

# Henry County Public Schools

*A District of Educational Excellence, The Pride of Our Community*

## District Non-Negotiables

Elements of Effective Classroom Learning Systems | What do these systems look like in classrooms?

### Grade-Appropriate Assignments

- All assignments will give students the opportunity to demonstrate grade-level mastery.
- Assignments will be directly aligned with the level of the rigor of the standard being addressed.
- Content of the assignments will be directly related to the grade-level academic standard.
- Assignments will give students the opportunity to engage in important content-specific practices.
- Assignments give students the opportunity to learn relevant content that build their knowledge of the world or helps them understand how their learning can be applied in the real-world.
- The teacher has deconstructed standards and learning targets written in student-friendly language that provides clear direction for what the students will learn.
- The teacher is aware of the expectation of posting, reading, and referencing short-term learning targets before, during, and after the lesson.

### Deep Engagement

- Authentically engaged in frequent evaluation, improvement of classroom learning processes, and challenging instruction.
- Every student is actively engaged in the learning process.
- The teacher is actively engaged in instruction and monitoring of students' progress.

### Strong Instruction

- The teacher incorporates student experiences, interests, and real-life situations in instruction.
- Student use of technology to enhance instruction.
- Teacher asks higher order questions [DOK].
- The teacher requires students to solve complex and real-world problems, making cross curricular connections.
- The teacher formatively assesses the students' understanding of the daily learning targets.

### High Expectations

- Teachers believe that ALL students can achieve mastery of grade-level standards, and teachers support the progress of ALL students in achieving that mastery.
- Teachers will provide every student the support they need to access grade-level work, regardless of their starting point.
- Teachers will provide scaffolding and differentiated instruction to support student mastery of grade-level standards.
- Teachers communicate student progress toward mastery of grade-level standards via timely recording and sharing of grades with parents.
- All teachers are prepared each day to deliver quality instruction aligned to grade-level standards.

### Grade-Appropriate Assignments

- Clear learning targets are posted, communicated, and referred to throughout the lesson. **Targets should be written large enough for students to read.**
- Learning targets are reflected in assignments.
- As student engage in conversation relevant to the assignment, their conversation will be reflective of the learning target for the assignment.
- Grade-appropriate curriculum resources are utilized during instruction.

### Deep Engagement

- Students are involved in the evaluation and improvement of learning processes, providing feedback, taking assessments, relevant questioning, classroom discussion, using technology, and interacting through group work [teaming].
- Teachers are delivering instruction, monitoring student work, providing oral and written descriptive feedback, circulating, coaching, and providing opportunities for productive struggle.
- Students set goals and create action plans for attaining them [e.g. student data notebooks]

### Strong Instruction

- Student use of technology to enhance instruction, discussion of assessment and learning processes.
- **Teachers using data to drive instructional decisions.**
- Clear learning targets are posted, communicated, and referred to throughout the lesson
- Connections are made and related to prior learning and real life examples from daily experiences of the students. Allow for the students to use schema for connections.
- Scaffolding and differentiation of content.
- Real-world application of content [explain the WHY].
- The teachers asks higher-order questions....capitalize on teachable moments to push thinking further.
- Cross curricular connections.
- Bell ringer, entry/exit slips, journal writing etc.
- Formative assessments are used to inform instruction, e.g. information from exit slips or from debriefing as a part of the workshop model.

### High Expectations

- Scaffolding and differentiation of content.
- The teacher provides encouragement and constructive feedback.
- Success criteria is reviewed with students.
- ALL students are actively engaged in meaningful learning experiences from bell to bell.

**All via the Workshop Model**