



## Well-Rounded, Coordinated Learning Principles

### Indicator 4.2 Materials & Practices to Inform Instruction

#### Effective instructional practices attend to the essential knowledge and skills expected for ALL students.

##### Components include:

- Effective instructional practices** are implemented with fidelity and common instructional expectations are posted and supported.
- Formative assessment practices are used to ensure students progress and meet learning goals.
- Principles of **Universal Design for Learning** and **culturally responsive instruction** are applied to ensure **ALL** students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, have access to and connections with the content.
- Core academic materials are aligned and updated to state standards on a regular schedule in all academic disciplines.
- School personnel support **interdisciplinary connections** through instruction that help students understand a variety of perspectives, and promote engagement through creative and critical thinking while working across disciplines.
- School personnel intentionally integrate school **community connections** that reflect the student population into curriculum and instruction.

##### Stage of Implementation

**0 = Laying the Foundation.** No components are in place, even if teams are currently exploring options or discussing whether to proceed to install components.

**1 = Installing.** One or more, but not all, components are in place or clear plans are in place to proceed with installation of components.

**2 = Implementing.** All components are in place and starting to make systemic changes.

**3 = Sustaining Schoolwide.** All components are in place **PLUS** overall effectiveness is monitored and continuously improved.

##### Guiding Questions for Team Discussion

- What high leverage instructional strategies across content areas are promoted or required? How are these strategies aligned with early childhood and during and after school community partners working with students?
- How do students work across disciplines to address an essential question or problem?
- How do school leaders support all staff to engage **ALL** students, with an emphasis on protected classes and historically and currently underserved and marginalized student groups, using effective instructional practices including modeling, opportunities for guided and independent practice, feedback and peer interaction?
- How do educators facilitate effective and responsive instruction using approved standards-based instructional materials?
- How are community partners and resources reflected in curriculum and instruction? How do these partnerships coordinate efforts to maximize efforts to ensure high school graduation and college and career readiness?
- Are Career and Technical Education (CTE) courses/programs of study and available college-level opportunities linked to regional workforce data projections and student's interests?

##### Artifacts and Evidence

- Adopted instructional materials across all academic content areas.
- Objectives, standards and guiding questions are posted in classrooms where students and/or parents can see and reflect current instruction.
- Coaching frameworks and tools that reflect a focus on alignment of instructional strategies.