RICHMOND COUNTY SCHOOL SYSTEM

INSTRUCTIONAL FRAMEWORK

Life Beyond the Classroom

Learning Environment

Plan

Instruct

Literacy

Reflect

Assess

Growth Mindset

Profile of a Graduate

Graduation

A Companion Guide for

RICHMOND READY!

rcboe.org

Richmond County School System

Instructional Framework

Life Beyond
the Classroom

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Plan   Instruct

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Graduation

Understand the Whole Child
- Compile the Learner Profile

Assess
- Assess for Success
- Analyze Results

Plan
- Understand the Standards
- Design Standards-Based Lessons

Reflect
- Relearn and Reassess
- Celebrate Success

Instruct
- Communicate Learning Expectations
- Implement the Lesson

Provide Feedback–Clarify and coach
- Check for understanding

Richmond
County School System

History of the RCSS Instructional Framework

In 2018, Curriculum Management Solutions, Inc. completed a **comprehensive review** of the Richmond County School System's (RCSS) instructional program which outlined eight recommendations for improvement over a seven-year period. Instructional leaders studied with Larry Ainsworth, Doug Fisher, Nancy Frey, Nicole Law, LeAnn Nickelsen, and Rick Wormeli to define instructional expectations and grading practices. Instructional recommendations were based on John Hattie's **Visible Learning** research. Leadership teams used Paul Bambrick-Santoyo's Leverage Leadership and Get Better Faster tools to improve instructional leadership and teacher induction success. In 2022, all employees were trained in the newly designed RCSS Instructional Framework. Using feedback from teachers, leaders, and the 2024 Cognia accreditation review, the Instructional Framework was refined in 2024 to include a focus on learner outcomes, learning environments, student agency, and technology integration. Concepts from Digital Promise and Common Sense Media were added to our **Digital Learning Framework**. Cognia's Effective Learning Environments Observation Tool (eleot) and Teacher Observation Tool are used to provide teachers and leaders with progress monitoring and feedback data via monthly instructional rounds.

This document is meant to help teachers, administrators, students, parents and other stakeholders understand our instructional expectations. Having a common instructional framework creates consistency for our stakeholders and reduces the differences among schools in our system. All components are purposefully connected to our strategic plan, vision and mission, and support continuous improvement.

The **RCSS Instructional Framework** consists of four distinct parts represented in the graphic located on the inside cover of this booklet. We will examine each part more closely in this resource. For more information about each part, please refer to the *Richmond Ready!* course on your Canvas dashboard. Scan the QR Code or visit **rcboe.info/RCSSIF** to watch an overview video explaining the Instructional Framework Graphic.

1. Learner Outcomes
2. Learning Environment
3. Profile of a Graduate
4. Plan-Instruct-Assess-Reflect Instructional Cycle

Learner Outcomes

There are four learner outcomes that guide the work of all teachers grades K-12. You will see those outcomes represented on our graphic as the four directional points of the compass. The four learner outcomes are listed below.

How can you incorporate those outcomes into your lessons each day? Take a moment to jot down a few ideas or questions.
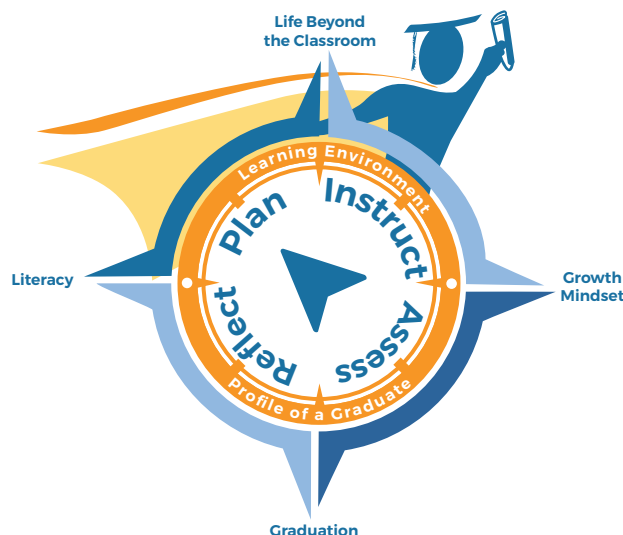
Literacy: By the end of third grade, every learner will demonstrate age-appropriate literacy skills to communicate and think critically.

Growth Mindset: Every learner will demonstrate a commitment to continuous improvement and a passion to achieve his or her full potential.

Graduation: Every learner will master grade-level content standards to graduate with his or her cohort of peers.

Life Beyond the Classroom: Every learner will graduate with a plan for continued Enrollment, Enlistment, or Employment.

Reflection/Processing Activity

What actions can you take to ensure your students meet these outcomes?

