

PPS Instructional Framework

(version as of July 2023)



**FORWARD
TOGETHER**

Table of Contents



Overview	3
Educational Equity for All Students	4
Instructional Framework	5
Grade Level & Standards Aligned	6
Culturally Affirming	7
Deeply Engaging	8
Data Driven	9
Glossary of Terms	10
Appendix	11
Revisions Since First Version	13

Overview

The **PPS Forward Together Strategic Plan** names the development of an integrated instructional framework as a strategic outcome within the theme of Inclusive and Differentiated Learning for Every Child.

The collaboratively developed framework establishes and defines the core elements of standards-aligned instruction we commit to providing all students and guides decisions and actions at the central office, school and classroom levels.

PPS' Instructional Framework:

- Provides a consistent, district-wide vision for teaching and learning that allows all district stakeholders to align actions and resources to ensure equity of access to high-quality instruction across all schools, classrooms, and students.
- Identifies a series of components and supporting indicators that every PPS student should experience in order to achieve the Graduate Portrait.

Deputy Superintendent Message

The new PPS Instructional Framework is one of our exciting Forward Together Strategic Plan academic priorities to ensure every student, especially our Black, Native American, and all other students of color realize the Vision of the Graduate Portrait. We must provide all students with a comprehensive, rigorous, equitable, and inclusive education and eliminate the significant gaps in achievement by race that exist. We are thrilled to establish a district-wide vision and common language for highly effective teaching and learning in PPS that will provide more aligned instructional coaching, improved and focused professional learning and support, increased collaboration opportunities, and more. We look forward to engaging with the entire PPS community to continue to learn and move forward together in service of our students and families.

Dr. Cheryl Proctor
Deputy Superintendent, Instruction and School Communities





Our Roadmap Toward Educational Equity for All PK-12 Students

PPS is committed to providing all students with high-quality teaching and learning in every classroom, every day - instruction that helps them achieve our Graduate Portrait and closes persistent gaps in outcomes based on race.

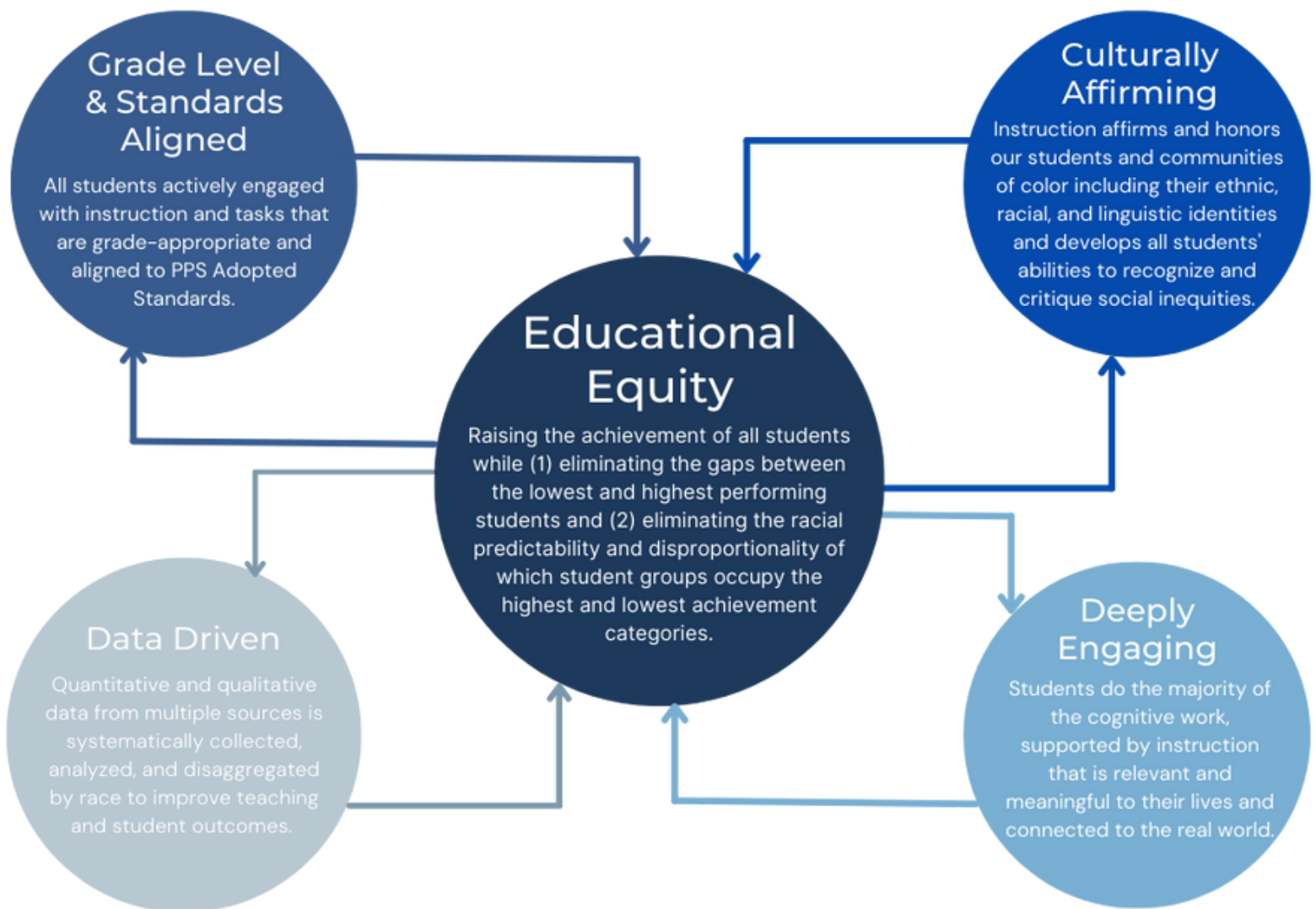
In partnership with teachers, school leaders, and staff from across the district, we're taking several important steps to make this vision a reality for all students: calibrating around a new instructional framework that articulates a shared vision of highly effective teaching and learning, adopting new curricula to support that instruction, and offering improved professional learning experiences for teachers aligned to both.



