

INSTRUCTIONAL EFFECTIVENESS

The Board believes that good teaching is the most powerful way to stimulate student learning and raise student achievement and that effective support for improving the quality of teaching includes a program of professional development, including adequate follow-up and practice, as well as clear standards and ongoing assessment of student progress.

The district instructional staff members are expected to keep abreast of new and promising instructional ideas and practices developed in schools locally and throughout the nation and to apply those which have potential for improving the learning program in the district schools.

Students shall be taught how to think, rather than what to think, and shall be provided with opportunities to identify, express and defend their opinions without penalty or fear of reprisal or ridicule.

Strategies and methods shall focus on the personalization of learning, including an appraisal of individual learning styles, abilities and disabilities, assessment of individual learning needs and development, implementation and evaluation of individual learning programs.

Nothing in this policy shall limit a parent/guardian's right to request an exemption from assigned instruction or to file a complaint challenging the use of a teaching method, activity or presentation.

Adopted October 6, 1999

Legal ref: CRS 22-32-109.2

Cross ref: GCI, Professional Staff Development
 GCOA, Evaluation of Professional Staff
 IMBB, Exemptions from Required Instruction
 KEC, Public Complaints About the Curriculum or Instructional Materials