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Learning Environment

There are seven domains of effective learning environments. These seven domains must be in place in order to effectively instruct and engage students in learning. Working collaboratively, teachers and leaders should **intentionally and purposefully** create these **well-planned** learning environments.
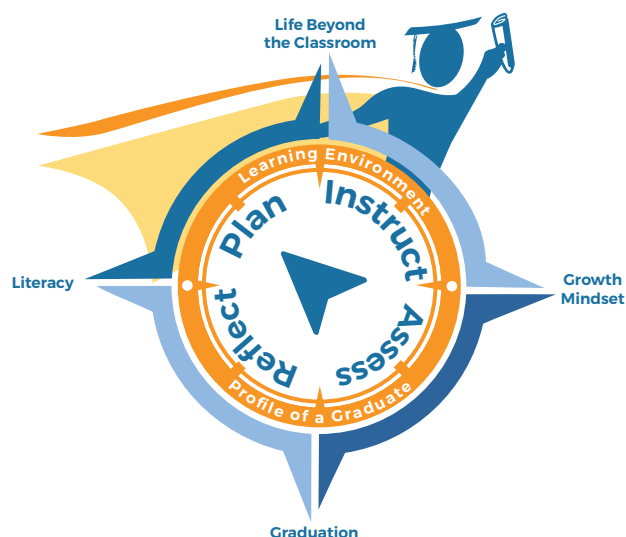
? Reflection/Processing Activity

Think about your classroom or school and complete the checklist below. Which areas are strengths for you? Which areas need improvement?

Seven Effective Learning Environments	
Equitable Learning Environment	▶ Learners have differentiated learning opportunities and activities that meet their needs. ▶ Learners have equal access to classroom discussions, activities, resources, technology, and support. ▶ Learners know that rules and consequences are fair, clear, and consistently applied. ▶ Learners have ongoing opportunities to learn about their own and others' backgrounds/cultures/differences.
High Expectations Environment	▶ Learners know and strive to meet the high expectations established by the teacher. ▶ Learners are tasked with activities and learning that are challenging but attainable. ▶ Learners are provided examples of high-quality work. ▶ Learners are engaged in rigorous coursework, discussions, and/or tasks. ▶ Learners are asked and respond to questions that require higher-order thinking (e.g., applying, evaluating, synthesizing).
Supportive Learning Enviroment	▶ Learners demonstrate or express that learning experiences are positive. ▶ Learners demonstrate positive attitude about the classroom and learning. ▶ Learners take risks in learning (without fear of negative feedback). ▶ Learners are provided support and assistance to understand the content and accomplish tasks. ▶ Learners are provided additional/alternative instruction and feedback at the appropriate level or challenge for their needs.

|	
Active Learning Environment	▶ Learners have several opportunities to engage in discussions with the teacher and other students. ▶ Learners make connections from content to real life experiences. ▶ Learners are actively engaged in the learning activities.
Progress Monitoring & Feedback Environment	▶ Learners are asked and/or quizzed about individual progress/learning. ▶ Learners respond to teacher feedback to improve understanding. ▶ Learners demonstrate or verbalize understanding of the lesson content. ▶ Learners understand how their work is assessed. ▶ Learners have opportunities to revise and improve work based on feedback.
Well-Managed Learning Environment	▶ Learners speak and interact respectfully with teacher(s) and peers. ▶ Learners follow classroom rules and work well with others. ▶ Learners transition smoothly and efficiently to activities. ▶ Learners collaborate with other students during student-centered activities. ▶ Learners know classroom routines, behavioral expectations, and consequences.
Digital Learning Environment	▶ Learners use digital tools/technology to gather, evaluate, and/or use information for learning. ▶ Learners use digital tools/technology to conduct research, solve problems, and/or create original works for learning. ▶ Learners use digital tools/technology to communicate and work collaboratively for learning.

? Reflection/Processing Activity

Reflecting on your self-assessment of the seven effective learning environments above, take a moment to reflect on your areas of strength and identify 1-2 areas of focus for improvement for the upcoming year.

Areas of Strength	Areas for Growth

Profile of the Graduate

The profile of a graduate identifies the six competencies we strive to instill in every learner. Developing these characteristics begins in Kindergarten and depends on every teacher in every grade to develop a deeper understanding and opportunities to demonstrate growth in each area. To truly develop learners who exemplify these qualities, teachers must **intentionally and purposefully** create **well-planned** opportunities that develop these qualities.
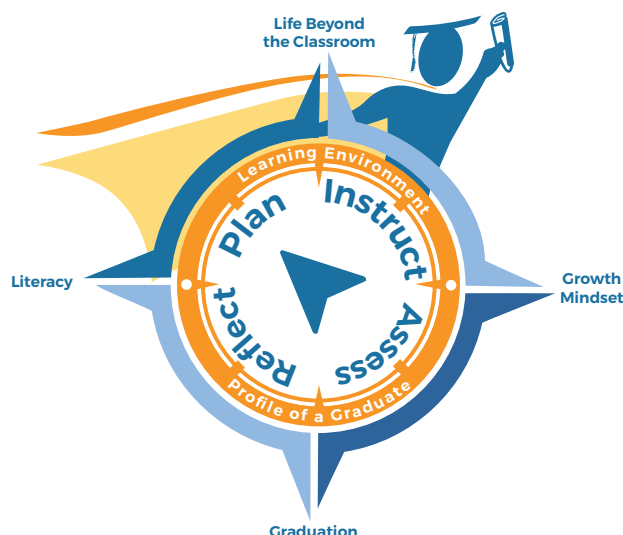
"To begin with the end in mind means to start with a clear understanding of your destination. It means to know where you're going so that you better understand where you are now and so that the steps you take are always in the right direction." — Stephen R. Covey

Profile of a Graduate

Richmond County School System

Productive Collaborator
- Demonstrates empathy, cooperation, and flexibility.
- Resolves conflicts appropriately.
- Actively participates in team activities to achieve common goals.

