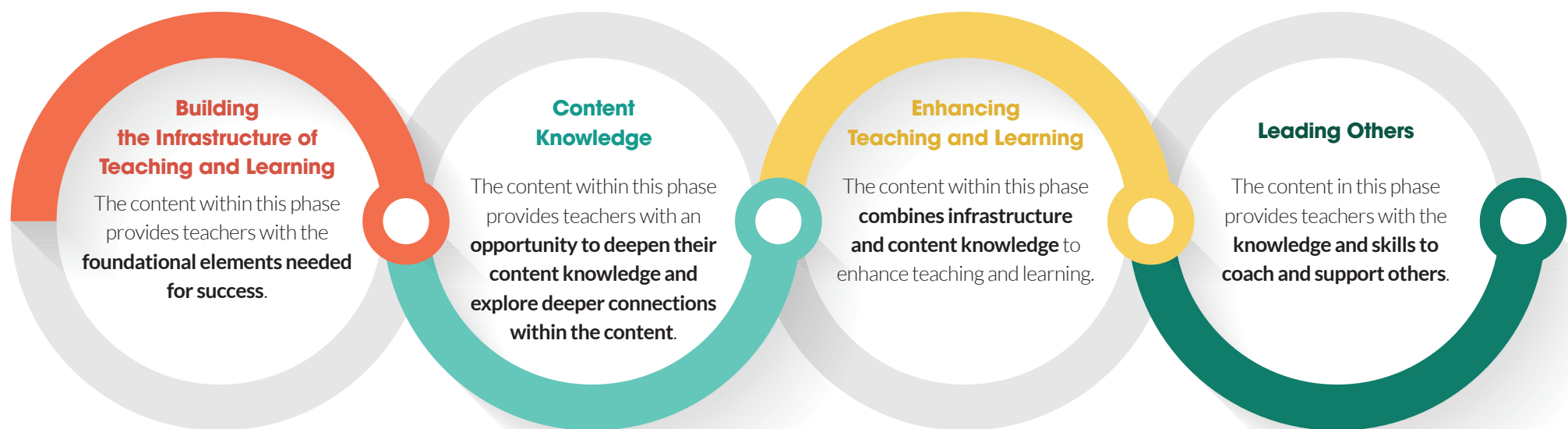- collaboration
- communication
- citizenship

# FOUR PHASES OF UNDERSTANDING

As we continue to implement high-quality learning experiences for students, there are **four key phases of understanding** that all teachers, staff, and administrators will have as a foundation for our work. These phases include:

**Building the Infrastructure of Teaching and Learning**
The content within this phase provides teachers with the **foundational elements needed for success**.

**Content Knowledge**
The content within this phase provides teachers with an **opportunity to deepen their content knowledge and explore deeper connections within the content**.

**Enhancing Teaching and Learning**
The content within this phase **combines infrastructure and content knowledge** to enhance teaching and learning.

**Leading Others**
The content in this phase provides teachers with the **knowledge and skills to coach and support others**.

## FORMATS

**Professional learning sessions will be offered multiple times throughout the year in a variety of formats, including:**

### FACE-TO-FACE SESSIONS
Face-to-face learning is conducted with the participants and the facilitator in the same room, at the same time.

### BLENDED LEARNING MODULES
Blended learning is a learning experience in which a participant learns: at least in part through online learning, with some element of participant control over time, place, path, and/or pace and at least in part in a facilitated brick-and-mortar location.

### ONLINE LEARNING MODULES
Online learning is a learning experience in which content is delivered via the internet. This may involve an online facilitator and may be synchronous or asynchronous.

**Professional learning opportunities have been developed to include:**

**Workshops:** Four hours or less    **Amplified Workshops:** a full-day    **Seminars:** Multiple days and sessions

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## CONNECT:

| | Building the Infrastructure of Teaching and Learning | Content Knowledge | Enhancing Teaching and Learning | Leading Others |
|---|---|---|---|---|
| **INCLUSION:** Inclusive education is both a vision and a practice…of welcoming, valuing, empowering, and supporting the diverse academic, social/emotional, language, and communication learning of all students in shared environments and experiences for attaining the desired goals of education. Inclusion is a belief that everyone belongs, regardless of need or perceived ability, and that all are valued and contributing members of the school community (Villa and Thousand, 2016). Inclusive practice is an approach to teaching that recognizes the diversity of students, enabling all students to access course content, fully participate in learning activities, and demonstrate their knowledge and strengths. | • ATSS Overview W O 1 2 3 <br> • Co-Teaching Models S B 2 3 <br> • Equity and Excellence S B 1 2 3 5 <br> • Understanding Dyslexia A O 1 2 3 <br> • Understanding English Learners W F 1 2 3 4 5 <br> • Understanding Gifted Learners S B 1 2 3 4 5 <br> • Student Support Processes: Student Study, 504s and IEPs W F 1 2 3 <br> • Universal Design for Learning W B 1 2 3 5 <br> • Why Inclusive Practices? What are Inclusive Practices? S B 1 2 3 5 <br> • Young Scholars: A Focus on the Gifted Gap S B 1 2 3 4 5 | • Assistive Technology A O 1 2 3 <br> • Creating Sensory Safe Spaces W F 1 2 3 5 <br> • Executive Functioning W F 3 <br> • Flexible Seating and Student Movement W F 1 3 5 <br> • Implementing IEPs W F 1 2 3 4 5 <br> • Inclusive Practices for English Learners (ELs) - Fundamentals of Sheltered Instruction W F 1 2 3 4 5 <br> • Supporting ELP Level 6 Students W F 1 2 3 | • Courageous Conversations S O 1 5 6 <br> • Culturally Responsive Teaching and Learning: SEED I and II S F 1 <br> • Assets vs Deficits W F 1 2 3 4 5 6 <br> • Delivering Specially Designed Instruction W F 2 3 7 <br> • FACE: Race, Class, Equity, and Family Engagement W F 1 5 6 | |
| **WHOLE CHILD:** A whole child approach to education is defined by policies, practices, and relationships that ensure each child, in each school, in each community, is healthy, safe, engaged, supported, and challenged. It engages all stakeholders—educators, families, policymakers, and community members—in defying the "percentage proficient" culture. | • FACE: Building Meaningful Relationships with Families W F 1 5 6 <br> • Mindfulness in the Classroom: What, Why, and How W F 1 5 <br> • Recognizing and Responding to Mental Health Needs W B 1 2 5 6 <br> • Social Emotional Learning and Instruction in the Classroom W O 1 2 3 5 <br> • The Whole Child S B 1 3 5 | • Conscious Discipline S F 1 3 5 <br> • FACE: Designing Effective Parent Meetings W O 1 2 6 7 <br> • Positive Behavior Interventions and Support (PBIS) A F 1 3 5 <br> • Responsive Classroom S F 1 3 5 <br> • Substance Use and Abuse: What APS Staff Need to Know W F 1 5 6 <br> • Suicide Prevention A F 1 3 5 6 <br> • Supporting LGBTQ Youth W O 1 3 5 6 | • FACE: High Impact Strategies for Engaging Diverse Families S B 1 5 6 <br> • Mindfulness in the Classroom: Building a Personal Practice W F 1 5 6 <br> • Trauma Informed Practices W B 1 2 5 6 | • CLASS S F 1 |

### KEY
**W** Workshop   **A** Amplified Workshop   **S** Seminar   **F** Face-to-Face   **B** Blended   **O** Online
**1** Professional Knowledge   **2** Instructional Planning   **3** Instructional Delivery   **4** Assessment of and for Student Learning   **5** Learning Environment   **6** Professionalism   **7** Student Academic Progress

# CONNECT:

| | Building the Infrastructure of Teaching and Learning | Content Knowledge | Enhancing Teaching and Learning | Leading Others |
|---|---|---|---|---|
| **PROFESSIONAL LEARNING COMMUNITIES:**<br>A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students. The term is also applied to schools or teaching faculties that use small-group collaboration as a form of professional development. | • Aligning Curriculum and Professional Learning Communities (W)(F) 1 2 3 4 6 7<br>• Making Sense of Professional Learning Communities (S)(B) 1 2 3 4 6 7 | • Assessments for and of Learning (W)(F) 1 2 3 4 6 7<br>• Content Area Literacy (S)(B) 1 2 3 4<br>• Creating Effective Intervention Plans (W)(F) 1 2 3 4<br>• Orton-Gillingham Approach to Reading Instruction (S)(F) 1 2 3 4<br>• Phono-graphix Reading Instruction and Intervention (S)(F) 1 2 3 4 | • Instructional Rounds (S)(F) 1 3 5 6 | • Adaptive Schools (S)(P) 1 3 5 6<br>• Cognitive Coaching (S)(F) 1 5 6<br>• Leading Collaborative Teacher Teams (S)(F) 1 4 5 6<br>• Student-Centered Coaching (S)(F) 1 4 5 6 |
| **CURRICULUM:**<br>The term curriculum refers to what students need to know and be able to do including unit plans, formative and summative assessments, alignment to resources, etc. | • APS Teaching and Learning Framework (W)(F) 1 2 3 4 5<br>**OVERVIEW OF**<br>• Arts (W)(F) 1 2 4<br>• CTE/Business (W)(F) 1 2 4<br>• Early Childhood (W)(F) 1 2 4<br>• English Language Arts (W)(F) 1 2 4<br>• Health and PE (W)(F) 1 2 4<br>• Math (W)(F) 1 2 4<br>• Science (W)(F) 1 2 4<br>• Social Studies (W)(F) 1 2 4<br>• World Languages (W)(F) 1 2 4<br>• World Languages- FLES (W)(F) 1 2 4 | • Arts Content Academy (W)(F) 1 2 3 4 5<br>• Literacy Academy (S)(O) 1 2 3 4 5<br>• Science Content Academy (W)(F) 2 5<br>**MATH CONTENT ACADEMY**<br>• Arithmetic to Algebra (S)(F) 1 2 3<br>• Breaking Up is Hard to Do - Fractions, Decimals and Percents (S)(F) 1 3 5<br>• Number and Operations (S)(F) 1 3 | • Curriculum Writing Teams (S)(F) 1 2 3 4 6 | |

