



**SELMA**  
CITY SCHOOLS  
RETHINK · REIGNITE · REDESIGN  
TRANSFORM

# GRADING, PROMOTION, RETENTION & GRADUATION PROCEDURES (GRADES K-12)



**RETHINK, REIGNITE, REDESIGN AND TRANSFORM**

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2022-2023 ACADEMIC YEAR

# **SELMA CITY SCHOOLS**

## **MISSION**

The mission of the Selma City School District is to provide a safe and supportive teaching and learning environment, through the collaboration and partnerships of parents and community.

## **VISION**

The vision of the Selma City School District is to be documented as a model school district where students are empowered to achieve excellence throughout their life.

## **CORE VALUES**

Students First  
Excellence  
Teamwork  
Joy  
Integrity  
Equity

## **STATEMENTS OF BELIEFS**

The following principles guide the Selma City School System in its responsibility to provide a quality education for each child:

Learning places for children and teaching places for adults should be safe, healthy, and orderly environments.

Effective teaching should be evident every day in every classroom through a rigorous/challenging curriculum and relevant applications of content standards.

Every child has the ability to learn and should be afforded equitable learning opportunities.

Early learning is a critical component for success in school.

Parental, family, and community engagement offer necessary resources and support systems to improve academic and life outcomes for students.

Employees should be valued and empowered to achieve excellence in their work.

Continuous improvement through data analysis, strategic planning, and performance assessments embodies a commitment to excellence.

A focus on the responsible use of resources and support systems for facilities, materials, tools, personnel creates opportunities for optimal teaching and learning.

Student involvement in service learning develops responsible citizens for society.  
Integrity in leadership and governance builds public confidence in the mission of the school system.

## GRADING, PROMOTION, AND RETENTION PROCEDURES FOR K-12

### Commitment to Teaching and Learning

The mission of the Selma City Schools is to provide a safe and supportive teaching and learning environment, through the collaboration and partnerships of students, parents, the community, and all educators employed in the school district with the responsibility of ensuring that all students are college and career ready for lifelong success.

### GRADING PROCEDURES

#### Grading Scale for Mandatory Letter Grades

Letter grades are assigned based solely on the academic performance of students and used to inform students and parents understanding of school-based academic performance.

Grading Scale: Kindergarten		
M=Mastery	S=Satisfactory	N=Needs Improvement

Grading Scale: Grades 1 – 12				
A= 100-90	B= 89-80	C= 79-70	D= 69-60	F= Below 60

#### Averaging Grades

The minimum grade average to pass a subject is a 60%. Adding the grades from the first and second grading periods and dividing by two should compute to the mid-year semester average. Next, adding the grades from the third and fourth grading periods and dividing by two should compute to the end-of-the year semester average.

Grading Weights	
Categories	Percentages
Major Grades	45%
Minor Grades	30%
Quizzes	5%
Projects/Portfolio/Notebook	15%
Homework	5%
<b>Total</b>	<b>100%</b>

#### Final Average Calculations

Semester/ Final Average Calculations (Grades K-8)	
1 <sup>st</sup> Grading Period Average	50%
2 <sup>nd</sup> Grading Period Average	50%
3 <sup>rd</sup> Grading Period Average	50%
4 <sup>th</sup> Grading Period Average	50%
<b>Total</b>	<b>100%</b>

Final Average Calculations (Grades 9-12)	
Category	Percentage
1 <sup>st</sup> 9 Week's Average	40%
2 <sup>nd</sup> 9 Week's Average	40%
Final Exam	20%
<b>Total</b>	<b>100%</b>
3 <sup>rd</sup> 9 Week's Average	40%
4 <sup>th</sup> 9 Week's Average	40%
Final Exam	20%
<b>Total</b>	<b>100%</b>

### Grading Periods and Report Cards

Report Cards are designed to provide an evaluation of student progress to the student and his/her parent/guardian. Report cards are issued four (4) times during the scholastic year to all students enrolled in Grades K-12 in the Selma City Schools district. Students and parents/guardians are responsible for safeguarding report cards while they are in their possession. Grades on report cards will not be changed without written authorization from the principal and Department of T&L approval.