Critical Thinker
- Demonstrates openness to new and diverse perspectives.
- Analyzes and interprets situations, patterns, and data.
- Weighs evidence to make complex decisions.

Responsible Citizen
- Demonstrates personal integrity, honesty, and ethical behavior.
- Exhibits pride in producing quality work and fulfilling requirements.
- Shows respect toward people, property and the use of resources.

Innovative Problem-Solver
- Displays curiosity, inventiveness, and originality.
- Creates products and shares ideas to solve challenging tasks.
- Uses information from a variety of sources to develop unique solutions.

Continuous Learner
- Demonstrates a growth mindset and ability to persevere.
- Shows motivation, initiative, and effort to achieve academic and career goals.
- Engages in reflection and accepts feedback for individual improvement and self-advocacy.

Effective Communicator
- Demonstrates ability to engage others in productive interactions.
- Listens attentively and asks questions to clarify understanding.
- Conveys ideas clearly in verbal, written, visual and digital formats.

Reflection/Processing Activity

When planning your units of learning, be intentional about designing opportunities for students to demonstrate their skills as a **productive collaborator, critical thinker, responsible citizen, innovative problem solver, continuous learner, and effective communicator.**

Kindergarten-fifth grade students receive feedback on these areas through their Work Habits rubrics on each report card. Middle school students complete a self-assessment of each competency with each progress report. Secondary teachers have comments for each competency available in Infinite Campus to provide feedback for growth. Work Habits rubrics are available for all teachers within Canvas. For copies of the classroom poster, please contact the RCSS Printshop. For more information about the profile of a graduate, visit **rcboe.org/ProfileGraduate.**
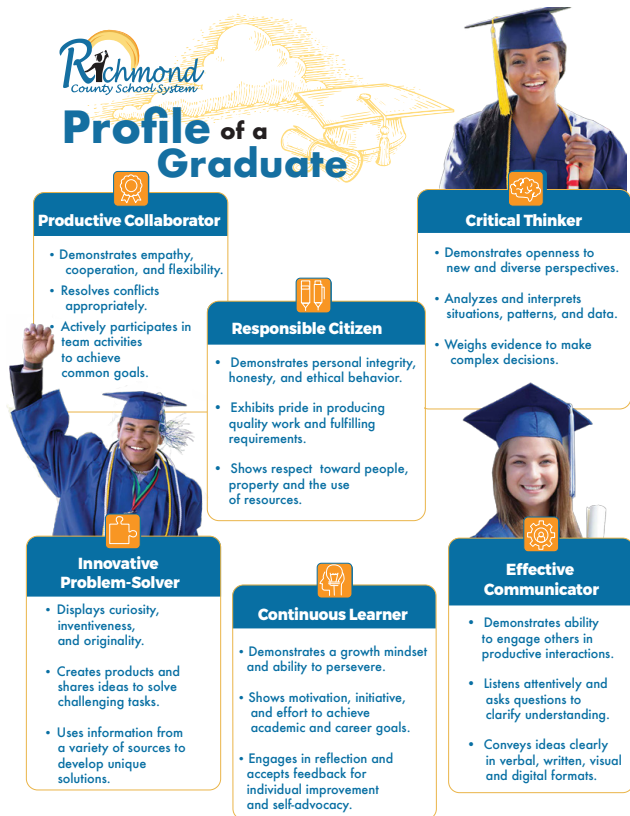
Understanding the Whole Child

At this point, you have learned how the **Learner Outcomes, Learning Environment,** and the **Profile of a Graduate** shape your classroom decision-making. The next step is getting to know your individual students to create the Learner Profile. Administer learning inventories and student interest surveys. What learning goals do your students have for themselves? These factors shape our understanding of the **Whole Child** needs as we complete the Learner Profile. For resources to support the Learner Profile, please visit *Richmond Ready!* Module 2 on your Canvas dashboard.

Understand the Whole Child
· Compile the Learner Profile

Plan
· Understand the Standards
· Design Standards-Based Lessons

Instruct
· Communicate Learning Expectations
· Implement the Lesson

Assess
· Assess for Success
· Analyze Results

Reflect
· Relearn and Reassess
· Celebrate Success

Provide Feedback–Clarify and coach
· Check for understanding
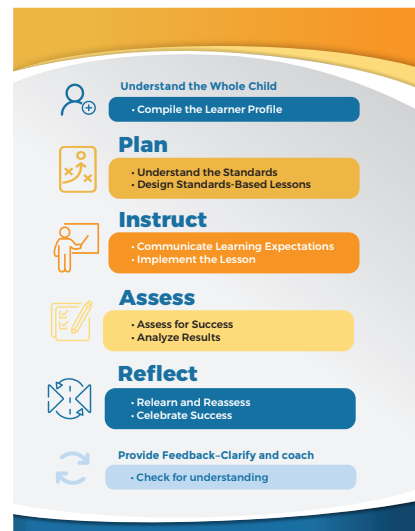
Plan-Instruct-Assess-Reflect

Now that you know where you are going, let's explore HOW we get there. The Plan-Instruct-Assess-Reflect instructional cycle is represented within the compass to show the importance of the continuous improvement cycle. Teachers and leaders will use the action components and descriptors outlined in the **Plan-Instruct-Assess-Reflect** cycle to make instructional decisions about HOW to deliver and respond to instruction. For more information, please refer to *Richmond Ready!* Module 3 The Instructional Cycle.

