

TEACHING &
LEARNING

STANDARD 3

*The system provides research-based curriculum
and instructional methods that facilitate achievement
for all students.*

STANDARD: The system provides research-based curriculum and instructional methods that facilitate achievement for all students.

INDICATORS: In fulfillment of this standard, the system:

3.1 Develops, articulates, and coordinates curriculum based on clearly- defined expectations for student learning, including essential knowledge and skills:

Highly Functional

Evidence Provided:

- Communication of NCLB performance targets
- Curriculum pacing guides
- District staff can articulate student learning expectations
- District staff/others meet regularly to discuss student progress and remediation
- District staff/others meetings highlight discussions of student learning expectations
- District-wide curriculum committee: review cycle, adoption/approval policies/criteria, membership
- Formative assessments: quarterlies, etc.
- Graphs, charts, displays of student learning goals
- Individualized Development Plans
- Policies on grading criteria
- Policy on credit requirements for program completion
- Special program promotion, completion requirements
- Staff can articulate curriculum sequencing and grouping
- Student Handbook outlines student learning expectations
- Students affirm their knowledge of what is expected of them
- Syllabi or course catalogues
- Textbooks and text selection criteria are aligned to learning goals, curriculum

3.2 Establishes expectations and supports student engagement in the learning process, including opportunities for students to explore application of higher order thinking skills and investigate new approaches to applying their learning:

Operational

Evidence Provided:

- Course syllabi outlining criteria for student involvement
- Guidance on lesson plan development show how students are involved in establishing their own learning goals
- Samples of student work

- Student discussion groups
- Student mentoring programs
- Students affirm their involvement in their own learning

3.3 Ensures that system-wide curricular and instructional decisions are based on data and research at all levels:

Highly Functional

Evidence Provided:

- Assessment data
- District staff/others can identify research used to align instruction
- District staff/others meet to analyze data and align instruction
- District staff/others meet to review current research
- District staff/others meetings regularly include data analysis
- Grade reports
- Professional development calendar and topics
- Surveys
- Transcripts, certificates

3.4 Supports instruction that is research-based and reflective of best practice:

Highly Functional

Evidence Provided:

- Agendas, minutes of staff/grade level/department/program meetings
- Cross-content curriculum guides
- District staff/others meet to share best practices
- District staff/others meetings regularly include discussions about effective instructional design and delivery
- Guidance on lesson plan development
- Guidance that promotes a variety of instructional design and delivery strategies
- Professional development plans
- Professional learning opportunities focus on best practice instruction
- Professional organization membership
- Student display of project-based learning opportunities
- Student portfolios

3.5 Supports a curriculum that challenges and meets the needs of each student, reflects a commitment to equity, and demonstrates an appreciation of diversity:

Operational

Evidence Provided:

- Curriculum includes attention to diversity
- District staff are knowledgeable about state and national curriculum standards
- District staff are representative of the school and community demographics
- Graduation requirements
- Master schedule
- Policies that reflect attention to issues of equity
- Promotion, graduation criteria
- Standards-based curriculum: state and national standards
- Students affirm that there are opportunities to excel

3.6 Allocates and protects instructional time to support student learning:

Highly Functional

Evidence Provided:

- Instructional calendar: days, hours
- Lesson plans are followed during teacher absence
- Master schedule
- Policies and guidelines that demonstrate that all program requirements are met
- Policies demonstrate that substitute teachers are responsible for delivery instruction
- Staff affirm that their instructional time is protected
- There are few instructional interruptions: PA system, visitors, etc.

3.7 Maintains articulation among and between all levels of schooling to monitor student performance and ensure readiness for future schooling or employment:

Operational

Evidence Provided:

- Agendas, minutes of staff meetings indicating vertical and horizontal articulation
- Articulation agreements between agencies
- Content-specific staff are knowledgeable about each other's course syllabus
- District staff are knowledgeable about student learning expectations of previous and subsequent grade levels
- Policies and guidelines granting dual-credit, transfer of credit



3.8 Supports the implementation of interventions to help students meet expectations for student learning :

Highly Functional

Evidence Provided:

- After-school programs
- Community-based programs
- Counseling programs: curriculum, schedules, staffing
- District staff affirm that there are multiple opportunities for students to get support
- Individualized Development/Career Plans
- Online support
- Policies for student orientation, interventions, remediation
- Schedule of opportunities, activities that support special learning needs
- Students affirm that they have opportunities to explore their interests and career options
- Students affirm that they have opportunities to get support for their school experience
- Supplemental educational services: NCLB tutorial

3.9 Maintains a system-wide climate that supports student learning:

Highly Functional

Evidence Provided:

- Curriculum reflects attention to issues of school climate
- Database of student behavioral incidents
- District staff affirm that they are involved in promoting positive school climate
- District staff/others meetings provide time for discussions about climate
- Guidance on team-teaching is a regular part of the instructional program
- Parents/community indicate that the school/district focuses on positive school/district climate
- Peer intervention programs; peer counseling
- Policies for student behavior, remediation, due process, appeals
- Reward system for positive behavior
- Stakeholder satisfaction survey data
- Students affirm that they are involved in promoting positive school climate

3.10 Ensures that curriculum is reviewed and revised at regular intervals:

Highly Functional

Evidence Provided:

- Budget allocating appropriate funds for media services



- Calendar and schedule of media services to students
- District staff affirm the use of media services in the development of curriculum and instructional programs
- Facilities map indicating media services location
- Media services staff demonstrate the use media resources to support student achievement
- Staffing chart demonstrating allocation of appropriate media staff
- Students and staff affirm their involvement in media services program

3.11 Coordinates and ensures ready access to instructional technology, information and media services, and materials needed for effective instruction:

Highly Functional

Evidence Provided:

- Budget allocating appropriate funds for technology - software, hardware, and infrastructure
- Calendar and schedule of technology services to students
- District staff affirm that technology supports their curriculum and instructional programs
- Facilities map indicating technology services/lab
- Staffing chart demonstrating allocation of appropriate technology staff
- Students and staff affirm that technology is embedded within the teaching and learning process
- Technology staff/services demonstrate their involvement in support of student achievement

Focus Questions:

- 1. *How does the system ensure the alignment and articulation of curriculum, instructional strategies, and assessments in support of the expectations for student learning?***

With student achievement as a highest priority, Anderson One provides a South Carolina state standards-based curriculum in all areas for which those standards exist. Additionally, the curriculum is adjusted to increase rigor and relevance for all levels in order that student engagement may be the norm and not the exception. Beginning with four year old kindergarten (incorporating Good Start and Grow Smart standards) and carrying through to high school students taking dual credit college level courses, the district strives to provide multiple opportunities for all students to not only acquire relevant knowledge and skills, but to develop an understanding of this necessity and make it a permanent part of their lives.

Through the hiring and training of quality individuals to work in the system, Anderson One seeks to continuously improve in all ways. With support and instructional guidance from the district and with the principal as the instructional and curricular leader of each school, the teachers are grounded in standards-based and well-aligned educational materials and practices that are both rigorous and relevant, differentiated to meet the needs of individuals, and continuously updated to keep student achievement as the focus. In many areas there is an online curriculum, scope and sequence, pacing guides, teacher created lessons, state support documents, and district curriculum guides available. Even with these elements present and available, Anderson One teachers are encouraged to maintain “stylistic freedom” while teaching in a researched standards-based curriculum.

The district provides opportunities for professional development for all employees with curricular work as an important area. Both directors of elementary and secondary education have meetings with principals and assistant principals to discuss curricular concerns and changes brought about by assessed needs. Regularly scheduled instructional meetings are held to provide curriculum and instructional updates and focus on best practices. Instructional assistant principals serve as links to provide instructional components for their various schools during grade level and departmental meetings. Induction or early career professionals are mentored by other teachers and assisted by administration. Team, departmental, and entire faculty meetings take place in all schools and serve to assist the alignment and articulation of curriculum and discussion of best practices to support quality instruction. Teachers from individual curriculum areas meet district-wide for discussion of best practices, curricular issues, textbook determination, writing curriculum, and vertical and horizontal teaming. Book studies and professional discussions in PLC's (Professional Learning Communities) are found in Anderson One schools generally through collaborative leadership efforts of both teachers and administration.