Reporting Quarters	Grading Periods	Report Card Dates
1 <sup>st</sup> 9 Weeks	August 8 – October 13	October 19, 2022
2 <sup>nd</sup> 9 Weeks	October 14 – January 11	January 18, 2023
3 <sup>rd</sup> 9 Weeks	January 12 – March 16	March 29, 2023
4 <sup>th</sup> 9 Weeks	March 17 – May 25	May 26, 2023

**Minimum Number of Grades: SCS minimum grading requirements must be met according to the following criteria:**

Subjects	Minor Grades (Minimum)	Major Grades (Minimum)	Homework	Projects/Portfolio/Notebooks	Quarterly Assessment (Exclude History)
<b>Core Grades</b>	<b>15</b>	<b>3</b>	<b>Unlimited</b>	<b>1</b>	<b>1</b>
<b>Elective [PE, Music, Band, Choir, CTE, etc.]</b>	<b>15</b>	<b>3</b>	<b>Unlimited</b>		

- » A total of 18 (or more) major and minor grades must be earned quarterly. Grades must be updated in PowerSchool with 5 days of being earned.
- » In addition, quizzes, project/portfolio/notebook grades, and homework will be a part of the composite grade earned.
- » Minor grades may be gained from classroom assignments, charts, group activities, writing assignments, rubric scoring, etc. Grades must be accounted for via student work samples, computerized reports, formative assessments, rubrics, etc.
- » Major grades may be gained from unit tests, chapter tests, quality essays w/rubric, book reports, research reports, etc. Major grades must reflect a collection of instructional teachings.
- » In core classes, the general education teacher is responsible for assigning grades in collaboration with the resource teacher.

#### **Project-Based Assignment w/Rubric**

Grades 1-12 will include 3 project-based learning activities per school year. Core subject teachers, resource teaches, and media specialists should collaborate to coordinate the projects to address multiple disciplines and ensure that all projects align seamlessly with currently taught standards.

#### **Homework**

Homework must be given as appropriately deemed needed by the assigning teacher. Homework should only be assigned for practice, enrichment, or remediation purposes in support of the instructional standards being addressed and should be coordinated among assigning teachers to ensure students are benefitting from the work and not just busy.

### **Make-up Missed Assignments**

In the event students are absent (excused) from school, they will be afforded the opportunity to make-up missed work. When students return to school, the teacher will provide appropriate instruction, provide students with an opportunity to complete missed work, and the teacher will evaluate the missed work and assign the earned grade.

### **Conduct Grades**

Student conduct should not be considered when determining academic grades. Each course section will have a corresponding section for conduct. Students will receive a conduct grade from each core teacher as well as non-core teacher (i.e. music, P.E., health).

### **Progress Reports**

Progress reports generated by PowerSchool will be provided to parents at the based on the calendar established by Selma City Schools. Progress reports will be monitored by both school administrators and central office personnel to prevent and address high failure rates. Progress reports should be signed by the parents and returned to the school to be filed with students other work.

<b>1<sup>st</sup> Grading Period August 8– October 13</b>	<b>2<sup>nd</sup> Grading Period October 14 – January 11</b>	<b>3<sup>rd</sup> Grading Period January 12 – March 16</b>	<b>4<sup>th</sup> Grading Period March 17 – May 26</b>
Tuesday, August 30	Tuesday, November 8	Tuesday, February 7	Tuesday, April 11
Tuesday, September 27	Tuesday, December 6	Tuesday, March 7	Tuesday, May 9