Reflection/Processing Activity

Think about the quote below. Review the Action Components and Descriptors outlined in the Instructional Cycle and note any Ah-Ha! Moments below.

> The first step of planning is to clarify the goal of the lesson and then consider what barriers might prevent students from achieving it. Instead of planning a lesson and then adapting it as individual students need support, lessons are designed anticipating learner differences from the outset. That pre-work shifts the learning environment from one focused on whole-class instruction to one that is flexible and adjusts to meet every student's needs.
>
> – Universal Design for Learning

Instructional Cycle
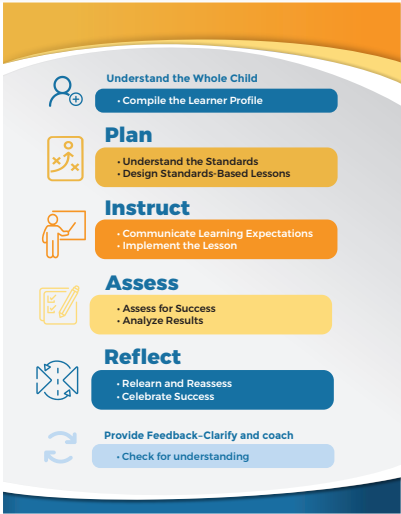# Action Components and Descriptors

Plan		
	Understand the Standards	• Review Georgia Department of Education (GaDOE) and Richmond County School System (RCSS) Instructional Resources and standards-based curriculum units. • Break down (deconstruct) the unit standards into what the students need to be able to do/know/show. • Align assessment items to the rigor of the standards. • Write unit learning targets. • Sequence unit learning targets for mastery.
	Design Standards-Based Lessons	• Consider your students' prior knowledge and interests. • Create opportunities for student voice and choice. • Establish the learning target for each lesson and select appropriate technology and instructional strategies. • Design success criteria and checks for understanding to use throughout the lesson. • Develop rubrics and exemplars (work samples) to share with students. • Connect the learning to prior learning, future learning, or life beyond the classroom.

Instruct		
	Communicate Learning Expectations	• Post and state the learning targets and success criteria in student-friendly language to reference throughout the lesson. • Communicate high expectations for behaviors that maximize learning and well-being. • Help students see what learning will look like when it is achieved. Students should be able to answer these questions: o What am I learning? o Why am I learning it? o How will I know that I have learned it?
	Implement the Lesson	• Provide opportunities for focused instruction, guided, collaborative, and independent practice for each targeted skill, strategy, or concept. • Use technology and innovative tools to facilitate, apply, and eliminate barriers to learning. • Model using think-aloud strategies, engaging the students throughout the modeling. • Provide teacher-guided practice where students collaborate, communicate, and think critically about tasks directly related to the skill, strategy, or concept being taught.

Assess		
	Assess for Success	• Use frequent verbal and non-verbal checks to assess students' understanding of the success criteria. • Include a variety of formative and summative assessment types and rubrics to determine if students accomplished the expected learning at the expected depth. • Conference with students to help with goal setting practices and support students with monitoring achievement.
	Analyze Results	• Analyze the results against the success criteria established at the beginning of the unit to determine how much additional teaching and practice is needed. • Adjust instruction for individual learning needs based on data. • Determine which students need intervention, practice, and acceleration.

Reflect		
	Relearn & Reasses	• Reflect on whether instructional expectations maximized learning and promoted student well-being. • Design differentiated lessons to meet individual learning goals. • Create intervention opportunities for students to relearn and reassess.
	Celebrate Success	• Give and receive purposeful feedback for continuous improvement. • Encourage a growth mindset. • Involve students in monitoring their goals. • Celebrate student success now and throughout the lesson.

Feedback

Feedback provided throughout the lesson allows the teacher to check for understanding, clarify misconceptions, and coach students toward continuous improvement. Additionally, students provide feedback to their peers and the teacher. Observers provide teachers feedback through TKES, eleot, and Cognia's Teacher Observation Tool. Information gathered from feedback helps teachers make instructional decisions about next steps. Feedback, reflection, and goal setting are critical to promoting positive **Student Agency.**

Understand the Whole Child
• Compile the Learner Profile

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• Assess for Success
• Analyze Results

Reflect
• Relearn and Reassess
• Celebrate Success

Provide Feedback–Clarify and coach
• Check for understanding

Student Agency

The RCSS 2024 Cognia Accreditation review highlighted many accolades for our school system and identified one area of instructional improvement related to student agency. During the 2026-2027 school year, the Cognia accreditation team will return to monitor our progress toward the following improvement goal: Design, implement, and assess professional learning opportunities that focus on strategies to enhance student voice and responsibility for learning.