The district offers a variety of programs to meet the needs of students with different academic abilities, talents, and interests. Gifted and Talented Programs that support the academically and artistically gifted as well as those in need of additional academic assistance flourish as well as opportunities for students with disabilities and those for whom English is a second language. All middle schools offer honors opportunities in English and Math for eighth grade students. Both high schools programs include honors courses, multiple AP and dual credit classes, South Carolina Virtual High School offerings, as well as opportunities for credit recovery using supervised NovaNet. Enhanced academic assistance is available at all schools in the form of tutors, and before and after school programming is provided at select schools. Summer school is offered at the high school level.

All stakeholders are made aware of these various aspects of Anderson One's aligned standards-based curriculum through School Improvement Council meetings, Parent Teacher Organization meetings, newsletters, school and teacher websites, as well as the district website with an accompanying "Parent Portal."

2. *In what ways does the system promote and support the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students?*

Research based practices, strategies, and instructional initiatives are found in all aspects leading to improved achievement for Anderson One students. Beginning with hiring of highly qualified personnel and devoting great effort and resources to their continued improvement as education professionals, the district seeks to implement proven "best practices."

At the earliest level and even prior to becoming students in our schools, Anderson One's programs are introduced and offered to new parents in preparation for their child's education. The district has pre-kindergarten (K4) programs available at all elementary schools. Additionally, one school has a pre-kindergarten (K3) program available to students throughout the district.

The elementary level has focused ongoing professional development on meeting individual student needs. Using the Baldrige system to guide the process, students set goals to measure academic progress. Differentiated Instruction has been the springboard to all district initiatives at the elementary level. Curriculum maps for all content areas have been created to assist teachers with pacing instruction. A new math program has been implemented to increase math achievement, especially in the area of problem solving. Research based balanced literacy program (Fountas and Pinnell) has been developed at the district level. Anderson District One's K – 5 Literacy Guide was created to provide support for teachers focusing on the various stages of readers, and teachers meet monthly by content area to discuss best practices.

Southern Regional Education Board (SREB) practices came to the district in the early 1990's and the implementation of Making Middle Grades Work, High Schools That Work, and Technology Centers That Work alone assure research based efforts at the middle and secondary levels. The tenets of SREB have been adopted as the district's school improvement model. High Schools That Work (HSTW), Making Middle Grades Work (MMGW), and Technology Centers That Work (TCTW) key practices of high expectations for all students, student engagement, building relationships, extra time and extra help, career explorations, and parent involvement are emphasized.

Along those same lines and in keeping with the ideals put forth by the SC Education and Economic Development Act (EEDA), Anderson One middle and high schools and the Career and Technology Center focus on making courses match the three R's of relevance, rigor, and relationships. Career Development Facilitators are a perfect addition to each of these schools in order to assist students with not only seeing the relevance of their courses for further education and employment, but they make them aware of the opportunities that await them in their not too distant future. They assist with skills inventories that help students and parents identify strengths but also to identify areas of interest and point to courses of study that may better prepare for those choices. Along with a strong, traditional guidance team, opportunities are presented to all students for planning and preparation for their desired future.

The Anderson County Alternative School has a comprehensive program that is made available to students in grades 6-12 who are unable to abide by district disciplinary codes in an effort to bring them back to school in order to graduate and to prevent dropouts.

As another alternative, a Gates Foundation sponsored Gateway to College program is offered to students who find traditional methods of high school graduation not to their liking or who find themselves in circumstances which they feel preclude their continued involvement in traditional high school still wanting to graduate. Students are able to attend Tri-County Technical College to complete high school diploma work while beginning study on an associate degree program. Students are able to attend at night, have online studies, or weekend classes allowing them to hold jobs and stay in school.

The WorkKeys Assessment System is utilized throughout the district as well as in the Gateway to College program for high school students. It is a comprehensive system for measuring, communicating and improving the common skills required for success in the workplace. It allows these skills to be quantitatively assessed in both individual persons and in actual jobs. The WorkKeys System allows identification of individuals who have the basic skills required to be successful in a given position or career. When properly used, businesses can make hiring and promotion decisions based on WorkKeys with confidence and security. Additionally, it is recognized nationally.

Data analysis of MAP, PASS, HSAP, EOC testing, SAT, and ACT go a long way to assist in setting the right course for most students. However, formative assessment is not limited to MAP as some areas include benchmarks and common classroom assessments. At the elementary level, extensive work has been accomplished with common classroom assessments accompanying well-developed online Smart Board lessons. At the middle and high school levels, Teacher Toolbox offers an enhancement to district created common lessons. The district studied to find the best possible implementation of Freshman Academies and other smaller learning communities through participation in SREB and federal grant networks and awards.