### **Other Grading Requirements**

- » Each graded assignment must be recorded in PowerSchool. The activity name for each graded assignment in PowerSchool will include the standard covered, as well as the task performed. For example - L.10.12 Dickinson Vocabulary Quiz. In addition to referencing the standard in the activity name, all standards covered in the assessment must be attached to the activity.
- » All grades provided must be justified via alignment with the instructional standards and objectives taught according to the lesson plan.
- » Documentation of all grades assigned must be available to validate grades given for every assignment coded in PowerSchool for the grading period, semester and yearly average.
- » Major and minor grades must be placed in PowerSchool no more than 5 days (school days) after the assignment is received. This will be monitored by both school administrators and central office personnel.
- » The digital gradebook should not have any empty cells. There should be a grade recorded for each student for each activity. The exceptions to this would include the transfer grade column, activities done prior to a transfer student's arrival, students receiving homebound services, or students out for extended periods of time due to injury or acute illness.
- » Penalty points for submitting late assignments should not exceed 10 percent of the total grade earned.
- » The teacher must retain student papers for the documentation of grades earned during a given year and will keep these papers until report cards are distributed after the first grading period of the following year. Student records must be readily available to school and district administrators throughout the school year.
- » Teachers must maintain an update to date file folder of student work assignments for review by the school and district administrators throughout the school year.

## AWARDING STUDENT HONORS

- » Any student with all “A”s in all academic subjects will qualify for the “A” Academic Honor Roll.
- » Any student with any combination of “A”s and “B”s or straight ‘B”s in all academic subjects will qualify for the “A-B” Academic Honor Roll.
- » Conduct, effort, and attendance will not be factors in identifying students for academic honor rolls.

## TIERED INSTRUCTION

Teacher in grades K-12 must document that a review of student performance and the completion of effective intervention for any student failing a core content course including but not limited to re-teaching and reassessing on standards not mastered. Re-teaching is an integral part of good instruction.

Teachers should continuously monitor and document the progress of students to make sure the concepts and skills are mastered. When teachers identify students who do not understand the concepts presented, either by formal or informal assessment, they will select re-teaching activities that present the content in a new or different learning modality. When a student receives a failing grade, a retest may be given.

Intervention should be continued throughout the year on standards previously taught, and not mastered by students. These standards may be included on new or comprehensive assessments administered to all students. **The documentation of the review and intervention should take place throughout the grading period in grades K-12.**

- » Before any student receives a failing grade in any core content area, documentation of formal interventions and Response to Instruction (RTI). As well, teachers must have documentation of their continuous communication with parents and school administrators for support.

## PROMOTION AND RETENTION PROCEDURES

Periodically throughout the year, parents/guardians and students will be provided written or oral evaluation reports. Promotion for all students may be determined by a committee, if they do not meet the minimum requirements. Promotion of a student from one grade to the next shall be based on that individual student’s achievement of the minimum skills necessary to qualify for promotion and on regular school attendance.

- » **A Promotion and Retention committee must be established at all schools with Selma City Schools.**

### **Kindergarten Promotion/Retention**

State rules and regulations, as well as district requirements, will be followed regarding assessment procedures and criteria used to determine the readiness of a kindergarten student for first grade. **Because kindergarten is not required in the state of Alabama, the teacher, parent or guardian, and principal must agree upon the necessity for retention of a kindergarten child based on records kept by the teacher.** A kindergarten student cannot be retained with the consent of the parent. If necessary, a Parental Appeal of the decision can be made to the Department of Teaching and Learning in writing prior to June 15<sup>th</sup>. The student’s parent(s)/guardian(s) will be notified of the final placement decision.

### **Promotion Criteria for Grades 1-12**

A passing grade (60 or above for yearly average) is required in each of the following academic core subjects: English Language Arts (reading), mathematics, language, science and social studies. Additionally, all required courses failed must be repeated. **Grade changes must be approved and signed by the school principal and the changed progress report and/or report card along with the newly**

**changed document sent to central office 24 hours of the change occurring. Unapproved and unreported grade changes is a violation.**

### **Student with Exceptionalities**

The Selma City Schools board of education also recognizes and accepts the classification of students identified as exceptional. Requirements for promotion of these students shall be in accordance with the Individual with Disabilities Education Act (IDEA) as well as with comparable state regulations. The 504 Student Planning Team will determine promotion and retention for students classified under Section 504.

- » A student with a disability should not be expected to do all the class activities missed while participating in a resource program. If a test is missed because of participation in a resource program, provision is to be made for a make-up test without penalty to the student.
- » Self-contained students will receive instruction at the appropriate level and will be graded on their progress according to their specified pathway.

