



# High-Quality Learning and Teaching

The district articulates a clear description of powerful student learning and the instructional practices that support that learning to ensure that every student attains the outcomes described in the graduate profile. The district organizes and aligns support systems for curriculum, assessment, instruction, and professional development based upon an assessment of both students' and teachers' strengths and needs in relation to outcomes, regularly solicits input and feedback from students and teachers, and examines evidence of student learning to continuously improve effectiveness.

Understanding that pathway quality depends upon teachers' ability to work effectively as a Community of Practice and opportunities for students to collaborate regularly on multi-disciplinary projects; the district's secondary education director and high school principals commit to developing master schedules that guarantee common planning time for grade-level teams of pathway teachers and cohort scheduling for pathway students.

## Reflect on Your Practice

- What experiences have individual departments on the district leadership team had with inquiry or project-based learning?
- Based on prior experience, how has department self-assessment, faculty self-assessment, or peer assessment influenced engagement and contribution.

## Foundational Steps

- Increasing awareness of the curriculum and instructional strategies currently being used by the site or pathway.
- Scheduling time to collaboratively plan and integrate with cross-department, site, and pathway leaders.
- Scheduling time to manage and collaborate with coalition partners as they support industry-aligned pathway learning and teaching.

## D3. High-Quality Learning and Teaching

	1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>Instruction and Program of Study</b>				
<b>D3.1 Structures to Improve Instruction</b>	Pathway directors, site administrators, and district curriculum leaders value high-functioning <b>pathway communities of practice</b> focused on student learning, anchored in data, and supporting student progress toward the graduate profile outcomes. Leaders nurture and monitor Community of Practice effectiveness.	Site administrators and district curriculum and secondary directors provide <b>professional development</b> focused on teacher leadership, team development, cycle of inquiry protocols, culturally responsive instructional design, project-based learning management, and partnership development.	The district's directors for secondary education and curriculum and instruction, along with other curriculum leaders, site administrators and teacher leaders, use a <b>learning and teaching framework</b> to support student, teacher, and site leader growth and promote <b>internal coherence</b> .	In addition to items in previous columns, the district director for curriculum and instruction and site principals <b>involve teachers</b> in sustained dialogue and decision-making around instruction and student learning. They also remain <b>central agents for change</b> and build trust and shared purpose.
<b>D3.2 Practices to Improve Instruction</b>	Site leaders, district instructional support personnel, and teachers adapt and use protocols for the evidence-based observation and analysis of classroom practice.	Data collected from these observations inform individual teacher, team or site-based goal setting, and professional development, aligned with the instructional framework.	Site leaders and district instructional support personnel provide the time and support necessary to create and maintain the structural conditions for instructional improvement.	In addition to items in previous columns, site leaders and district instructional support personnel provide the time and support necessary to support a system of assessment and accountability around the graduate profile outcomes.
<b>D3.3 Systems of Intervention and Acceleration</b>	District curriculum and instruction and secondary directors collaborate with site administrators to support pathway teachers to design rigorous and relevant learning activities and projects that reflect and respond to the diversity of student interests, strengths, cultural assets, and ways of learning.	District curriculum and instruction and secondary directors collaborate with site administrators to support pathway teachers to collaboratively review student outcomes and revise lesson plan designs to increase achievement and identify intervention or acceleration strategies.	District leaders support pathway teachers and site administrators to provide students with equitable access to high-quality <b>supplementary learning opportunities</b> , both within and beyond the regular school day and classroom, to accelerate student progress toward graduate profile outcomes.	District Leaders support pathway teachers and site administrators to regularly review lesson plan designs, intervention and acceleration strategies, and supplemental learning opportunities for effectiveness, equitable access, and cross-pathway coherence.

	1 Emerging	2 Developing	3 Advancing	4 Transforming
<b>D3.4 Incorporation and Integration of Work-Based Learning (WBL)</b>	The director of curriculum and instruction and WBL coordinator collaborate with site principals and pathway teachers to ensure each industry theme in the district has an aligned employer partner, post-secondary partner, and clarified industry-based standards.	The director of curriculum and instruction and WBL coordinator collaborate with site principals and pathway teachers to ensure work-based learning is built into the program of study and there are guidelines to inform teacher work-based learning expectations.	The director of curriculum and instruction and WBL coordinator collaborate with site principals and pathway teachers to provide <b>professional development</b> that builds teacher capacity to use standards-based, outcomes-aligned WBL as an instructional methodology.	In addition to items in previous columns, the director of curriculum and instruction, WBL coordinator, pathway teachers, and business/industry partners design ways to <b>incorporate WBL experiences</b> routinely as key features of pathway student projects and performance assessments.
<b>D3.5 Balanced Assessment and Accountability</b>	District directors for curriculum and instruction and assessment and accountability support pathway teachers and industry partners to <b>benchmark the graduate profile outcomes</b> to K-12 grade levels showing the progression of student growth toward the outcomes over time.	District directors for curriculum and instruction and assessment and accountability support pathway teachers and industry partners to adopt, adapt, or create <b>common rubrics</b> to insure that teachers are calibrated in their assessment of student performance levels across schools and pathways.	District directors for curriculum and instruction and assessment and accountability support pathway teachers and involved industry partners to create, adapt, or design curriculum and <b>tasks</b> mapped to the graduate profile outcomes, benchmarks, and common rubrics;	In addition to items in previous columns, the school board, superintendent, and other district and site leaders support a shift toward a <b>balanced system of assessment and accountability</b> for student achievement that goes beyond standardized state tests and includes performance-based assessments aligned with the graduate profile.
<b>School Schedules</b>				
<b>D3.6 Schedules to Support Pathway Quality</b>	The district's director of secondary education supports high school principals to implement schedules that are flexible and accommodate the needs of pathway programs of study. District Leadership consults with union leaders and establishes agreements that support alternative scheduling options.	The director of secondary education and site administrators support the <b>flexible use of instructional time</b> to accommodate dual enrollment or work-based learning opportunities. Flexible scheduling is also used to align afterschool programs, online coursework, extra- and co-curricular activities, and summer programs with pathway programs of study.	The director of secondary education works with site administrators to establish <b>policies and procedures</b> that support master scheduling that ensures <b>common planning time</b> for pathway teams of teachers or grade-level pathway teams, "blocking" of courses with integrated curriculum, and <b>cohort scheduling</b> for pathway students in most if not all courses.	In addition to items in previous columns, the district secondary education director annually hosts a transparent and collaborative process to assess how individual pathways advance student progress toward the graduate profile outcomes, using the results of that assessment to determine priorities for master scheduling.