B2. How Students Learn Criterion

The professional staff a) uses research-based knowledge about teaching and learning; and b) designs and implements a variety of learning experiences that actively engage students at a high level of learning consistent with the school's purpose and schoolwide learner outcomes.

Indicators with Prompts

B2: Research-based Knowledge

Indicator: The administrators and teachers use a variety of approaches to remain current in research-based professional knowledge and apply the knowledge to improve teaching and learning. All students regardless of background and ability are actively involved in the learning that is based on the schoolwide learner outcomes and academic standards.

Prompt 1: *Provide a range of examples that demonstrate teachers are current in the instructional content taught and research-based instructional methodology.*

Findings	Supporting Evidence
Teachers are involved in a diverse range of professional development to improve their methodology and remain current. Following the survey that was sent to faculty on September 28, __, 83% had used PD funds in the previous two years. The majority of people said they had used their funds to attend the EARCOS Teachers' Conference. It is clear from the survey responses where teachers highlighted instructional methodology, such as differentiated instruction and using formative assessments, as being elements of instruction where teachers are developing constructively in order to increase their educational currency. Moreover, all IB teachers have completed at least one professional development workshop/course in their area of instruction. The school provides in-house professional development as needed around schoolwide goals and initiatives which are based on current research. It also hosts consultants to help teachers remain current regarding research-based instructional methodology. Further, professional texts are also provided to teachers and contents are discussed during meeting or professional development time. Principals attend professional development as needed. The Curriculum Coordinator has aimed to remain current through the attendance at relevant conferences and workshops in the last two years to help guide the school's curriculum initiatives.	• Instructional Teacher Survey Administered Questions 5, 6 & 7 • ** Professional Development • ** Professional Development • Assessment Action Plan (lists texts read) • List of workshops and conferences the Curriculum, Instruction, and Assessment Coordinator has Attended

B2: Planning Processes

Indicator: The planning processes, including the use of formative assessment results, focus on the engagement of all student activity at a high level of learning consistent with the academic standards and schoolwide learner outcomes, i.e., global competencies.

Prompt 2: *Comment on the effectiveness of the planning processes, including the use of formative assessment results, to engage all students actively at a high level of learning consistent with the academic standards and schoolwide learner outcomes.*

Findings	**Supporting Evidence**
** teachers use a variety of strategies to plan effective units of instruction. Units are documented on Atlas Rubicon with identified formative assessments to assist in engaging all students actively in their learning. Additionally, units are planned to help organize unit goals, content, skills, materials, time, instructional strategies, and assessments consistent with the academic and schoolwide learner outcomes and standards.	• ** Atlas Rubicon Units of Instruction • Atlas ** Whole School Assessment Types Analytic Report
Formative schoolwide assessment at **: • MAP Testing K-8 (Fall and Spring), • ISA Testings 3-10 grades (February) • DRA Reading Tests K-5 (August, November, February, May) • Math (K-5) pretests before each new unit • On Demand Writing (K-10 grades) Fall	
Teachers use the information on these tests to help plan their lessons to further the students' learning and understanding. The MAP tests give an enormous amount of information and teachers target areas to focus. The principal and director met with grade levels Fall __ and Fall __ to analyze the results, and they developed plans to improve our instructions to meet all the students' needs.	• Using MAP Data Presentations
The DRA reading diagnostic for grades K-5 (and 6-8 for students not on grade level) identifies each child's independent reading level as well as provides information about students' reading with regard to comprehension, fluency, student attitudes towards reading, and meta-cognitive strategies for both fiction and nonfiction texts which all helps the teacher plan lessons to meet students' needs and improve learning.	• DRA Assessment Schedule and Benchmarks • DRA Baseline Testing Assessments
Schoolwide, kindergarten through grade 10, on-demand writing assessments were administered and moderated to help determine student needs in informational writing and opinion/argument writing.	• On-Demand Writing Prompts • Argument/Opinion Writing
** adopted a new Math series, *Math in Focus Singapore Math*, with numerous resources to help plan. These resources are helpful to teachers for planning purposes and for the students to learn at a high level. Teachers are encouraged to supplement major program materials as needed.	• *Math in Focus* Brochure
Elementary Teachers have common planning times several days a week to collaborate and plan lessons, using the standards and	• Teacher Common Planning - Link to Prompt 3 Survey data

learner outcomes as their guide. The secondary teachers have division or subject area meetings as needed for planning purposes, however, with one teacher per subject per grade level, collaborating towards planning on same subjects is more difficult.	