Instructional hardware and software are adopted after much review and research. In addition to the desire to demonstrate good stewardship of limited funds, these items or initiatives are brought on through careful study and followed up with thorough training for all who will utilize them. Professional development in their use is ongoing and continuously updated and improved.

Some key initiatives:

Response to Intervention, RTI, is a relatively new part of Anderson One's overall instructional strategy. In the district, RTI integrates assessment and intervention to maximize student achievement and to reduce other problems. With RTI, schools identify students at risk for poor learning outcomes, monitor student progress, provide research-based interventions and adjust those interventions depending on a student's responsiveness. Very important in Anderson One, RTI assists as needed in identification of students with learning disabilities or other disabilities. RTI exists as an integral strategy to identify students with learning disabilities and offers intervention before placement in special education programs.

With a fast growing non-English speaking population, especially Hispanic, the ESL program of the district has gained in importance and is now vital in the assistance for almost all teachers designated with the academic achievement of these students. The program has itinerate ESL instructors located throughout the district who travel to the various schools working with teachers and students. Pull out and Push in models are used at the elementary levels. These instructors demonstrate methods of instructing ELS students, translate on some occasions, and, in general, assist the students and teachers as they struggle with the variety of social and educational barriers they face. Technology also plays an important role in this initiative through the use of translation software known as PROMPT as well as READ 180, a true research-based instructional program. Used with Special Needs as well as ESL students in Anderson One at the middle and high school levels, System 44 has proven to meet the needs of struggling readers whose reading achievement is below proficient level for their grade and those who need decoding skills. The program directly addresses individual needs through differentiated instruction, adaptive and instructional software, high-interest literature, and direct instruction in reading, writing, and vocabulary skills. The program also brings along much needed embedded professional development for teachers.

Dual credit courses have long been an emphasis in Anderson One. Over a decade ago, in collaboration with Tri-County Technical College, in a thorough study of our district clientele and their aspirations, and along with the support of the high schools' School Improvement Councils, the district decided to move toward a major offering of dual credit courses for high school students. Knowing that Advanced Placement offerings would suffer a drop in enrollment, dual credit offerings encouraged for such a large number students fit well with the goal of creating a college going culture. The number of students participating in these college courses taught both on district as well as college campuses has continued to grow. For the 2009-10 school year, 141 Anderson One students received 225 dual credits. In times of economic hardship, having a jumpstart on college at almost no expense is not only wise, it is appreciated by the students and their parents. Of these college credits, 87% were completed at the A/B level, while 11% were C's. Only 2% made D's on this college level work with no failures.

Several schools have implemented what appears to be a program designed for continuous improvement of student achievement and personal behavior. PBIS, Positive Behavior Interventions and Supports, a thoroughly researched and evidence-based academic and behavioral practices framework for improving important academic and behavior outcomes for all students. In general, PBIS emphasizes four integrated elements: (a) data for decision making, (b) measurable outcomes supported and evaluated by data, (c) practices with evidence that these outcomes are achievable, and (d) systems that efficiently and effectively support student outcomes. PBIS can make a very positive change in the culture of a school.

- Develop a continuum of scientifically based behavior and academic interventions and supports
- Use data to make decisions and solve problems
- Arrange the environment to prevent the development and occurrence of problem behavior
- Teach and encourage pro-social skills and behaviors
- Implement evidence-based behavioral practices with fidelity and accountability
- Screen universally and monitor student performance and progress continuously

Bringing Science, Technology, Engineering, and Mathematics, STEMS, to most students is the aim of Anderson One's Career and Technology Center's top notch Project Lead The Way program. Beginning with the middle school offering of Gateway to Technology in all three middle schools, Project Lead the Way moves to the freshman offering of Introduction to Engineering, followed by the sophomore level of Principals of Engineering, juniors having options of Digital Electronics and Computer Integrated Manufacturing, and seniors taking Biotechnical Engineering and Engineering Design and Development, Anderson One students have a STEM's program second to none. All PLTW high school courses have several underlying content areas in common. As students progress through the sequence they will become proficient in:

- working as a contributing member of a team
- leading a team
- using appropriate written and/or visual mediums to communicate with a wide variety of audiences
- public speaking
- listening to the needs and ideas of others
- understanding the potential impact their ideas and products may have on society
- thinking
- problem solving
- managing time, resources and projects
- researching
- going beyond the classroom for answers
- data collection and analysis
- preparing for two- and four-year college programs

Project Lead The Way's curriculum makes math and science relevant for students. By engaging in hands-on, real world projects, students understand how the skills they are learning in the classroom can be applied in everyday life.

