

Non-Negotiable Instructional Practices

The faculty and staff of the Greene County Schools are committed to providing our students with quality learning experiences. Our goal is to improve teaching and learning, which results in increased student achievement for all students Pre-K – 12. To achieve this goal:

1) (Curriculum) We will teach curriculum with fidelity by:

- Designing lessons aligned to state and national Pre-K – 12 standards and curriculum frameworks.
- Using **essential questions** to connect instruction to the standards.
- Including **literacy strategies and graphic organizers** in our weekly lesson planning and implementation.
- Requiring verbal and written student responses using the language of standards.
- Using higher-order thinking questions to gauge and deepen students' understanding.

2) (Assessment) We will monitor the progress of our students by:

- Developing common formative assessments that are explicitly aligned to standards.
- Regularly collecting and analyzing student work and providing teacher commentary.
- Identifying students who are not meeting standards, meeting standards, or exceeding standards.
- Adjusting instruction based on assessment results (**differentiation**).
- Collaboratively analyzing student data.

3) (Instruction) All teaching and learning activities will reflect a shared understanding of what students should know, do, and understand and will be built around a common framework for instruction that consists of:

- Opening - Activating strategies centered on the standard, element(s), and essential question;
- Mini-lesson - Modeling while referencing standards and key vocabulary;
- Using exemplars (examples of student work that meets or exceeds the standard);
- Work Period - Engaging students using performance tasks;
- Modeling expectations and helping students to work both individually and cooperatively;
- Closing - Summarizing strategies to check for understanding;

4) Our communication with students and parents will include:

- Goal setting with students;
- Having student conferences, and encouraging students to lead them;
- Explaining individual student data (NWEA, domain performance, SLOs, Lexile scores, benchmarks);
- Listening to student input about learning.