


**Beaufort County Board of Education  
Beaufort, South Carolina**

**Performance Expectations Monitoring Report  
Date: January, 2016**

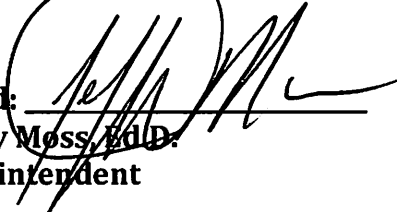
**Performance Expectation(PE) being monitored: PE 1.11**

*I hereby present my stipulation report on Performance Expectation 1.11: according to the schedule set by the Beaufort County Board of Education. I certify the information contained in this report is true:*

Date: 1/12/16

Signed:   
Dereck Rhoads, Ed.D.  
Chief Instructional Service Officer

Accepted:  
Date: 1-8-16

Signed:   
Jeffrey Moss, Ed.D.  
Superintendent

Accepted:  
Date: \_\_\_\_\_

Signed: \_\_\_\_\_  
Mary Cordray  
Board Chair

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**PE 1.11: Promote active student engagement of students in the learning process, including opportunities for them to apply higher-order thinking skills.**

Statement of Compliance

We are in compliance as it relates to PE 1.11.

Evidence of Compliance

Multiple and varied opportunities for the implementation and application of instructional practices, requiring active student engagement and higher order thinking, are provided as evidenced by highlighting BCSD's guaranteed and viable curriculum, classroom walkthrough process, student leadership opportunities, and personalized learning:

***Guaranteed and Viable Curriculum:***

The Beaufort County School District public curriculum website allows us to share our district's essential curriculum for each grade level and subject area, as curriculum maps. A curriculum map is a tool for providing a calendar-based sequence of learning expectations

for the school year. Our curriculum maps clearly identify the learning targets for what we expect our students to know and be able to do at the completion of each course or grade level, broken down into units of study. These maps present a living curriculum, one that is dynamic and responsive to the changing needs of students. We use our maps as a springboard for discussion about student learning and teaching practices. Our maps are continually evaluated and refined by teachers working with each other, curriculum specialists and administration to ensure that they reflect curriculum standards and the content and skills that students are required to master.

Each core content area unit contains a common summative assessment. Hess' Cognitive Rigor Matrix was used to ensure each assessment item was written to the appropriate depth of thinking as required by the standard. Item analysis, regarding student attainment of most critical standards, will allow teachers to modify instruction to better meet the diverse learning needs of all students.

Teachers use the essential curriculum maps to plan engaging lessons by using the teaching schema for master learners. The purpose of the five step schema, GANAG, is to plan and deliver instruction that engages students in using high yield strategies that increase retention of content knowledge and skills. These high-yield instructional strategies are used by students at various points in the lesson to ensure coherence, meaning, and transfer of learning. Active student engagement and higher order thinking are woven throughout the planning schema. For example, the application part of GANAG emphasizes that students learn to solve structured and non-structured problems and use or apply new information to generate new ideas in real-life scenarios.

### ***Classroom Walkthrough Process:***

The purpose of BCSD's classroom walkthrough process is to provide opportunities for feedback and individual coaching and to increase school-wide reflection on best practices to increase student achievement. All teachers are to be observed informally at least once per quarter by an administrator. Principals must informally observe every teacher at least once per year, at a minimum. The observations must be 15-20 minutes in length. The classroom walkthrough process can be conducted by administrators, academic coaches, and/or peers. The observation data must be shared with the teacher within a week or less of the observation. This data includes: positive feedback; focused, constructive feedback with suggestions and resources; a copy of the completed written form; and an opportunity for coaching conversation must be provided. There are four walkthrough forms that may be used, each representing a dimension of the instructional core: Teachers, Students, Learning Task, and Learning Environment. Each form contains five focus questions for each dimension that are presentative of the district's priorities. An additional question in each dimension is designated for site-based customization based on their site's strategic priorities or problem of practice. Examples of observer look-fors that demonstrate a focus on active student engagement and use of higher order thinking skills are: using higher-level questioning, asking for evidence of thinking and reasoning, challenging each other's'

thinking, applying learning to real-world situations, using self-assessments and working collaboratively.

***Student Leadership Opportunities:***

Active student engagement of learning is celebrated through the multiple and varied opportunities for student leadership at each of our schools. All schools offer student leadership opportunities through the implementation of collaborative structures such as new student tour guides, student council, student advisory, student of the month, class ambassadors, clubs, award ceremonies and extracurricular activities. In addition to supplemental leadership opportunities, daily instructional practices are inclusive of student ownership of their learning by having them set goals, document their progress and provide feedback. Student leadership opportunities are also available through our choice programs. Learning through Leadership schools provide a comprehensive learning model through student leadership development based on the Leader in Me, or similar approach.

***Personalized Learning:***

Beaufort County School District's Connect2Learn is a program that provides all students in Kindergarten through 12th grade with a mobile device. Connect2Learn is providing students with the tools and training needed to assist them in thinking critically and creatively, communicating effectively, and participating in problem-based, collaborative learning. Mobile learning devices greatly increase opportunities for active student learning to take place, providing support to both students and teachers as the classroom is transformed and learning moves beyond the textbook and school walls. With these devices, students have constant access to information and educational tools. Learning no longer ends when the school bell rings. Students now have the ability to continue their inquiry, higher order thinking and pursue their interests outside of the school day.