Instructional Framework

PPS Mission Statement

We provide rigorous, high quality academic learning experiences that are inclusive and joyful. We disrupt racial inequities to create vibrant environments for every student to demonstrate excellence.



Grade Level & Standards Aligned

1

All students are actively engaged with instruction and tasks that are grade-appropriate and aligned to PPS Adopted Standards.

Educator Indicators

1.1: Educators teach grade level content to all students that reflects the design and intent of the standards, including but not limited to Common Core shifts (see Appendix A for Common Core shifts in each content area), Next Generation Science Standards (NGSS), English Language Proficiency (ELP) Standards, World-Readiness Standards for Learning Languages, etc.

1.2: Educators facilitate lessons that support students in reaching the full analytic demands of the standards.

1.3: Educators strategically employ scaffolds that support all students, especially those receiving English Language supports and/or Special Education services, in accessing grade-level content.

1.4: Educators employ oral and written questions and tasks that are text-specific, aligned with grade-level standards and require evidence from the text to demonstrate understanding and support ideas.

1.5: Educators pose questions and problems that prompt students to explain their thinking about the content of the lesson.

Student Indicators

1.6: Students are engaged in grade-level and standards-aligned tasks, with scaffolds that support students' access without modifying the tasks themselves.

1.7: Students can articulate the purpose of their learning and how it connects with their lives or aspirations.

1.8: Students are responsible for doing the majority of the work of the lesson, engaging in productive struggle, and owning the complex thinking, even when provided with scaffolds from the educator.

1.9: Students persevere through challenging tasks and support one another as continuous learners.

Culturally Affirming

2

Instruction affirms and honors our students and communities of color including their ethnic, racial, and linguistic identities and develops all students' abilities to recognize and critique social inequities.

Educator Indicators

- 2.1:** Educators center students' lived experiences and identities and leverage the strengths that students' diverse backgrounds and experiences bring to individual and collective learning.
- 2.2:** Educators develop and cultivate a learning community, including authentic partnerships with families, in which every student experiences a sense of belonging.
- 2.3:** Educators actively engage all students by centering their voices and fostering their individual and collective agency and actively disrupt barriers to equitable learning opportunities.
- 2.4:** Educators take a learner's stance, acknowledging and learning from feedback and multiple perspectives to re-engage students and return to classroom norms when racial or cultural harm is caused.
- 2.5:** Educators demonstrate awareness of their own positionality, biases and identities as well as those of their students within the context of the history, assets, and issues of racial and ethnic groups in Portland, and how this impacts dynamics of power, social norms, privilege, and oppression in the classroom.