B2: Professional Collaboration

Indicator: Administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. This would include examples of the selection of the instructional approaches based on the learning purpose(s) desired.

Prompt 3: *Comment on how administrators and teachers use various collaborative strategies to examine curricular design and student work to improve learning and teaching, including demonstrating critical thinking, problem solving, knowledge, and application. Include examples of the selection of the instructional approaches based on the learning purpose(s) desired.*

Findings	Supporting Evidence
Data from the Instructional Teacher Survey administered during the Fall ___ school year indicates that professional collaboration is a norm among faculty at **. Results suggest that professional collaboration occurs weekly among all grade levels throughout the school. Data shows that elementary faculty commonly meet more than once a week with curriculum planning and improvement of instruction being the foci. Common planning time helps facilitate this. Assessment, including comparison of student work, in conjunction with improvement of curricular design, is likewise featured prominently. The survey of Middle School faculty also indicates consistency in terms of meeting for professional collaboration. Middle school teachers have a weekly meeting to discuss students and other issues including student portfolios, but according to survey respondents, discussion of curricular design and student work occurs occasionally rather than often. Perhaps frequency of discussion as it relates to curricular design and student work is an area that needs to be improved upon. In the high school, data again corroborates the consistency of weekly discussions about student work and curricular design, however, monthly discussions relating to the latter scored more prominently in survey results. This may be due to high school assignments requiring greater depth and breadth in terms of learning and time needed for completion. If so, this would suggest that the discussion of curricular design and student work among faculty is occurring in cadence with the unfolding of curriculum. During the __ school year, all faculty met twice with peers to evaluate and improve their Atlas unit designs. Both during the __	• Instructional Teacher Survey Given Questions 1, 2, 3 & 4. • Mixed Peer Review of Units Stage 1 Agenda _____ • Unit Stage 2 Assessment Peer Review Agenda ____ • Informative Writing Moderation Protocol _____ • Argument Writing Moderation Protocol _____ • Home Group Student Work Analysis Tasks ____ • ** Faculty Meetings • ** Faculty Meetings and Professional Develop

and __ school years teachers throughout the school similarly collaborated on a moderation of student writing. Additionally, peer consultations on assessments of student work relating to critical thinking and creativity were likewise conducted. In retrospect, professional collaboration is a constant, widespread and highly encouraged feature at ____. Nevertheless, perhaps additional structure is needed to both ensure and hone current collaborative practices.	

B2: Professional Development

Indicator: The school uses ongoing professional development to enhance the curriculum and improve learning and teaching. This includes learning through worldwide partnerships with other teachers and schools.

Prompt 4: *Comment on how the school uses ongoing professional development to enhance the curriculum and improve learning and teaching.*

Findings	Supporting Evidence
Teachers who want to participate in professional development get a chance to do so with the full support of the School Administration, both during on-site workshops at ** to which teachers are invited and off-site PD that is related to school initiatives; however it is clear that no school-wide sharing of PD experiences occurs at this time, for example, the post-EARCOS debriefing is notable in its absence. Each teacher is allotted __ USD /year + extra funding for IB in order to have the opportunity to attend appropriate PD. The administration directly supports each IB teacher and actively initiates workshop opportunities so that each and every IB teacher attends at least one subject related PD and is hence up to date with syllabus changes. It is also to be noted that in order to facilitate this financially, 2% of the operating budget is dedicated to PD. There's a clearly articulated action plan that maps out a pathway for developing educational best practices. The Coaches that are brought in Internationally are up to date with current research in Best Practices and their coaching reflects this. Additionally, ** leadership (through the curriculum, instruction, and assessment coordinator) supports in-school PD by bringing in consultants on a yearly basis; fortunately ** has a full-time curriculum coordinator who can support teachers regarding their PD. Additionally, it was with some enthusiasm that staff pointed out that there is a full range of subscriptions to educational journals available in the library and many of them include access given to online databases.	● ** Professional Development __ ● ** Professional Development ____ ● Record of Individual Elementary School Professional Development _____ ● ___ Curriculum Goals and Action Plan ● Curriculum Coordinator Job Description ● Librarian ● Educational Journals Subscriptions ● Online Databases