Any policy regarding student work should result in increased student achievement. With that in mind, Anderson One has begun the implementation of "The Power of I" in all middle and high schools. After far too many years of witnessing the negative effects of zeroes recorded in grade books and calling on the research of SREB, Anderson One became convinced to "hold students accountable for completing assignments" rather than simply choosing to not do difficult work. When a student makes below a set grade for a pre-determined key assignment, he or she must bring it up. An "I" or incomplete is entered into the grade book instead. Parents are notified, and a recovery process is begun. This requires additional time on task, time with the teacher, and general study for improvement. "The Power of I" is a system that fits perfectly in a culture of high expectations. It is a matter of mastery learning. Anderson One has had Mastery Algebra in place for many years with the knowledge that if not mastered, the student would be unable to achieve great success in higher level math courses. Why not all courses? Anderson One secondary teachers are now on that course to determine if this can truly become another part of the solution for increasing student achievement, encouraging more positive behaviors, and ultimately, improving retention and graduation rates.

"Closing the Achievement Gap" in Anderson One is a system-wide focus. As the district moved more and more into thorough data analysis, it became painfully obvious that there were true gaps among and between various groups of students based on gender, race, disabilities, and socioeconomic standing. This was a realization and

concern to the district prior to No Child Left Behind, but this act brought about a greater emphasis and urgency for closure. Based on the work of Ruby Payne, noted author of *A Framework for Understanding Poverty*, Anderson One developed a graduate course specifically designed for the district. To this point, well over half of the district professional employees have taken this course in an effort to better understand the intricacies that bring about achievement gaps among students. The course has been taught in a district-wide format as well as being designed for individual schools. Teachers are able to use the demographics and data of their own students and apply what they have learned in an effort to close those gaps. The initiative has been an overwhelming success with only positive reviews. Annual awards from the state for closing the gap have come to the district since its inception with the 2009-10 school year celebrating eight Anderson One schools as recipients. The initiative will continue with the enhancement of a second, much sought after graduate course dealing specifically with the “under-resourced learner.”

Other ways the system promotes and supports the implementation of research-based instructional strategies, innovations, and activities that facilitate achievement for all students:

- Teacher Training and Support: Instructional Assistant Principal meetings, departmental, grade level, and team instructional planning as well as common planning time in some instances
- Technology: School level technologists, Compass Odyssey, Read 180, System 44, online curriculum
- Assessments: Guided reading benchmarks, Fountas & Pinnell/DRA2, writing benchmarks, all state and national assessments
- Administrative Support: Teacher observations, Goals-based Evaluation (GBE), Highly qualified teachers
- Early Childhood Support: K4 classrooms at each school, preschool special ed.
- Special education programs: Reading Mastery, Corrective Reading, Language for Learning, Early Intervention in Reading
- Provides support: Provide resources (technology, leveled readers, smartboard lessons on-line)
- Professional Development: Grad courses/cohorts (Sp. Ed., Reading, Counseling, Administration and Supervision), consultants in various content areas, instructional strategies/best practices, literacy, numeracy

3. What processes are implemented to ensure that all staff members are well-prepared to support and implement the district's expectations for student learning?

At the very foundation of ensuring that all staff are well-prepared to support the district's expectations is the hiring process of all staff levels, classified and professional. The district has never experienced a teacher shortage in that through the relationships with local universities, Anderson One has been able to secure among the best and brightest for our students. Since NCLB, there has been the consistent drive to hire only highly qualified teachers from the outset and have those who were not to become HQ as soon as possible. Anderson One provides professional development for all positions in the district with an eye towards keeping all staff members operating at optimum levels for the continuous improvement of student achievement. From building maintenance, food services, transportation, and clerical staff to the superintendent's office, all staff members realize the importance of their position in educating our students.