### **EL Assessment and EL Services**

To ensure a student is receiving the best support, the district will assess English proficiency. The WIDA-Access Placement Test (W-APT) has no bearing on school assignment or grade placement. It simply gives teachers a better understanding of the language support the child will need in the classroom as an English Learner. When students are identified as English Learners, they will receive EL services during the regular school day from an ESL-endorsed teacher. Students who are deemed proficient in English through the W-APT do not receive EL services.

After the initial placement assessment, all English Learners are assessed annually for English proficiency through the ACCESS for ELLs. If the student scores proficient, he/she will be “exited” from EL services.

## **RETENTION PROCEDURES**

Parents/guardians should be notified of possible retention as soon as possible. **Teachers, principals, and the retention committee will make the final decision regarding the grade retention of a student.** A parent-teacher meeting should be held or documented attempts made to ensure parents are fully aware of a child’s academic standing. A meeting should be held between the parent-teacher partnerships each nine weeks to continuous follow-up. During the final grading period, the same opportunity should be provided to include an administrator in the meeting since retention is a collective decision.

Student should be referred to the Problem Solving Team no later than the **second grading period** if there is a potential for retention. The decision for retention should be reached discussed among the Promotion and Retention Team prior to making a decision. Special situations such as dramatic changes in behavior or the transfer of a student may cause timelines and/or documentation to be altered at the discretion of the building principal.

- » **A student should not be retained more than once in the following grade spans: K-2 and 3-5. It is expected that teachers and administrators will closely monitor the academic performance of all pupils and provide them the support and/or referrals necessary to best meet their needs. If exceptions must be made, the school principal must contact the department of teaching and learning with Selma City Schools for a conference.**

## **TRANSFER STUDENT GRADES**

When students transfer from other school districts, grades are accepted at face value. Parents/guardians should be directed to meet with the guidance counselor and classroom teacher concerning transfer grades from the other school.

### **Transfers into the System**

If a student transfers to another school during the school year, records will not be forwarded until the receiving school makes a request. Transfer Records should not be given to parents to deliver to the receiving school. If a student transfers to another school not in the system, the originating school should send a copy of the cumulative card to the receiving school upon written request

### **Transfers from Non-Accredited Schools (State, Regional, or Home)**

A student entering Selma City Schools from a non-accredited school should be evaluated for grade/course placement by the school principal or his/her designee. Placement will be determined by using a variety of data sources including transcripts and standardized test scores.

### **Absence of Records**

Students in grades 1-12 shall take placement tests consisting of the school's previous quarterly tests for core courses (Achievement Series) if transferring into the school district without evidence of previous grades. The school's counselor should facilitate the placement assessment. If scoring above 70 percent or higher in reading and mathematics, the student will be

### **Transfers of Students with Disabilities**

A student with a disability who transfers from a system in Alabama, within the same school year, and enrolls with Selma City Schools, with a current IEP, must be provided a free and appropriate public education. These services will be comparable to those described in the child's previously held IEP until such time as

### **Transfers of Section 504 Plans**

If the student has a current Section 504 plan from the former school and, after reviewing the plan, the receiving school believes the plan provides FAPE, there is nothing in Section 504 that prohibits the new school from adopting the plan for the student. In addition, if upon review of the plan from the former school, the receiving school determines additional evaluation is necessary or that the plan needs to be revised, there is nothing in Section 504 that prohibits the new school from implementing the current plan while it conducts the evaluation and develops a new plan

## **SCHEDULING**

Student schedule changes may occur at any time throughout the year to accommodate the needs of the school and student. However, no schedule changes involving course changes may occur after the fourth week of the school year. For example, a secondary school student may NOT request a schedule change from Environmental Biology to Physical Science after the fourth week of the school year. An elementary student may NOT be moved to a lower grade level after the first week of the school year.

- » All schedule changes must be signed by the school administrator and a record of the changes maintained in an independent file for review at any time by district administrators.

