

SHIFTS IN THE CITY SCHOOLS INSTRUCTIONAL FRAMEWORK RUBRIC

Since 2012, our Instructional Framework Rubric has given us shared language to describe and support highly effective instruction to support student learning. The updates to the Instructional Framework Rubric are the result of substantial stakeholder feedback and input. They include updated language and instructional concepts to reflect educator moves that support student learning and engagement in rigorous tasks.

The updated rubric will be used starting in the 2020-21 school year.

KEY INSTRUCTIONAL SHIFTS: PRACTICES AND PEDAGOGICAL APPROACHES

FACILITATION OF STUDENT LEARNING. Teachers facilitate learning by helping students make meaning of the learning content and come to their own conclusions. While the content should always be clear and accurate, students can construct meaning and engage in learning through a range of teacher facilitation techniques, such as presentation, inquiry-based learning, discovery learning, or social constructivism. The method of facilitation should be determined by the needs of the students and the content.

GRADE-LEVEL OR ABOVE STANDARDS-BASED INSTRUCTION. Effective teaching keeps students' future learning in mind and is grounded in grade-level standards for all students. When students are below grade-level, teachers help them reach their grade level by sharing grade-level content while working on needed skills. When students are on or above grade level, teachers use standards from higher grades to continue student learning and growth.

CONNECTION TO CITY SCHOOLS PRIORITIES. As the standards, curriculum, and Blueprint for our district have evolved, the updates in the rubric connect to other guiding concepts in our district and the broader national context. Connections to our curriculum, equity and cultural relevance considerations, and social-emotional learning language are embedded throughout.

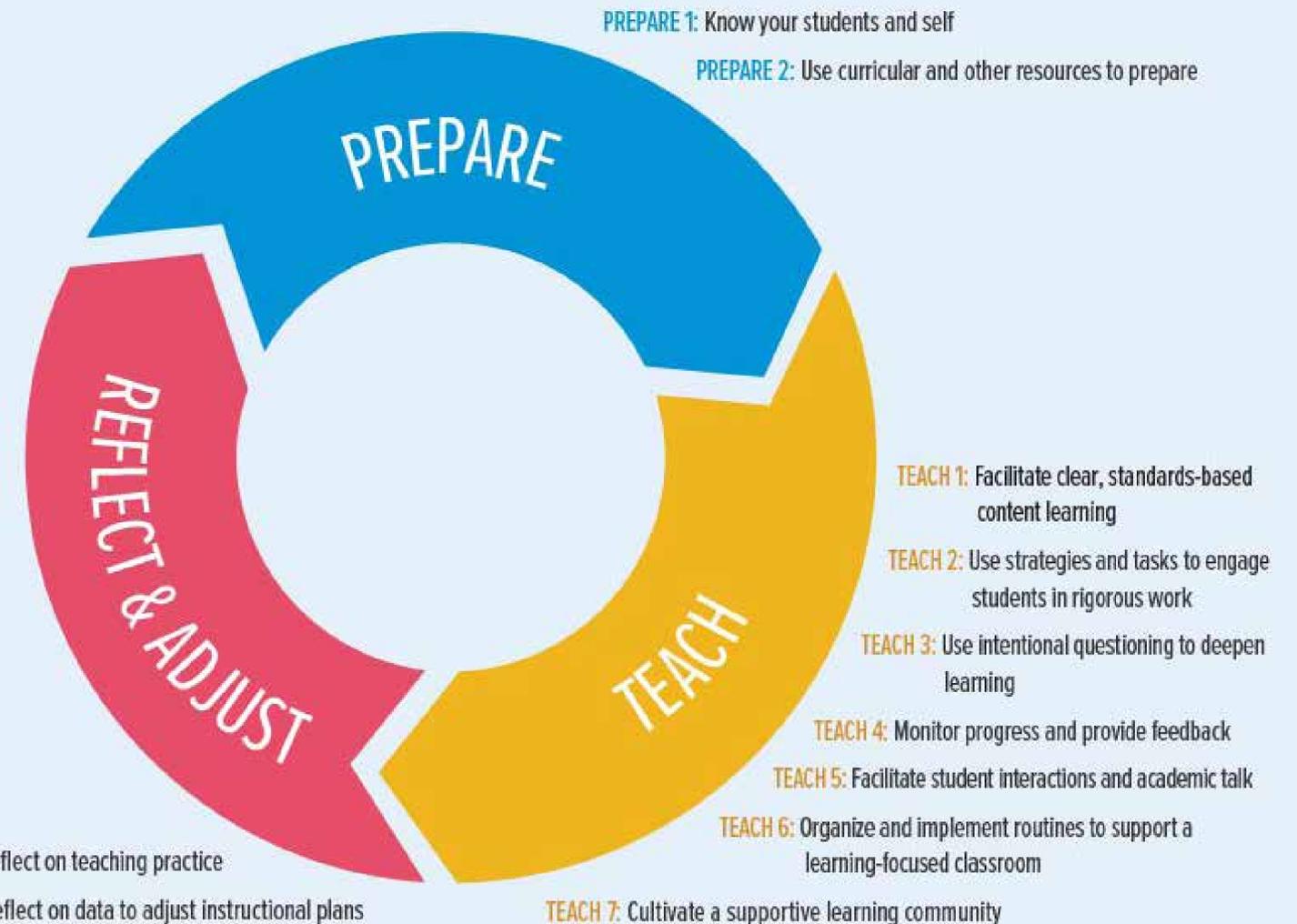
POSITIVE IMPACT ON STUDENTS. The progressions across levels of performance are clearer and grounded in observable evidence of teacher moves and their impact on students. Positive impact on students can be seen through student responses, work products, questions, and discussions.

KEY STRUCTURAL SHIFTS: STRUCTURE AND DESIGN OF THE RUBRIC

STREAMLINED FOCUS. When looking across all domains within the rubric, there is a tighter focus on classroom instruction – in preparation, delivery, reflection and adjustment. By focusing on effective teaching, educators and instructional leaders can better leverage the rubric for conversations and feedback centered on fewer, targeted educator practices that effectively support student learning.

EMBEDDED RATIONALE. Effective teaching is purposeful. Each indicator in the rubric opens with a description for the purpose or intent behind the educator moves. The descriptors also have clearer connections to why these behaviors are important to teaching and learning.

ACKNOWLEDGING BROADER CONTEXTS. The updated rubric reflects meaningful, shared language that applies to teaching across the content and contexts within which our students learn. To help better articulate how educator and student behaviors may be observed, the rubric includes strategies broadened beyond one methodology, an increase in the number and detail of footnotes, and a new addendum with content-specific considerations.



For more information, please visit www.baltimorecityschools.org/instructional-framework

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