

Specific Examples of Effective Practice for our Six Focus areas under the Four Standards for Evaluation

Examples of Effective Practice for I-A-3 (Rigorous Standards Based Unit Design):

- Using grade level/course appropriate frameworks and standards within the duration of a course
- Developing unit calendars for continuity of learning and achievement over the duration of the course
- Including essential questions and enduring understandings
- Including literacy strategies
- Providing rigorous, standards-aligned, assessments
- Providing resources for educator delivery including differentiation, accommodations, modifications for Special Education and ELL students
- Developing curricula which is respectful of, and inclusive of, the culture of all students, and free of bias.

Examples of Effective Practice for I-A-4 (Well-Structured Lessons):

- Lessons should follow the daily student agenda format and align with Atlas unit calendar.
- Providing a clear measurable objective of what students will be able to know and do by the end of a lesson.
- Asking students to demonstrate that they have met the objective.
- Utilize formative assessment to inform daily lesson planning and instructional techniques.
- Creating opportunities for students to transfer learning to real world applications.
- Connecting related theory to career area applications.
- Asking all students high level, open-ended questions that require them to interpret, analyze, synthesize and evaluate and apply.
- Using a variety of literacy strategies to support reading comprehension, vocabulary acquisition, development of student writing, and communication of higher order thinking.
- Develops and delivers lessons that require all students to demonstrate that they are actively participating in the lesson.
- Provide opportunities for students to work in structured teams and cooperative learning structures, for example, Jigsaws, Think / Pair / Share, carousel, Four Corners etc. What are the students responsible for during these activities?
- Differentiates lesson planning by C.A.P. (content, activities or product) and R.I.P (readiness, interest, profile) to meet diverse needs and learning styles.
- Utilizes effective instructional strategies to engage students in meeting the lesson objective. (chunking, scaffolding, etc.).
- Ensuring that appropriate time is allotted for planned lesson activities. Planning to make sure students are engaged from bell to bell and that the closing activities happen in a timely manner.
- The teacher promotes the learning and growth of all students through ethical, and culturally proficient practices.

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Examples of Effective Practice for II-A-1 (Quality of Effort and Work):

- The students know, and can demonstrate, the established routines and expectations (i.e. students are in class on time (with required materials), and begin activator/prepare workspace, etc.)
- The students are actively engaged in the learning process (i.e. students are asking questions of the teacher/peers, taking notes, working on assignments/activities throughout the lesson, etc.)
- The students are supported in their learning (i.e. students are given support to answer questions, support to complete activities/assignments, teacher monitors workspace, etc.)
- The teacher provides students with exemplars, rubrics, criteria for success, etc., to enable students to know what is needed to achieve at high levels.
- The teacher provides students with specific, and timely, oral and written feedback on tasks and/or assignments/assessments.
- The teacher ensures that students gain equitable access to the curriculum (i.e. teacher calls on all students, all students are required to exert equitable effort/work, etc.)

Examples of Effective Practice for II-D-3 (Access to Knowledge):

- The teacher differentiates instruction/ uses varied instruction to support all students in learning.
- The teacher repeats and clarifies information when presenting the material in order to support all learners.
- The teacher uses formative assessment to adjust instruction in an effort to support all students, including students with special needs and ELL students.
- The teacher provides accommodations and/or modifications to meet the supports outlined in student IEP or 504.
- The teacher understands that all students have a unique world view, and set of experiences, and is respectful of that during classroom instruction.

Examples of Effective Practice for III-C-1 (Two-Way Communication):

- Engaging parents in the best interests of the student (i.e. parent meeting, requesting a response/confirmation/ signature or dialogue).
- Consistently providing parents/guardians with updated reports of student achievement outside of progress reports and report cards via telephone or email (i.e. keeping a log of email/telephone conversations between the educator and parents/guardians).
- Keeping accurate and timely records in X2 (class period attendance is entered for all classes on a daily basis, and grades are updated and current on a weekly (biweekly for juniors and seniors) basis at minimum).
- Responding promptly, and professionally, to questions and concerns raised by parents/guardians

Examples of Effective Practice for IV-C-1 (Professional Collaboration):

- Consistently exploring:
 - What do we want each student to learn?
 - The shift from teaching content to students learning content?
 - How will we respond when a student experiences difficulty in learning?
 - Data review to inform student learning and/or content delivery.

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- Working together as a PLC to:
 - Use an agenda or CPT log to guide the collaboration, and to record next steps and action plans.
 - Establish a set of norms which outline how the team will operate.
 - Analyze and improve classroom practice.
 - Examine evidence of student learning collectively, and using that evidence to inform and improve practice.
 - Apply criteria used in judging the quality of student work.
 - Design curriculum
 - Identify and manage common S.M.A.R.T. goals.