

**Student-Centered Accountability Program (S-CAP)**  
**SYSTEM SUPPORT REVIEW (SSR): Curriculum and Instruction Framework**

Curriculum and Instruction is intentionally planned and delivered to be important, focused, engaging, demanding, and scaffolded.

| Framework Element  | REF # | Sub-Element   |
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| <b>Curriculum</b> is written and aligned so there are no gaps or unnecessary overlaps and represents important and demanding understandings and processes. | A.1.  | The curriculum is aligned to Colorado Academic Standards.   |
|  | A.2.  | The curriculum for each subject and grade level is documented, and accessible to all staff, families, students, leadership, and stakeholders.         |
|  | A.3.  | The <u>written</u> curriculum ensures there are no gaps or unnecessary overlaps.  |
|  | A.4.  | Teachers participate in vertical articulation (cross grade or content area) to ensure there are no gaps or unnecessary overlaps in curriculum.        |
|  | A.5.  | The <u>implemented</u> curriculum has no gaps or unnecessary overlaps.  |
|  | A.6.  | Teachers participate in horizontal curriculum articulation (within grade level or department) to ensure consistency of implementation of curriculum.  |
|  | A.7.  | There is a systematic process to monitor and evaluate curriculum and instructional programs/resources using multiple data sources.                    |
|  | A.8.  | The curriculum reflects connections across the content areas that demonstrate interdisciplinary learning.   |
| <b>Instructional Planning</b> is aligned to curriculum that is important and demanding (i.e., the WHAT).   | B.1.  | Teachers ensure instruction reflects concepts and skills at grade-level expectations.   |
|  | B.2.  | Teachers and school leadership analyze and understand the academic standards and expectations for their grade level and content.                      |
|  | B.3.  | Teachers intentionally design instruction with planned criteria to assess mastery.  |
|  | B.4.  | Teachers plan to engage students in understanding and owning learning objectives.   |
|  | B.5.  | Instructional planning utilizes Colorado Academic Standards.  |
|  | B.6.  | Teachers plan cognitively complex instruction that requires students to make meaning of the most important concepts and principles in a subject area. |
|  | B.7.  | Teachers use aligned curricular documents and other tools (curriculum maps, pacing guides) to guide instructional planning.                           |

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|   | B.8. | Teachers use student data and current performance levels when planning instruction.   |
| <b>Instructional Planning</b> is intentional, focused, engaging, and scaffolded (i.e., the HOW).                              | C.1. | Teachers plan for an increasing succession of student responsibility by moving from modeling and structured practice to guided and independent practice.  |
|   | C.2. | Instructional staff members plan for aligned, integrated, and research-based instruction that engages students cognitively and ensures students learn to mastery.   |
|   | C.3. | Resources selected in planning are aligned to outcomes, and they attend to varied interests, readiness levels, and learning preferences.  |
|   | C.4. | Teachers design lessons to provide enrichment opportunities for students performing at grade level and beyond to ensure learning is challenging, engaging, and sustained.   |
| <b>Instructional Planning</b> includes reflection on effectiveness of instruction. (the HOW)                                  | D.1. | Teachers or teacher teams analyze multiple sources of individual and disaggregated group data to analyze and identify student learning needs, evaluate the impact of classroom instruction, and plan instruction. |
|   | D.2. | Teachers use results of formal and informal assessments to monitor and adjust curriculum and instructional practices, and to identify and address group or individual needs.                                      |
|   | D.3. | There is an assessment and data management/reporting system that provides ongoing documentation of student progress through multiple measures.  |
|   | D.4. | Teachers use the district assessment and data management system to access multiple sources of data and assessment results to guide school, department, and grade-level decisions.                                 |
| <b>Instructional Planning</b> systems are in place to plan for and ensure instructional supports for specific learning needs. | E.1. | The school has a system of tiered support.  |
|   | E.2. | Teachers make use of the school/district system of tiered supports.   |
|   | E.3. | The school implements a comprehensive and coherent approach to meet the needs of all students identified as Title I, SPED, ELL, GT.   |

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|   | E.4. | The district provides resources and programs before, during, and after school that ensure all students have the academic intervention and broader enrichment supports they need to be academically successful and engaged as a whole person. |
|   | E.5. | Teachers include or utilize support for students' social and emotional needs as part of regular classroom practice.  |
| <b>Instructional Practices</b> are demanding, important, and ensure transfer of learning. | F.1. | There is a consistent, district-wide approach to math instruction that is evident across subject areas and demonstrated in classrooms throughout the district.   |
|   | F.2. | There is a consistent, district-wide approach to literacy instruction that is evident across subject areas and demonstrated in classrooms throughout the district.   |
|   | F.3. | Teachers explicitly model and require students to use higher-level thinking, metacognition, and problem-solving skills.  |
|   | F.4. | Teachers help students make relevant connections within and between disciplines.   |
|   | F.5. | Content presented is accurate and essential to the discipline.   |
|   | F.6. | Teachers provide bell-to-bell instruction and implement classroom procedures that minimize interruptions and maximize instructional time.  |
|   | F.7. | Instruction invites students to construct meaning and participate in disciplined inquiry that has value beyond school.   |
|   | F.8. | Teachers continually monitor and adjust instruction and content based on multiple checks for understanding and formative assessment (formal and informal).   |
|   | F.9. | Teachers use a variety of strategies to assess all students' achievement of learning targets.  |
| <b>Instructional practices</b> are engaging.  | G.1. | Teachers use strategies to ensure students are cognitively engaged (examples might include: problem-based learning, cooperative group learning, or independent practice).  |
|   | G.2. | Learning activities encourage student curiosity.   |

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|  | G.3. | Students are absorbed and in the “flow”.  |
| <b>Instructional practices</b> are focused.    | H.1. | Teachers ensure all students are consistently aware of learning expectations and purposes (e.g. discusses the purpose of the lesson, engages students in clarifying learning targets, shares exemplars/models, or provides rubrics/checklists). |
|  | H.2. | Teachers build on students’ prior knowledge to help them learn new skills.  |
|  | H.3. | Teachers ask students to reflect on their learning.   |
|  | H.4. | Teachers help students to articulate, set, reflect-on, and revise short- and long-term goals.   |
|  | H.5. | Student behavioral expectations are explicitly taught, clearly understood, and consistently reinforced in classrooms.   |
| <b>Instructional practices</b> are scaffolded. | I.1. | Instructional staff uses modeling, demonstrations, and multiple examples to teach skills and strategies, and provides frequent opportunities for student practice and response.   |
|  | I.2. | Teachers use instructional practices that meet the needs of a range of learners and are differentiated to meet the various needs and strengths of learners through different kinds of support or individualized instruction.                    |
|  | I.3. | Teachers review learning strengths and challenges with students, re-teach as needed, and help students revise their work.   |
|  | I.4. | Teachers provide students with regular, specific, timely, and descriptive feedback to help improve their performance.   |
|  | I.5. | Instructional staff uses developmentally, culturally, and linguistically appropriate strategies to meet the diverse needs of all students.  |
|  | I.6. | Instructional staff adjust teaching so students are challenged.   |