## **TRANSCRIPTS**

**Student transcripts cannot be changed or altered without the principal's signature and a reason documented on the transcript.**

## **GRADE SPECIFIC REQUIREMENTS**

### **Grade Kindergarten through 3**

Effective 2020-2021, according to the state of Alabama Literacy Act, students in kindergarten to third grade should read at or above grade level proficiency by the time of completing the third grade.

## **Alabama Literacy Act: End of Third Grade Promotion Requirement**

According to the Alabama Literacy Act, "Starting the 2022-2023 school year, third grade students shall demonstrate sufficient reading skills for promotion to fourth grade. A student scoring at the lowest achievement level in reading on the established state assessment for third grade will not be promoted to fourth grade unless the student meets a good cause exemption for promotion."

## **Grades 9 through 12**

### **Grade Point Average**

For students in Grades 9-12, all grades in all courses taken will be considered as part of the grade point average. Grade averages will be added and divided by the total number of term grades. When necessary, grades must be assigned the following point values to calculate the grade point average: A-4; B-3; C-2; D-1; and F-0.

- » Grades from honor courses will be weighted at the following point values: A-4.5; B-3.5; C-2.5; D-1.5; and F-0.
- » Grades from advanced placement and dual enrollment courses will be weighted at the following point values: A-5; B-4; C-3; D-2; and F-1.

The point values must be added and divided by the total number of semester/term grades. The grading system used to measure student progress toward achieving the predetermined performance standards shall be applied consistently throughout the school district.

### **Carnegie Units**

Placement of students in grades nine through twelve is determined by the number of credits earned by the beginning of the school year. Students must earn the minimum number of Carnegie Units (credits), four each semester, for the appropriate grade placement above Grade 9 as indicated below:

- » 10th Grade – 8 credits
- » 11th Grade – 16 credits
- » 12th Grade – 24 credits
- » Required for Graduation – 28 credits
- » If passing all classes in grades 9-12, students will have a total of 32 credits upon graduation.

And must be able to complete all graduation requirements within the year.

### **Quarterly Assessments**

Results from quarterly assessments will be weighed when calculating semester averages. Semester and final examinations will consist of 20% the semester/final grade averages. The overall final grade percentage for each grading period and semester/final are reflected in the table below.

### **High School Exam Exemption**

Students in Grades 9-12 will take a final examination for each course enrolled. All final examinations will be administered according to a schedule approved by the superintendent/designee.

Students in Grades 11-12 must earn an 80% or above in a course with no more than three (3) excused absences, 3 excused tardies, and with no out of school suspensions may earn exemption from the qualifying course. A student is not eligible for exemption if he/she has unexcused absences or tardies.

### **Class Ranking**

Final GPA and class ranking will be determined at the end of the senior year. If a student repeats a course for enrichment or makeup, the first grade earned (not the second and not both) is to be used for GPA calculations.

### **Valedictorian and Salutatorian**

The following are criteria for determining who may be eligible for valedictorian, salutatorian, and honor line or top ten percent of the class in the Selma City School district.

- Candidates for valedictorian and salutatorian must have completed his/her junior and senior years at Selma High School.
- Grading in advanced placement courses and dual enrollment courses will be weighted by adding 1 point on a four-point scale and grading in honors courses will be weighted one-half (1/2) point higher than the regular grade on a four-point scale per term. Term grades are to be weighted using the following: A is to be weighted as 4 points plus 1 or 1/2; B is to be weighted as 3 points plus 1 or 1/2; C is to be weighted as 2 points plus 1 or 1/2; D is to be weighted as 1 point plus 1 or 1/2.
- One term equals one nine-week grading period.

No points will be added to term grades for regular courses. This means that an A is equal to 4 points; B is to be equal to 3 points; C is to be equal to 2 points; D is to be equal to 1 point; and F is to be equal to 0 points. Candidates for valedictorian and salutatorian will be selected at the completion of the senior year so that all course work is included in the calculation of the final GPA.

A committee including the superintendent/designee will resolve any unusual situations or circumstances that may arise.