Student Indicators

- 2.6:** Students see themselves reflected in their classroom environments and make personal and cross-cultural connections to their learning experiences.
- 2.7:** Students establish and maintain healthy relationships with diverse peers and adults to cultivate their own social, emotional, and cultural competence.
- 2.8:** Students seek out perspectives of peers and adults from diverse racial and cultural backgrounds in order to understand and act upon multiple truths.
- 2.9:** Students read and think critically and ask questions about dominant narratives to critique social inequities and take action in their communities.

Deeply Engaging

3

Students do the majority of the cognitive work, supported by instruction that is relevant and meaningful to their lives and connected to the real world.

Educator Indicators

3.1: Educators connect learning experiences to students' lived experiences and the contemporary world to make learning valuable and relevant.

3.2: Educators consistently integrate Universal Design for Learning (UDL) (see Appendix B for UDL Guidelines and Principles), differentiation, and leverage Racial Equity and Social Justice practices in their lessons.

3.3: Educators consistently integrate social-emotional competencies (see Appendix C for Transformative Social and Emotional Learning Competencies) and academic competencies in instruction.

3.4: Educators create the conditions for student conversations where students are encouraged to talk about each other's thinking.

3.5: Educators provide opportunities for students to exercise autonomy and choice as appropriate within the content and in how and with whom they work.

3.6: Educators exercise persistence in not allowing students to opt-out of learning.

Student Indicators

3.7: Students are actively engaged in the cognitive work of the lesson, through reading, writing, speaking, listening, inquiry or other modalities.

3.8: Students persist, authentically grappling with grade-level content, revising their work and thinking, even when confronted with mistakes, uncertainty, or challenge.

3.9: Students demonstrate developmentally appropriate social-emotional competencies by collaborating productively with peers and adults to navigate interpersonal conflicts that arise within the learning community.

3.10: Students dialogue with and ask questions of peers and teachers to clarify their understanding and extend their learning.

3.11: Students exercise autonomy, agency and initiative that is motivated by content and tasks that are valuable and relevant to them personally.

Data Driven

4

Quantitative and qualitative data from multiple sources is systematically collected, analyzed, and disaggregated by race to improve teaching and student outcomes.

Educator Indicators

4.1: Educators use assessment data to drive Tier 1 and Tier 2 instruction including district-level benchmarking assessments, district-identified interim assessments, and classroom-level assessments with rubrics reflecting grade-level and standards-aligned learning targets.

4.2: Educators consistently check for understanding, using a range of formative assessment types focused on all levels of rigor, including higher-order thinking.

4.3: Educators engage in feedback cycles with students based on their assessment data.

4.4: Educators explain the purpose of assessments and performance tasks and how they are used to inform their instruction and students' learning.

4.5: Educators grade student performance based solely on student mastery of standards (see Appendix D for more about Equitable Grading Practices).

Student Indicators

4.6: Students articulate the purpose of assessments, performance tasks, and rubrics and how to use them to improve their learning.

4.7: Students use data to self assess, set goals, and track their own learning growth.

4.8: Students access grade-level content through instructional scaffolds and just-in-time scaffolds identified based on individual student formative assessment data.

4.9: Students advocate for what they need as learners based on known assessment results.

4.10: Students understand which standards they have met and how this reflects in their assessment.

Glossary of Terms

Educators: Teachers, Paras, EAs, Administrators, School Counselors, School Social Workers, School Psychologists, School Nurses, School Language Pathologists, other student service providers, and Itinerant staff who support classroom instruction.

Higher-Order Thinking: Thinking on a level that is higher than memorization or recall (factual thinking). Higher order thinking requires students to problem solve, think deeply and critically, and use and apply their learning.

Productive Struggle: Students expend effort to grapple with perplexing problems or make sense of challenging ideas; effortful practice that goes beyond passive reading, listening, or watching.

Science of Reading: A vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. Included is research highlighting the importance of explicit instruction in the essential components of reading: phonological awareness, phonics, fluency, vocabulary, and reading comprehension. One differentiator between the science of reading approach and alternatives is the importance of comprehensive systematic and explicit phonics instruction rather than incidental phonics instruction.

Modifications: Adaptations that change the learning goal and/or lower the level of challenge for students

Differentiation: An approach to teaching that involves offering several different learning experiences and proactively addressing students' varied needs to maximize learning opportunities for each student in the classroom. It requires teachers to be flexible in their approach and adjust the curriculum and presentation of information to learners of different abilities.

Instructional Scaffolds: Preplanned high leverage practices wherein an educator prepares student-specific support structures designed to maximize access to concepts and tasks at grade-level and beyond. This is a UDL strategy and also connects to schoolwide AVID instructional routines and strategies.