Roles	Responsibilities
Students	Take an active role in their learning through voice and often a choice in the process. Set and monitor goals. Examples include bar graph tracking sheets, self-reflection journals, conferencing, digital portfolios, and progress monitoring tools.
Teachers	Empower the learner to be responsible for the learning at hand, give learners choices about the learning activities or tasks, provide assistance for learners to navigate and monitor their learning progress, encourage learners to persevere through or seek challenging activities or tasks, and build learners' growth mindset and self-efficacy. Examples include choice boards, playlists, independent projects, feedback, and personalized learning paths.

? Reflection/Processing Activity

What does this mean for you and what role will you play in this improvement effort?

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Instructional Planning

All schools must engage in quality instructional planning to meet the needs of all learners the "first time around." This is our high-quality Tier 1 Instruction. Schools should create structures for teachers to plan collaboratively **at least 90 minutes each week.** Please refer to the **GaDOE Collaborative Planning Process Guide** for further guidance or refer to *Leverage Leadership 2.0,* Lever 2: Instructional Planning.

Ten High-Impact Practices for Collaborative Planning

1. Specific norms and protocols are evident.

2. Teachers anticipate student misconceptions (responses to instruction).

3. Teachers analyze the Georgia Standards to clarify what students are expected to know, understand, and do.

4. Teachers utilize GaDOE and RCSS curriculum support documents.

5. Teachers create lesson plans that include clear, standards-based learning targets and define success criteria (student work, exemplar, rubrics).

6. Teachers work together to build consensus on the selection and implementation of evidence-based strategies.

7. Teachers plan for specific, daily formative assessment strategies.

8. Teachers plan for all phases of the instructional framework.

9. Teachers focus on analyzing what is and what is not working based on disaggregated assessment data and student work.

10. Teachers use data results to develop remediation/enrichment action plans that move students toward mastery of the standard.

Note Catcher

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The Lesson Structure

So far in this resource you have learned why we have an Instructional Framework. Next you learned how to effectively Plan, Instruct, Assess, and Reflect. Through the continuous improvement Instructional Cycle, teachers reflect on their practices and successes as we work together to improve student learning. Now let's review what the daily Lesson Structure looks like in practice.

Through **intentional, purposeful, well-planned lessons,** students gain access to a great teacher, not by chance, but by design.

> "Every student deserves a great teacher, not by chance, but by **design.**" — Doug Fisher

Gradual Release of Responsibility

The RCSS Lesson Structure follows the **Gradual Release of Responsibility Framework** and defines consistent practices that should be present in all classrooms across the school system, regardless of the grade and content taught. Using the Gradual Release of Responsibility framework, teachers begin transferring the responsibility of learning from the adult to the student while scaffolding supports along the way to ensure students can complete the task independently. Providing quality feedback during this process is critical.

TEACHER RESPONSIBILITY

Focused Instruction — "I do it"

Guided Instruction — "We do it"

Collaborative Learning — "You do it together"

Independent Learning — "You do it alone"

STUDENT RESPONSIBILITY
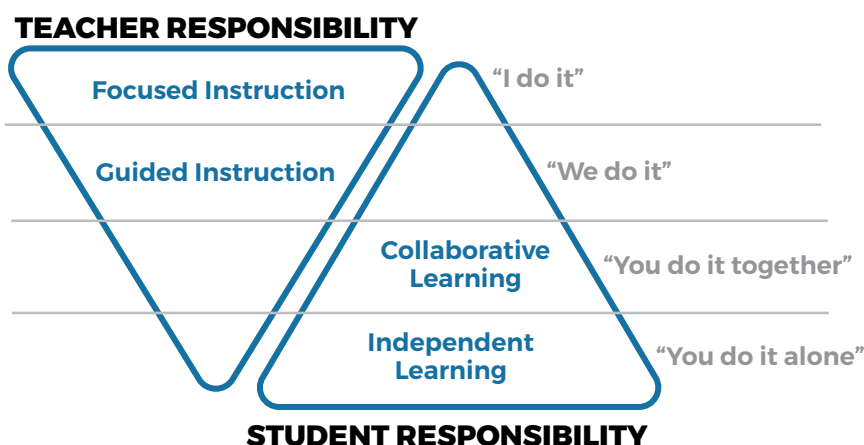
(Fisher & Frey, 2014)

Lesson Structure Overview Video

Scan the QR Code or visit **rcboe.info/LessonStructure** to watch an overview video explaining the Lesson Structure.

LESSON STRUCTURE

The RCSS Lesson Structure represents a best practice instructional delivery model. While not a lesson planning template, it should inform lesson design and create consistency of well-crafted daily instruction. At its core is the gradual release framework aimed at providing instruction that moves students towards independence. Though presented in this order, components can be used in any order as long as every lesson contains all components.

Pre-Teaching — 1

Planned Lessons are standards-aligned, student-centered, and are based on deep understanding of standards.

Scaffolds targeted knowledge and skills to students' prior knowledge and ability levels. Ensures students are engaged in productive struggle from lesson beginning to end.

The teacher internalizes and rehearses key parts of the lesson. Builds time stamps into the lesson plan and follows them.

- Post the learning target and success criteria.
- Organize lesson materials.
- Rehearse with technology tools.

Activation of Learning — 2

Teacher readies students for learning that motivates, captures student attention, and bridges their prior knowledge for upcoming learning.

Students are actively engaged in a worthwhile task that allows them to solve problems in multiple ways. These tasks should align with the standards and prepare students for the learning target of the day.

