

TEACHING AND LEARNING STANDARDS

Guiding Principle: The quality of instruction in a school is the single most important factor affecting the quality of student learning, the achievement of expectations for student learning, the delivery of the curriculum, and the assessment of student progress. Instructional practices must be grounded in the school's mission, beliefs, and expectations for student learning, supported by research in best practice, and refined and improved based on identified student needs. Teachers are expected to be reflective about their instructional strategies and to collaborate with their colleagues about instruction and student learning.

3. INSTRUCTION

Rating	Indicator	Explanation of Indicator
3.6	3.1	Instructional strategies are consistent with the school's mission statement and expectations for student learning.
	3.2	Instructional Strategies:
3.5		a. personalize instruction,
3.3		b. make connections across disciplines,
3.7		c. engage students as active learners,
3.6		d. engage students as self-directed learners,
3.7		e. involve students in higher order thinking to promote depth of understanding,
3.8		f. provide opportunities for students to apply knowledge or skills,
3.6		g. promote student self-assessment and self-reflection,
3.2		h. recognize diversity, multiculturalism, individual differences, and other prevalent unique characteristics of the student population.
3.5	3.3	Teachers use feedback from a variety of sources including other teachers, students, supervisors, and parents as a means of improving instruction.
3.6	3.4	Teachers are efficient in their content area, knowledgeable about current research on effective instructional approaches, and reflective about their own practices.
3.6	3.5	Analysis of instructional strategies is a significant part of the professional culture of the school.
3.4	3.6	Technology is integrated into and supportive of teaching and learning.
3.2	3.7	The school's professional development program is guided by identified instructional needs and provides opportunities for teachers to develop and improve their instructional strategies.
3.6	3.8	Teacher supervision and evaluation processes are used to improve instruction in order to meet the needs of all students.

Average for Instruction: 3.52