Just in Time Scaffolds: Develops productive perseverance by allowing students to engage in demanding tasks on their own and then assisting them in maintaining the engagement when they struggle by using teacher questioning as the means of support.

Appendix

Appendix A: Common Core Shifts

In the content areas and grade bands covered by the Common Core State Standards, PPS has adopted these standards. However, some of our grade bands (e.g. PK) and content areas (e.g. CCE) are not covered by the Common Core State Standards. For these grade bands and content areas, PPS has adopted other relevant sets of standards to guide our planning and instruction.

In literacy, lessons are centered on a high-quality, grade-level text that builds knowledge through evidence-based discussion and writing; in early literacy foundational skills lessons are grounded in the Science of Reading.

In mathematics, lessons are designed around the major work of the grade and reflect the coherence and rigor intended by the standards.

In science, lessons are designed to reflect the performance standards with students engaging in disciplinary core ideas through the science and engineering practices and the crosscutting concepts.

In social studies, lessons are centered on engaging students and analyzing primary and secondary sources that reflect the breadth of grade level content.

Outside of the core, lessons are designed to engage students in critical thinking and analysis as described in the standards of the content area.

See [Instructional Practice Guides](#) from Achieve the Core.

Appendix B: Universal Design for Learning (UDL) Guidelines and Principles

An education framework based on decades of research in neuroscience and endorsed by the Every Student Succeeds Act that allows educators to effectively implement inclusive practice in classrooms by removing barriers and providing options and choices for all students. UDL is considered best practice for teaching all students in an inclusive learning environment. The goal of UDL is to create learners who are purposeful & motivated, resourceful & knowledgeable, and strategic & goal oriented, in other words, expert learners. To universally design lessons, teachers must provide multiple means of engagement, multiple means of representation, and multiple means of action and expression. See [“What is UDL?”](#) (Katie Novak) and Appendix C for more information.

Appendix C: Transformative Social and Emotional Learning Competencies

“Transformative SEL” is a process whereby young people and adults build strong, respectful, and lasting, relationships that facilitate co-learning to critically examine root causes of inequity, and to develop collaborative solutions that lead to personal, community, and societal well-being.

See [CASEL's Transformative SEL website](#) for core features of Transformative SEL.

Appendix

Appendix D: Equitable Grading Practices

Equitable Grading Practices includes a variety of practices outlined in the [Equitable Grading Practices Continuum](#), including using a standards-based and/or competency-based grading model, instead of a norm-based or curve-based grading model, communicating student progress, growth, and proficiency on standards and/or learning targets, calculating grades in ways that reflect a student's final proficiency, providing multiple opportunities to demonstrate proficiency, and including opportunities for student self-assessment. [This handout](#) summarizes the resources that Portland Public Schools currently uses to support Equitable Grading Practices.

Revisions Since First Version

Annual Revision Process

The first version of the PPS Instructional Framework was released in June of 2022 following development during the Spring of 2022. Our original intent was for the framework to be a living document and thus annually we will review the framework language based upon feedback received throughout the year to make minor revisions based on three criteria:

- Does the revision add something that needs to be included?
- Does the revision clarify something?
- Does the revision fix something that is wrong or misrepresented?

July 2023 Minor Revisions

1.1 - Removed "design principles in" NGSS as this wording was not needed and spelled out Next Generation Science Standards and English Language Proficiency to increase accessibility of language.

1.3 - Added "especially those receiving English Language supports and/or Special Education services" after students to increase inclusivity and focus on our most vulnerable students.

2.3 - Added "within the context of the history, assets, and issues of racial and ethnic groups in Portland" after students in order to contextual that the racial and social awareness an Educator needs to demonstrate should be situated within the unique local context and history of Portland.

3.2 - Spell out Universal Design for Learning to increase accessibility and clarify the meaning of UDL, while adding "leverage Racial Equity and Social Justice practices" to ensure both are integrated as part of differentiation

4.5 - Added an Educator Indicator to call out the importance of Equitable Grading Practices.

4.8 (formerly 4.7) - Added instructional scaffolds to clarify that they are just as important to consider as just-in-time scaffolds and clarify that formative assessment data that is addressed here is individual student data.

4.10 - Added a corresponding Student Indicator to 4.5 about understanding mastery of standards.

Glossary - Clarified that Instructional Scaffolds are a pre-planned high-leverage practices and made the explicit connection to AVID routines and strategies.

Appendix - Clarified Universal Design for Learning language and added Equitable Grading Practices.