Example structures: Do Now, Quick Write, Think-Pair-Share, Open-Ended Questions, Electronic Polls, Engaging videos (Flocabulary, Canvas Studios), Notice & Wonder, Number Talks.

Approximately **10%** Instructional Time

Focused Instruction — 3

I DO IT: Teacher models the skill or concept targeted in the lesson while laying foundations for scaffolding and gradual release of learning to students. Interaction is primarily teacher-student.

Teacher demonstrates the thinking process, skill, or concept and situates it within the lesson's design.
- Concept or skill is broken down into learnable parts
- Examples and non-examples are modeled.
- Frequently checks for understanding.
- Presentation is highly focused. "Extra-stuff" is left out.
- Resources and examples are relevant.

Example structures: Think-Aloud, Mnemonic Devices, Use of Visuals, Demonstrations, Analogies, Worked Examples, Nearpod activities.

Approximately **20%** Instructional Time

Guided Instruction — 4

WE DO IT: Teacher uses questions, prompts, and cues to facilitate student understanding. Teacher focuses on releasing responsibility to students while providing instructional scaffolds (whole or small group) to ensure that students are successful.

Teacher scaffolds with questioning prompts, cues, and visual supports. Often includes re-doing the modeling or practicing in similar content with repetition.

Examples structures: Socratic Seminars, Call-and-Response, Probing Questions, Graphic organizers, Nearpod activities, Digital Whiteboards, Silent Solo.

Approximately **20%** Instructional Time

Collaborative Learning — 5

YOU DO IT TOGETHER: Students work in pairs or groups to practice the skill with support from the teacher.

Students work in collaborative groups to produce something related to the learning target. This phase of instruction should provide students with an opportunity to consolidate their understanding before they apply it independently.

Students demonstrate understanding through speaking, writing, visual forms, and/or technological applications.

Teacher observes, provides support, and elicits feedback to inform next steps.

Example structures: Jigsaw, Roundtable or Canvas Discussions, Expert Groups, Think-Pair-Share, Creation of Visuals, Gallery Walks, Laboratory Experiences, One Drive Collaborative Documents, Station Rotations.

Approximately **20%** Instructional Time

Independent Learning — 6

YOU DO IT ALONE: Students work individually to demonstrate understanding of the lesson's targeted concept or skill with minimal guidance from the teacher. Independent learning tasks should not come too soon in the instructional cycle, since students need practice before they can sufficiently apply knowledge in new situations.

Students complete a task that results in a product designed to measure progress on the success criteria.

Teacher observes, provides individual support, and elicits feedback to inform next steps. 1:1 mini-conferences are held as needed.

Example structures: Written Response, Digital Portfolio, Presentation, Nearpod Time to Climb Activity, Canvas Assignments, Playlists, Choice Boards, Independent Projects.

Approximately **20%** Instructional Time

Closure — 7

Check for Understanding: Measure student progress towards the lesson goals, provide opportunities for reflection, connect to future learning, and inform students of next instructional steps.

Teacher revisits learning target and success criteria. Teachers and students return to group discussions to close the lesson.

Example structure: Group Discussions, Exit Tickets, Nearpod, 3-2-1, Parking Lot, Journaling.

Approximately **10%** Instructional Time
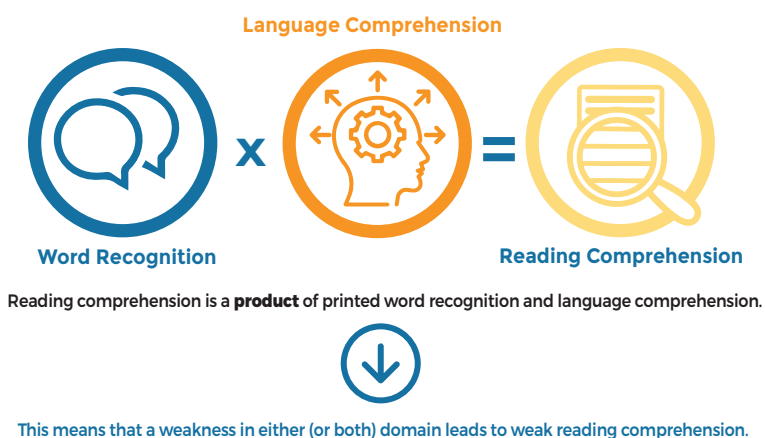
Literacy Expectations

Now let's explore literacy expectations to improve literacy skills for all students. In *Richmond Ready!* Module 4, you explored these topics in depth. We are highlighting the expectations here as you begin planning. For more information on this topic and to explore additional training and certification, please visit *Richmond Ready!* Module 4. Scan the QR Code or visit **rcboe.info/LiteracyExpectations** to watch an overview video explaining the RCSS Literacy Expectations.

Science of Reading

The science of reading is an approach to teaching reading based on decades of research and evidence of what matters and what works in literacy instruction. It is NOT a program.

Learning to read consists of developing skills in two critical areas: (1) Reading each word in texts accurately and fluently and (2) Comprehending the meaning of

Language Comprehension

Word Recognition x **Reading Comprehension**

Reading comprehension is a **product** of printed word recognition and language comprehension.