### **Dual Enrollment/Dual Credit for High School Students**

Institutions within the Alabama College System are authorized to establish dual enrollment/dual credit programs with local boards of education in the college service area. Courses offered by postsecondary institutions shall be of postsecondary level and enrolled students must pay normal tuition as required by the postsecondary institution, or as stipulated in a contract for services between the two levels. The tuition may be paid by the board of education for sponsored programs. A student is eligible for dual enrollment/dual credit if the student meets the following criteria:

- » The student must meet the entrance requirements established by institutions of postsecondary education.
- » The student must have a 3.0 average in completed high school courses.
- » The student must have written approval of the appropriate principal and the local superintendent.
- » The student must be in Grade 10-12, or have an exception granted by the participating postsecondary institution upon the recommendation of the students' principal and superintendent and in accordance with Alabama Administrative Code 290-8-9-17 regarding gifted and talented students.

Students may enroll in occupational/technical courses/programs in accordance with guidelines of the Department of Postsecondary Education. Students enrolled in courses offered during the normal high school day on or off the high school campus shall have prior permission of the students' principals, superintendent, and the participating postsecondary institution president.

Parental permission and travel for courses offered off the high school campus during the normal school day will be administered under the auspices of the board of education. Credit agreements shall be developed between the participating postsecondary institution and the local board of education.

### **Early Graduation Policy**

Students considering early graduation (completion of all graduation requirements at the end of the first semester of twelfth grade) should review and to plan adhere to the following criteria and schedule a consult with their counselor no later than the last day of the first month of school.

- I. A Selma High School student who wishes to complete graduation requirements at the end of the first semester of his/her senior year must meet certain criteria:

- » The student must declare the intent to graduate early, by the beginning of his/her senior year, but not later than the last work day in the first month of school.
  - » The student must have accumulated 24 required credits by the start of their senior year.
  - » The student must have the 28 required credits for graduation by the end of the first semester of his/her senior year.
  - » The student must earn a score at the Silver Level or higher on the fall administration of the ACT Workkeys Assessment.
  - » The request for early graduation must have an approval by parents, the principal, and superintendent of Selma City Schools to graduate early.
  - » Students transferring into Selma High School at the beginning of their senior year would be eligible to apply for early graduation upon entrance but no later than the last work day in the first month of school.
  - » Students with unusual circumstances will be considered on an individual basis, through application to the principal and an approval by parents and the superintendent of Selma City Schools.
- II. Absence - The maximum number of days of absence allowable by Selma City Schools is 10 excused days if requesting early graduation.
- III. Compliance – The general conduct of students applying for early graduation will be reviewed in relation truancy, tardiness, detentions, and suspension prior to approval.

### **Credit Recovery**

In accordance with the guidelines of the Alabama Department of Education, Selma City Schools will offer students who have received a failing grade average of 40 through 59 in courses that are required for graduation an opportunity to recover the lost credit through a standards-based approach that will target specific knowledge and skill deficits instead of requiring the student to repeat the entire course. Such students must meet eligibility requirements to apply. Both parent/guardian and student must sign a contract regarding the terms of this program.

### **Eligibility for Participation in Graduation Exercises**

In order to participate in graduation exercises, all students must complete and fulfill all requirements for graduation in accordance with the diploma type selected.

- » **Alabama High School Diploma – Standard**
- » **Alabama High School Diploma with Advanced Academic Endorsement**  
In order to receive an Advance Endorsement all core classes must be Advanced level classes or higher in conjunction with two (2) foreign language courses. A student cannot fail more than one (1) core course while under the Advanced Endorsement. If two (2) or more courses are failed, the student automatically defaults to the Standard diploma.
- » **Students with Disabilities in the Special Education Program**  
Students with disabilities have three (3) pathways for earning the Alabama High School Diploma: General Education Pathway, Essentials/Life Skills Pathway, and Alternate Achievement Standards (AAS) Pathway. The IEP team, including the parents, will determine which pathway is appropriate for the student.

## PURPOSEFUL PLANNING

### **Preparing Learning Plans**

One of the keys to being a successful teacher lies in the area of planning and preparation. The academic success of students is largely impacted by the quality of planning takes place prior to teaching. It has been said, failure to plan is in essence planning to fail. All general education, special education, librarians, counselors, elective teachers and etc. are required to complete a learning plan for each content area through which instruction is provided using the appropriate SCS Learning Plan template.

