

District Standard Practices

1. Planning for Quality Instruction - Lesson plans include the following:

- College and Career Ready Standards
- Daily Learning Targets/Daily Student Outcomes
- Appropriate pacing based on grade-level proficiency and student learning needs
- Opportunities for guided practice/modeling, student discourse, and independent practice
- Opportunities for application of knowledge and skill development
- Daily Formative Assessment
- Summative assessments
- Appropriate instructional strategies that match standards and actively engage students in learning
- Accommodations/RtI for struggling students
- Differentiation for all learners

2. Consistent Monitoring of Instruction & Assessments - Observations and walkthroughs include the following:

- Formal observations
 - Tenured faculty - once every three years
 - Non-tenured faculty - twice a year
- Informal observations - frequently
- Assessments - weekly posting of grades in Chalkable

Observers should see the following:

- Evidence of effective instruction
 - Clear student understanding of learning target
 - Multiple appropriate instructional strategies in action
 - Formative assessment of learning
- Current student work displayed
- Active student engagement that directly relates to learning target(s)
- Standards based instruction
- Formal Walkthroughs
 - **Pre-Walkthrough**-determine look-fors based on CIP goals and action steps
 - **Post-Walkthrough**-debrief/share feedback (whole group and individual)
 - **Three (3) Walkthroughs**- one to include district and/or outside participants

Walkthrough summaries must include percentages, strengths and areas of growth.

- **Walkthroughs should:**
 - Determine professional learning needs
 - Provide support to teachers (whole group and individual)
 - Monitor areas of need/growth based on data meeting information
 - Reflect goals/strategies/action steps from the CIP

3. Data Review, Sharing and Use - Data review, sharing and use include the following:

- Meetings occur frequently - 5 or more per year
- Inclusive of all instructional and instructional support staff
- Quarterly focus on individual student proficiency and growth data
- Evidence of adjustments to core instruction in response to student data
- Evidence of intervention/remediation in response to student data
- Examples of relevant data:
 - Grade Distribution Forms
 - Tier 2 and Tier 3 Documentation
 - Non-mastery Reports
 - Cohort Tracking Logs (High School)
 - Attendance - student(s) and teacher(s)
 - Parental involvement data
 - Discipline
 - School demographics (population totals, program participation totals, race/ethnic totals, measures of poverty, etc.)
 - Academic data of targeted subgroups/students
 - Assessment Data (National/State)
 - Common assessment results
 - CIP Development and Reviews (beginning, middle, and end of year)
- Examples of artifacts:
 - Minutes/agendas from data meetings
 - Next steps as a result of data analysis
 - Grade level, department, individual student data

4. Teacher Collaboration - PLC meetings include the following:

- Monthly meetings (combination of content/department, grade level, etc.)
- Reflection of effectiveness of teaching practices
- Focus on learning/using effective instructional and curricular strategies
- Analysis and reflection on student work and/or data
- Determine student mastery grade-level/content/literacy standards
- Examples of artifacts:
 - Purposeful/focused agendas
 - Sign-in sheets (inclusive of teachers and administrators)
 - Identified next steps
 - Process for monitoring and documenting next steps