This means that a weakness in either (or both) domain leads to weak reading comprehension.

texts being read. This is known as the **Simple View of Reading.** As we learn more about the Simple View of Reading, we discover that it's not actually so simple. Each part represents a set of specific sub-skills or factors related to reading. Hollis Scarborough's popular infographic, the "Reading Rope" (2001), helps educators understand how the Simple View of Reading sub-skills combine and intertwine to support learning to read.

Reflection/Processing Activity

Review the literacy expectations outlined on the next page. Identify two areas that you would like to explore further. Jot them down here and refer to Module 4 as you complete your independent study. Share what you have learned with a colleague and become an **#RCSSLiteracyHero.**

1._____   2. _____

LITERACY INSTRUCTIONAL EXPECTATIONS

RCSS Cross-Curricular Reading Expectations

1. Students will read content material in class for at **least 5-10 minutes per subject each day**.
2. Student reading activities will cause students to **think critically** about grade level standards and content.
3. Students will **know their Lexile levels** and will **self-select independent reading** materials accordingly. Students should read 15-30 minutes of selfselected, independent reading at school or home each day.
4. Schools will intentionally and purposefully support at least **one reading campaign each year.**

RCSS Cross-Curricular Writing Expectations

1. Students will **write in each class daily** (total of 40-60 minutes each day).
2. Subject-area content writing (ex. C.E.R.) will **promote critical thinking and reflection.**
3. Students will **write in complete sentences.**
4. Students will refer to **writing exemplars** to enhance their writing.

RCSS Cross-Curricular Listening & Speaking Expectations

1. Teachers will establish, model, and practice speaking and listening protocols.
2. Teachers will provide frequent opportunities for students to orally present their learning.
3. Students will engage in academic conversations around standards-based topics each day.

Marzano's 6 Steps
1. Explain
2. Restate
3. Show
4. Discuss
5. Refine/Reflect
6. Apply

Foundational Skills
- Print Concepts
- Phonemic Awareness
- Phonics
- Fluency

Comprehension Strategies
- Activating Prior Knowledge
- Questioning
- Summarizing
- Visualizing

NEED IDEAS? TRY THIS!

Richmond County School System

Flocabulary

Digital Learning Expectations

In Module 5, you learned about the RCSS Digital Learning Expectations and how they support our broader instructional and grading practices. You were introduced to our Digital Learning Framework, learned about how to implement Digital Citizenship lessons at the beginning of the school year, and found information on relevant policies, procedures, and resources related to technology in the classroom. Scan the QR code or visit **rcboe.info/DigitalLearning** to access our complete Digital Learning Guide.

Digital Citizenship

One of the most important considerations in using technology with students is to help them develop into good Digital Citizens. Starting in the fall of the '24-25 school year, students and staff will be enrolled in a Canvas LMS course called "Richmond 101" which will include lessons on the Student Code of Conduct and Discipline, Growth Mindset, and a Digital Citizenship curriculum.

Teachers should facilitate these lessons as a class with their students before devices are checked out for students to take home.

Look for this Course Card on your Canvas Dashboard starting in August 2024!
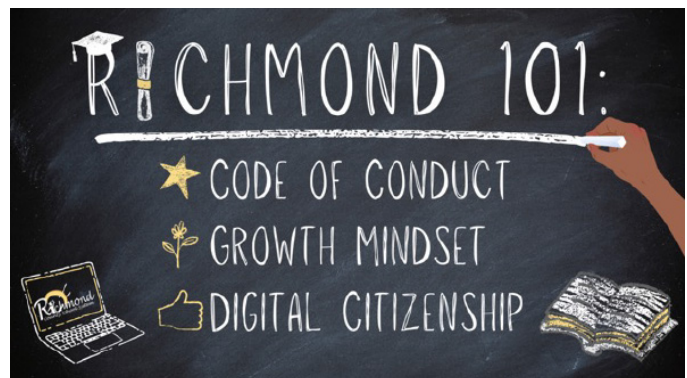
Artificial Intelligence

A new and fast-growing factor in today's education and workforce is the use of Artificial Intelligence (AI) tools. To address issues that arise in the classroom related to AI, RCSS has added language to its Student Code of Conduct & Discipline, the Internet Acceptable Use Policy, and has developed a new **"Guiding Principles and Procedures for AI Use"** document. You'll learn more about these developments in *Richmond Ready!*, but you can find a one-page summary of the Guiding Principles and Procedures document on the following page.

Guiding Principles and Procedures for AI Use
in the Richmond County School System

This document serves as a supplement to the Richmond County School System's Code of Student Conduct and Discipline (COSCD) and Internet Acceptable Use policy (IAUP). This document lays out six guiding principles in the use of Artificial Intelligence (AI) drawn from a review of emerging local, state, and federal frameworks on the use of AI in education. Below is an overview of the Guiding Principles, followed by procedures and expectations for implementing each principle.

1. Purpose

The Richmond County School System will promote proper and responsible use of AI to boost teacher efficiency, improve learner outcomes, and provide equitable opportunities for all students to prepare for life beyond the classroom in a world infused with AI

2. Compliance

Use of AI in the Richmond County School System will align with our Code of Student Conduct and Discipline, Internet Acceptable Use Policy, and other existing local, state, and federal regulations to protect student privacy, ensure accessibility to those with disabilities, and protect against harmful content.