Learning plans will be checked by the school principal for completion and accuracy. An updated, printed copy of the learning plan must be posted outside of the classroom weekly.

### **Aligning Instruction w/ALSDE Standards and SCS Pacing Guides**

All lessons must be planned for strategic teaching in alignment with the Alabama State Courses of Study standards and SCS Pacing Guides. **Updated copies of printed plans must be maintained by all instructional personnel in a binder in a designated location of the school. The binder is the property of and remains with the school.**

### **Considerations for Instructional Planning**

- » **Standards-Based Instruction:** SBI is instruction based on standards in which students are expected to demonstrate understanding or mastery of the knowledge and skills they are expected to learn daily and in progression.
- » **Strategic Teaching:** Holistic instruction divided into smaller units of instruction, described as Before, During, and After to provide scaffold, developmentally appropriate, and differentiated instruction to meet the needs of all learners using strategies to solicit collaboration and engagement. **Ensure T.W.I.R.L is incorporated in every aspect of the lesson.**
- » **Whole Class:** In whole-class instruction, the teacher begins the lesson with an attention grabber to ensure all students are attentive and ready. The teacher then reviews the previous lesson and connects it to the current one. In creating the lesson, the teacher adds information to build background, activate prior knowledge, elaborate on vocabulary, and explain the main aspects of the instruction to help trigger learning.
- » **Teacher-Directed Group(s):** These activities usually focus on homogeneous groups of students based on a similar instructional need. These groups are fluid and formed as needed to directly teach, reteach, or reinforce pre-requisite skills by providing more instruction. The description includes the topic and activity instructions.
- » **Student-Directed Group(s):** These are heterogeneous student group activities where students work together to practice or apply learning, often using cooperative learning techniques. The description should include instructions and the end goal or work product expected.
- » **Guided Practice:** Guided practice is a transitional step between the teacher's presentation of a lesson, including modeling, and the student's independent practice. In this step the teacher supports students understanding of the concept
- » **Independent Practice:** These activities allow each student to apply or practice the newly acquired skills individually. The purpose of the independent practice is noted here as well as any needed student instructions, including how the work will be checked (self-check, peer-check, teacher-check).

- » **Homework:** The homework assignment should reinforce student learning from the lesson through practice and may provide opportunities for more learning; entry includes how the work will be checked (self-check, peer-check, teacher-check).
- » **Resource/Materials:** The resources and materials needed by students, and also the teacher should be specified.
- » **Student-Centered Learning Environment:** A classroom in where the focus of instruction is shifted from the teacher to the student, with the end goal of developing students who are autonomous and independent, by placing the responsibility of learning in the hands of the students
- » **Engaged Learning Environment:** An engaging learning environment is one that encourages student to connect with the teaching and fosters teamwork and put all focus on learning.
- » **Technology Integration:** The use of devices and tools by students to enhance and personalized their learning experience by discovering, designing, creating, researching, etc. information meaningful to them and relevant to instruction.
- » **Accommodations:** Accommodations help a student access the lesson without changing the content or skills being taught. The accommodations needed for English learners, students with disabilities, and students with IEPs should be specified.
- » **Modifications:** Modifications are changes to either content or skill to meet the needs of students for either accelerated learning or acquisition of pre-requisite skills in order to master the lesson objective.
- » **Accelerated:** The modified content and assignments to accelerate learning and keep those students who have already demonstrated mastery of the learning objective engaged should be specified.
- » **Project-Based Learning:** This type of learning is a dynamic classroom approach in which students actively explore real-world problems and challenges and acquire a deeper knowledge.
- » **Inquiry-Based Learning:** Inquiry-based learning is an approach to learning that emphasizes the student's role in the learning process. Rather than the teacher telling students what they need to know, students are encouraged to explore the material, ask questions, and share ideas.
  - Inquiry-based learning uses different approaches to learning, including small-group discussion and guided learning. Instead of memorizing facts and material, students learn by doing. This allows them to build knowledge through exploration, experience, and discussion.