Professional development takes the form of professional learning communities, grade level planning, workshops, and seminars offered by experts in an area for classified staff in order to assist them in their support role within the district. For classroom aides, teachers, coaches, counselors, and administration, professional development takes on many different forms, ranging from brief but thorough training on a new piece of software to graduate courses offered within the district. Anderson One has been an upstate leader in the development



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of graduate cohorts which enable district professional staff to receive graduate degrees at a greatly reduced cost in a much more convenient and supportive manner. Cohorts have been developed in counseling, reading, special needs, and administration and supervision utilizing our close relationship with local universities.

Another truly important factor in ensuring the quality of preparation of staff is that of the district's Induction program. New career professionals are all a part of a cohort as they enter service to the district. They receive an introductory week of training about the district and its processes, culture, logistics, and the district's true dedication to the academic and social well being of its students. Monthly group meetings emphasize areas of the profession such as classroom management, standards and instruction, teamwork, data analysis, literacy and numeracy instruction for everyone, and the overall process of becoming an educational professional. There is a great deal of interaction between the Director of Personnel, the Directors of Elementary and Secondary Education, and other district level personnel with the Induction teachers throughout the induction year. Classroom observations by these and others with follow up serves to assist each new teacher. Beyond that, and perhaps as importantly, there is a formalized system of mentoring for each Induction teacher. They are assigned a well trained, very selectively chosen veteran teacher to serve in this capacity.

Principals, assistant principals, and district staff seek to be key in ensuring all staff members are well-prepared to support and implement the district's expectations for student learning as well. These administrative staff receive continuous training and are evaluated regularly.

Professional development opportunities abound in Anderson School District One. From faculty, team, or departmental meetings, to PLC's, to workshops and classes on any aspect of becoming better prepared to do one's best, there are few times during a school year that professional development is not taking place. Staff sometimes receive or are directed towards prescriptive development, but generally, are able to choose from the opportunities available for them. Professional development providers may be well-trained colleagues, local or regional providers in particular areas of expertise, state department recommended or directed providers, university instructors or professors, authors, or internationally accepted experts on the subject at hand. The district has proudly brought in numerous renowned presenters for the assurance that staff be as well prepared as possible.

An extensive list of opportunities can be seen at the Coursewhere link on the district website.

4. How does the system ensure that all students and staff have access to comprehensive information, instructional technology, and media services?

Anderson One employs numerous methods to ensure student and staff access to needed information, instructional technology, and media services that will promote a positive climate for continuous improvement in student achievement.

- Communication with teachers/schools (Meetings): Communication is strong in the district with weekly Superintendent/district staff meetings generating information to be disbursed to all areas of district personnel. Teacher of the Year/Superintendent Forum takes place monthly. Monthly District/School administrator meetings provide the forum for system-wide issues and initiatives, monthly elementary and secondary meetings with principals and directors, Instructional assistant principal meetings, part-time science, math consultant for elementary, content area lead teachers, state meetings, Anderson, Oconee, Pickens County instructional meetings, school staff meetings, grade level meetings
- Newsletters, reports, electronic communication, website maintenance
- Media specialists: Monthly meetings, Accelerated Reader, Destiny, collection development in media center (weeding and buying materials), professional libraries

- **Technology:** Up to date educational technology available to all district employees and students that will lead to the best learning environment possible at a give time. Continuous training on all new technology and software. Training may be online (various software packages, new equipment), technology classes/workshops in the district, or attendance at regional or state meetings. Computer labs are available in all schools with student and teacher computers in every classroom, media center, and labs. Each classroom has a Smart Board for instruction with all teachers trained in its use. Teachers are encouraged to use technology whenever possible and most productive. Teacher technology proficiency is taken seriously in Anderson One with teachers tested on abilities using state and international assessments. Students are also assessed on technology proficiency at several grade levels.

Though still a noted assessed need, an online curriculum for all teachers, grade levels, content subjects featuring ready lesson plans, scope and sequence, and research capabilities is a work in progress. As in any effort to assure continuous improvement, this effort is and will be ongoing.

Overall Assessment:

Highly Functional: The school system implements a curriculum based on clear and ensurable expectations for student learning that provides multiple opportunities for all students to acquire requisite knowledge, skills, and attitudes. The system has a formalized process to align instructional practices with the curriculum and demonstrates results through systemic and sustainable implementation across the system. Teachers use proven, research-based, instructional practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.