# CREATE:

| | Building the Infrastructure of Teaching and Learning | Content Knowledge | Enhancing Teaching and Learning | Leading Others |
|---|---|---|---|---|
| **AUTHENTIC AND ENGAGING LEARNING EXPERIENCES**<br>focused on students as collaborators, critical thinkers, creative thinkers, communicators, and citizens. | • Critical and Creative Thinking Framework (S)(B) 1 2 3 4<br>• Workshop Model Overview (W)(O) 1 2 3 4 5 6 7 | • Math Workshop (S)(F) 1 2 3 4 5 7<br>• Reading Workshop (S)(F) 1 2 3 4 5 7<br>• Writing Workshop (S)(F) 1 2 3 4 5 7<br>• Strategies to Engage All Learners (S)(B) 1 2 3 4 5 | • Concept-Based Instruction (W)(B) 2 3 4<br>• Project-Based Learning (S)(B) 1 2 3 4 5<br>• Socratic Seminar in the Content Areas (W)(B) 2 3 4 | |

# INNOVATE:

| | Building the Infrastructure of Teaching and Learning | Content Knowledge | Enhancing Teaching and Learning | Leading Others |
|---|---|---|---|---|
| **PERSONALIZED LEARNING:**<br>As defined by Rickabaugh (2016): "Learners are active participants in setting goals, planning learning paths, tracking progress, and determining how learning will be demonstrated. At any given time, learning objectives, content, methods, and pacing are likely to vary from learner to learner as they pursue proficiency aligned to established standards. A fully personalized environment moves beyond both differentiation and individualization." | • Blended Learning (S)(O) 1 2 3 5<br>• Foundations of Personalized Learning (W)(F) 1 2 3 4 5<br>• Personalized Learning through the Universal Design Lens (W)(F) 1 2 3 5<br>• Using a Learning Management System (Canvas) (S)(O) 1 2 3 4 | • Student Reflection and Goal Setting (W)(B) 1 4 5 7<br>• Personal Learner Profiles, Backpacks, and Plans (S)(B) 1 3 4 5 7 | • Recording and Documenting Learning Using Technology (W)(B) 1 3 4 7<br>• Standards-Based Instruction, Grading, and Reporting (S)(F) 1 2 3 4 | |
| **PROFILE OF A GRADUATE:**<br>The Profile of a Virginia Graduate describes the knowledge, skills, experiences and attributes that students must attain to be successful in college and/or the workforce and to be "life ready" in an economy and a world characterized by rapid change. The board has determined that a life-ready Virginia graduate must:<br>• Achieve and apply appropriate academic and technical knowledge (content knowledge);<br>• Demonstrate productive workplace skills, qualities, and behaviors (workplace skills);<br>• Build connections and value interactions with others as a responsible and responsive citizen (community engagement and civic responsibility); and<br>• Align knowledge, skills and personal interests with career opportunities (career exploration). | • Aspire2Excellence (W)(F) 1 2 5 6<br>• Career Investigations (W)(B) 1 2 5 | | • Embedding the 5 Cs (W)(F) 1 2 3 | |

**KEY**

(W) Workshop  (A) Amplified Workshop  (S) Seminar  (F) Face-to-Face  (B) Blended  (O) Online
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