

SCUC-ISD Learning Framework

What is a Learning Framework? A Learning Framework identifies key aspects that affect learning and the district’s approach/goals to support students’ learning needs.

Why does SCUC-ISD need a Learning Framework? Having a clear vision of what good instruction looks like in the district allows for continuity and clear communication for all stakeholders, including new staff to the district. It defines what SCUC-ISD believes in regards to classroom environment and clarifies what all teachers should know and implement in their classrooms as much as possible to maximize student learning. Additionally, the Learning Framework will help ensure that professional development is focused, student-centered, and aligned to our district beliefs about learning.

Key Factor	Rationale	Descriptors
<p>Aligned Curriculum and Assessment</p>	<p>Curriculum and assessment are aligned to national, state, and local standards to ensure students have access to the skills and knowledge necessary to be successful.</p>	<ul style="list-style-type: none"> ● PLC Structures/Outcomes <ul style="list-style-type: none"> ○ Critical Content/Focused Planning Guides used with fidelity ○ Data gathered and used to provide feedback to the teacher and learner through: <ul style="list-style-type: none"> ■ Summative Assessments: Begin with the end in mind (What do we want our learners to know/be able to do?) ■ Formative assessments: Frequent checks for understanding to monitor student learning, provide ongoing feedback, and inform instruction. ● Written and aligned/equitable curriculum and resources available and utilized ● Challenging and meaningful learning processes and student-created products evident ● District Common Assessments inform curriculum, instruction, and assessment
<p>Learner Centered Environment</p>	<p>A learner centered environment is tailored to student needs and interests, with clearly articulated and taught expectations. Instruction focused on learner needs provides equitable access to the curriculum so that each student is given opportunity for success.</p>	<ul style="list-style-type: none"> ● Learning experiences are authentic and engaging ● Hands-on learning evident ● Student voice and choice are valued ● Teachers provide opportunities for students to collaborate and discuss their learning ● Students are involved in monitoring the progress of their own learning ● Instructors are positive and passionate about student learning ● Technology is utilized to enhance teaching and learning

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Relevant and Flexible Pedagogy	Relevant and flexible pedagogy incorporates a variety of instructional models reflective of the diverse student population. Real-world connections and cultural inclusivity create relevant learning experiences.	<ul style="list-style-type: none"> ● Intentional planning based on student needs evident ● Multimodal: written, oral, auditory learning provided ● Teachers are reflective practitioners ● Teachers implement a variety of strategies that are flexible and responsive to data ● Classrooms are rich with varied and meaningful resources ● Research based Instructional Models are supported, such as: <ul style="list-style-type: none"> ○ Workshop Model ○ Inquiry Based/Constructivism Model ○ Gradual Release Model ○ 5E Instructional Model ○ SIOP Model
Safe and Caring Environment	A safe and caring environment is one that has clear expectations, structure, and boundaries that are consistent and appropriate for the age/grade of the learner.	<ul style="list-style-type: none"> ● Each campus has clearly articulated expectations for students and staff ● Campuses/Classrooms are rich in Social Emotional Learning components such as: <ul style="list-style-type: none"> ○ Self-management, Self-awareness, Responsible Decision Making, Relationship Skills, Social Awareness ● Campus and Classroom Environments demonstrate: <ul style="list-style-type: none"> ○ Respect, positivity, caring, judgment free atmosphere, celebration of diversity, and the idea that mistakes are a learning/growth opportunity ● Students demonstrate Traits of a Graduate <ul style="list-style-type: none"> ○ Dynamic Leader, Self-motivated, Skilled Communicator, Service Oriented, Future Ready ● Clear and age-appropriate consequences in place

[For more information and connections from the Learning Framework to T-TESS, click here](#)