Team: Effective Educators and Instructional Practices

TL-1 – The district develops and implements teacher/leader standards designed to ensure effective instructional staff for all students.
1. All staff participate in regularly scheduled, ongoing professional learning focused on teacher standards and student performance goals as outlined in the Comprehensive School Improvement Plan (CSIP).
2. The district develops and implements professional teacher standards as required by section 160.045, RSMo.
3. The district develops and implements professional leader standards.
4. Teachers and leaders apply professional judgment and use the teacher/leader standards developed by the district to inform and improve practice.

TL-2 – Professional learning drives and supports instructional practices in the district and leads to improved student learning.
1. All staff participate in regularly scheduled, ongoing professional learning focused on student performance goals as outlined in the Comprehensive School Improvement Plan (CSIP).
2. Professional learning is an ongoing process that occurs in the context of all instructional staff positions and promotes the use of evidence-based instructional practices.
3. District leaders assess teachers for consistent implementation of effective evidence based instructional practices with fidelity, by routinely observing and providing feedback on classroom instruction.
4. School-based collaborative teams are in place and focus on data informed decision-making, reflective practices, collaborative lesson design, examination of student work and student assessment, curriculum development, positive classroom learning environments, utilization of case studies, and action research.
5. The district has a written procedural plan for professional learning that includes the professional learning guidelines.
6. The district provides time and resources for the professional learning of each staff member.

INSTRUCTION
I-1 – Instructional staff provide effective instruction designed to meet the needs of all learners.
1. Instructional staff collaborate and use student data to provide appropriate interventions to address a range of student instructional and behavioral needs.
2. Instruction is differentiated to address the needs of all students.
3. The district requires instructional staff use evidence-based instructional practices to meet the learning needs of all students.
4. Comprehensive K-12 literacy instruction is provided. When Prekindergarten (PK) is offered by the district, comprehensive literacy instruction is provided.
5. All instructional staff demonstrate effective use of instructional time.
7. Instructional staff design and use appropriate, meaningful, and rigorous learner activities for all students.
8. District and building leaders demonstrate that supervision of instruction is a priority.

I-2 – Effective assessment practices are used to guide learning and adjust instruction.
1. Instructional staff and students use both formative and summative assessments to monitor student learning and adjust instruction.
2. Instructional staff regularly and systematically use assessment results and other student work to make adjustments to curriculum, instruction, and intervention strategies to assist students in meeting state achievement standards.
3. Rigorous district and classroom assessments are aligned to state standards and include the use of critical thinking and problem-solving skills.
4. Timely, descriptive, and constructive feedback from assessments is provided to students and parents to facilitate student growth.
5. The district uses a variety of data (e.g., longitudinal, demographic, diagnostic, and perceptual) to support and inform district-wide decisions.

I-3 – The district provides multi-tiered systems of support.
1. A written process is in place for the early identification and implementation of differentiated learning and behavioral supports for all students.
2. Learning and behavioral supports are identified and consistently implemented at the classroom, building, and district level.
3. The district uses a variety of student and program data to monitor, evaluate, and inform decision-making to identify and implement successful learning and behavioral supports.
4. The district collaborates with community partners to provide information and resources to students and parents to address barriers impacting student success, including but not limited to academic, physical, and mental health needs.
5. District leaders monitor the implementation of these practices through observation and supervision of classroom instruction.

I-4 – The district administers state required tests and other assessments to inform decision making.
1. The district has a written assessment plan that includes the required components.
2. The local board of education annually reviews performance data disaggregated for any subgroup of students per assessment in order to effectively monitor student academic achievement and college and career readiness.

3. The district uses disaggregated data to adjust instruction for subgroups and has criteria for evaluating the effectiveness of these adjustments.

I-5 – The local board of education adopts and district staff implement, review, and revise a rigorous, guaranteed, and viable curriculum for all instructional courses and programs.

1. The district has a rigorous, written curriculum that includes the required components and is aligned to the most recent version of Missouri’s academic standards and the English language development standards.

