LOUDOUN COUNTY PUBLIC SCHOOLS
INSTRUCTIONAL FRAMEWORK

The Instructional Framework defines the philosophy of instruction and expectations for learning for each and every student in every school within LCPS. The curriculum defines what to teach; the instructional framework describes how to teach to ensure engaging, authentic student learning experiences.

DESIGN

Design learning experiences that are intentionally created and reflective of individual student strengths, needs, experiences, backgrounds, and perspectives.

ENGAGE

Engage students in learning experiences that focus on rigorous, authentic, student-centered learning.

ASSESS

Assess and monitor progress to provide timely feedback and inform instruction for all students.

STUDENT-CENTERED

Center students in a community of belonging where each and every student is included, respected, and valued.

REFLECT AND RESPOND

Reflect continuously by collecting and considering information, data, and feedback, and respond by making adjustments or taking appropriate actions.

LCPS Instructional Framework Key Components and Teacher Actions

COMPONENT	TEACHER ACTIONS	REFLECT AND RESPOND
STUDENT-CENTERED	**When I center students in the learning community, I:** ● Establish high expectations for each and every student. ● Recognize and support students' diverse experiences and individual paths of learning, progress, and success. ● Co-construct a welcoming and inclusive classroom community with students and families. ● Define, model, teach, and practice routines that promote a safe and nurturing classroom. ● Design learning spaces that are accessible and affirming to a diversity of cultures, strengths, needs, and identities.	How will I get to know my students as learners and promote a safe and nurturing community? How will I reflect student perspectives, strengths, and needs in my design and practices? How will I communicate and demonstrate high expectations for every student?
DESIGN	**When I design learning experiences for students, I:** ● Focus on essential academic concepts and skills aligned with course expectations, Standards of Learning, and the LCPS Curriculum. ● Define clear, curriculum-based learning objectives that are communicated in student-friendly language. ● Select instructional strategies and resources that foster rigorous, authentic, and student-centered learning. ● Develop opportunities that promote flexible learning paths with appropriate scaffolds based on individual student strengths, needs, and/or interests.	What should students know and be able to do? How will I sequence and organize learning to build all students towards the learning objectives? How will I continuously assess student progress towards the learning objectives?
ENGAGE	**When I engage students in their learning, I:** ● Facilitate opportunities for students to connect learning to their interests, backgrounds, lived experiences, or prior learning. ● Provide opportunities for students to develop knowledge and understanding through varied reading, writing, listening, and speaking activities. ● Utilize a variety of instructional approaches to meet the learning objectives and unique needs of students. ● Use intentional questioning, discussion, and collaboration to engage students in higher-level thinking and deepen understanding.	Which strategies will I choose to promote engagement? Which instructional approaches will I use to meet the unique needs of students? How is my instruction responsive to student needs based on evidence of learning?
ASSESS	**When I assess student learning, I:** ● Communicate to students and families the characteristics of high-quality work and success criteria. ● Promote student ownership of learning through goal-setting, self-assessment, reflection, and revision. ● Integrate formative and summative assessments aligned with learning objectives and instruction to monitor student progress. ● Create rigorous and authentic opportunities for students to demonstrate and apply their learning in various ways.	What opportunities will students have to demonstrate their learning? What will success look like? How will students receive and act on feedback? What strategies will I use to build student ownership of learning?