3. Knowledge

RCSS will promote AI literacy (including how to use AI, when to use it, and how it works) among students and staff and will support teachers in adapting instruction in a context where students have access to generative AI tools.

4. Balance

RCSS will work to realize the benefits of AI in education while addressing and educating all community stakeholders on the risks associated with using AI; RCSS will continue to evaluate if and when to use AI tools, paying special attention to misinformation and bias.

5. Integrity

Use of AI in the classroom must commit to and advance academic integrity. Teachers will make clear their expectations and procedures for using AI tools in assignments, and students will be truthful in giving credit to sources and tools, and honest in presenting work that is genuinely their own for evaluation and feedback.

6. Agency

Human agency is essential for proper and ethical use of Artificial Intelligence. RCSS staff and students will apply the guiding principles in this document to use AI tools critically and responsibly, recognizing that they are accountable for pedagogical or decision-making processes where AI is used.

Lesson Planning Guide

Please see the Teaching and Learning website for curriculum documents, pacing guides, and other content-specific expectations. The guiding questions below will help with your lesson planning.

Pre-Teaching	
Standards	Do you know what your students need to learn? Are you using the standards to identify concepts and skills that are crucial in their progression of learning?
Scaffolds	Where will the students need additional support? What scaffolded supports will they need to allow just enough productive struggle? How will you remove those scaffolds as students move towards independence?
Technology Integration	Have you planned for technology integration to support instruction? Which technology tools did you use? How will those tools promote **Active**, **Collaborative**, **Constructive**, **Authentic**, or **Goal-Directed Learning?**

Activation of Learning	
Learning Target	The target should be based on the standards and written using student friendly language. It should make clear the topic of the day's lesson. Learning targets may follow the sentence frame "Today we are learning about _____."
Success Criteria	Did you include "I can" statements to guide students toward mastery of the content? Does the success criteria align to the learning target and standard? Success criteria may follow the sentence frame "I will know I have learned this when I can_____."
Engagement	How will you capture the interest of the learners?
Connections	Are real-world connections referenced throughout the lesson?

Focused Instruction	
"I Do It"	What type of direct instruction will be used to model the thinking process? How will you activate prior knowledge? **Literacy Connection:** Are students provided opportunities to read and respond to texts (written and verbally)?

Guided Instruction	
"We Do it"	What opportunities will you provide for students to practice the skill and verbalize their thoughts? What activities will you plan to make thinking visible through writing? How will you differentiate the learning as you watch and listen to students practice? Do the learning opportunities provide for students to engage in authentic learning tasks? **Literacy Connection:** Are students provided opportunities to read and respond to texts (written and verbally)?
Progress Checks/Data Reference	What are the individual needs of the students? Is the lesson plan based on the pre/post assessment data analysis? Are periodic checks built in to monitor the level of understanding and the students' progress toward the learning goal? Are groups and pairs created based on data sources?

Collaborative Learning	
"You Do It Together"	Have you planned for collaboration opportunities (student-student, teacher-student, small group) throughout the lesson? How will you scaffold supports for students? **Literacy Connection:** Are students provided opportunities to read and respond to texts (written and verbally)?

Independent Learning	
"We Do it Alone"	How will students demonstrate understanding independently? Have you planned opportunities to conference with students and provide feedback or reteaching as needed? Are students monitoring and assessing their own work? **Literacy Connection:** Are students provided opportunities to read and respond to texts (written and verbally)?
Extension	Have you designed activities to allow students to further their learning?

Closure	
Wrap-Up/ Closing	Did you provide a wrap activity to allow students to process the information and make connections with the next instructional lesson?

*****Tip: Ask your school administration for the school's lesson plan protocols.**

Induction Teacher Support

Did you know that having a friend at work is the top reason employees stay with their employer? School administrators assign all induction teachers (first three years in the career) a mentor teacher as a part of their New Teacher Academy. Talk with your mentor and connect with others who are willing to invest in your growth. For additional support regarding induction support, contact the **Teacher Development Department.**

Professional Learning Support

Need additional support? Department Chairs, Grade-Level Chairs, TIRs, and Mentor Teachers are a teacher's first stop for support. Your administration can contact the Professional Learning Department to receive additional support from specialized experts, connect to outside agencies, and receive help developing on-site training sessions. We also have Digital Learning Specialists available to train staff on effective technology integration. For more information, contact the **Professional Learning Department.**

Instructional Specialists and Academic Coaches

Would you like one-on-one support from your school's instructional specialist? If so, contact your administration. Using Jim Knight's coaching cycle, Instructional Specialists work one-on-one with six teachers at a time for six-week rotations. Additionally, RCSS has subject matter expert coaches who provide content-specific support. Contact **Teaching & Learning, CTAE,** or **Special Education** to coordinate on-site content support.

Professional Learning Support

Are you a leader responsible for monitoring the instructional expectations in our schools? If so, create a plan for observing teachers at least twice a month using TKES, eleot, or the Teacher Observation Tool. Does your leadership team have a walkthrough observation calendar or schedule (suggested ratio of 1:12)? Do you need support for monitoring instruction? If so, register for an upcoming cohort of How Leaderships Works. Check out *Leverage Leadership 2.0*, Lever 3: Observation and Feedback and *Get Better Faster* for additional tips and resources.

Credits and References

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