2. Essential content and skills that all students should know and be able to do have been identified.

3. Adequate instructional time is available to implement the written curriculum.

4. The written, taught, and assessed curriculum are the same.

5. Written procedures are in place and administrators ensure that the written curriculum is implemented and is a part of the district’s program evaluation plan.

6. The district’s written curriculum development and revision processes include Pre-K/K-12 vertical teams of instructional staff and administrators (including teachers of all student populations) who meet regularly to ensure articulation and vertical alignment.

I-6 – Comprehensive School Counseling is an essential and fully integrated part of the instructional program.

1. A district-wide guidance and counseling program has been developed and is fully implemented in every building consistent with the Missouri Comprehensive Guidance and Counseling Program framework.

2. The K-12 guidance curriculum is in place, integrated into the regular curriculum where appropriate, and is regularly reviewed and revised as part of the district’s evaluation plan.

3. All students, beginning no later than seventh grade, participate in an individual planning process designed to assist in a successful transition to college, technical school, the military, or the workforce.

4. All students have access to responsive services that assist them in addressing issues and concerns that may affect their academic, career, and personal/social needs.

5. System support and management activities are in place to ensure full implementation, evaluation, and continued improvement of the district’s comprehensive guidance program.

I-7 – The district establishes a culture focused on learning, characterized by high academic and behavioral expectations for all students.
1. A systemic process for establishing and maintaining a positive learning climate is evident in each building.
2. Responsibility for the success of all students is evident in the shared mission and vision of the district.
3. Staff, administrators, and students all share in the accountability for academic achievement by being actively engaged in learning and demonstrating appropriate standards of behavior.
4. Curricular choices and course offerings reflect an increasing and ongoing dedication toward future success of all students.
5. A well-balanced, comprehensive co-curricular and extracurricular activities program is in place and aligned to the mission and vision of the district.

I-8 – The district provides a safe and orderly environment for all students and staff.
1. Students and staff indicate that they feel safe at school.
2. The district provides staff, teachers, parents, and students access to the district’s written code of conduct, which specifies unacceptable student behavior and consequences for that behavior. The code of conduct is enforced during school, on school property, on district-provided transportation, and during school-sponsored events, regardless of whether the events occur on or off of school property.
3. Standards of conduct are consistently and equitably enforced by all staff.
4. Violence-prevention instruction, including information on preventing and responding to illegal harassment and bullying, has been provided for all students and staff.
5. Data are gathered on student violence, substance abuse, and bullying and are used to modify programs and strategies to ensure safe and orderly schools.
6. Written procedures are in place to proactively identify and prevent potential disruptions to a safe and orderly school climate.

I-9 – High quality career education is available to all secondary students.
1. The district has offered DESE approved career education program(s) leading students to attain a postsecondary degree, or an industry-recognized certificate or credential, or entry into the workplace with a skill set conducive toward career advancement.
2. The career education program has a written curriculum for each course with a balance among classroom/laboratory instruction, leadership, soft skill development, personal learning, and assessment of technical skill attainment.
3. The appropriate Career and Technical Student Organization (CTSO) is affiliated with the state and national organization and is an intra-curricular element of the program.
4. A system of data collection and evaluation provides the information necessary for program review and development so that students are prepared for postsecondary success leading to quality employment opportunities.
I-10 – Library Media Services (LMS) are an essential part of the instructional program.

1. The library media services support, enhance, and enrich the curriculum.
2. The library media staff if applicable collaborate with instructional staff to integrate LMS into the instructional program.
3. Students have access to a full range of information, digital access, and reading resources.
4. The LMS program is evaluated consistent with the districts program evaluation cycle.

I-11 – The district advances excellence in teaching and learning through innovative and effective uses of technology.

1. The district has a systemic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources.
2. The district provides adequate support of technology infrastructure, personnel, and digital resources.
3. The district provides access to current and emerging technologies, digital resources, and ongoing professional learning with connectivity for all students, teachers, staff, and school leaders.
4. The district maintains technology that supports current assessment practices.

I-12 – Districts participate in collaborative opportunities that improve the quality of education and maximize resources.