B2: Challenging and Varied Instructional Strategies

Indicator: The teachers strengthen student understanding and achievement of the learning outcomes, including targeted global competencies, through the use of a variety of instructional strategies that are selected on the basis of the learning purpose(s) and effectively engage students at a high level of learning. This includes the integration of multimedia and technology as appropriate and the linking of students' experiences to the world.

Prompt 5: *Provide a range of examples from examining students working and their work that give insight to the degree to which all students are actively engaged in learning to achieve the academic standards and the schoolwide learner outcomes. This includes students demonstrating critical thinking, problem solving, knowledge, application and the development of a wide range of technological skills and global competencies.*

Findings	Supporting Evidence
Summarizing the Home Group (schoolwide subject area groupings of teachers and teaching assistants) area reports that include both an analysis of student work samples and snapshots of students working, students are seen as being highly engaged in learning. There was a positive consensus that students regularly demonstrated critical thinking and were actively engaged in problem solving. There was abundant evidence recorded throughout the snapshots generated by teachers and summarized in "B2 Home Group Findings" that students were utilizing appropriate technological skills which supports global competencies. It was noticeable that the degree of creativity displayed was not entirely satisfactory.	• B2 Home Group Findings November 8: Learning Snapshots and Student Work Sample Analysis • Student Work Samples

B2: Technological Integration

Indicator: Teachers systematically integrate technology within the school so that all students develop a wide range of technological skills.

Prompt 6: *Comment on the integration of technology within the school so that all students develop a wide range of technological skills.*

Findings	Supporting Evidence
The __ has made a significant financial investment in technology hardware such as in the purchase of netbooks and ipads for students. Fiscal resources have similarly been allocated for the development of the school's technological infrastructure. Funding for professional development supporting teacher integration of technology into curriculum and instruction has been provided for teachers pursuing their own professional development opportunities in this area. The school, has not, however, provided or hosted professional development regarding technology training or integrating technology into the curriculum. A technology integration specialist has been hired for next school year (__). Staff employ a wide and varied range of technologies to facilitate quality instruction. Survey data indicates that teachers systematically integrate technologies in their lessons daily. Indeed, data shows that some 62.5% of ** teachers integrate technology daily while 54% of respondents noted that they integrate it multiple times throughout a school day. In fact, the	• Instructional Teacher Survey given ____Questions 8, 9 & 10 • List of Technology Available at **

survey revealed that the use of technology in advancing student learning was not only widespread, but uniform among ** teachers. Internet resources figured most prominently with some 95% of faculty noting their integration thereof. Survey results likewise revealed that LCD projectors, document cameras, laptops, and various software programs are also notable components in daily instruction. Technology likewise figures significantly among students in terms of advancing learning and understanding. Internet resources were again conspicuous within survey data with 62.5% of students cited as employing these in their studies. Laptop use as a means by which to access these resources, as well as to complete assignments, also proves a notable feature at ** with 70.8% of students listed as utilizing this technology. Other findings similarly attest to the extensive use of technology by ** students to advance their education. Technology teachers report that students are strong using presentation and word processing types of programs as these are often reinforced by projects and assignments from different classes. Also coding has recently been introduced into the curriculum at various levels. But students still struggle using more advanced and specialized applications, such as using formulas in spreadsheets. Currently, there is no system per se, for technology integration, however, during SY __, a three-year draft plan was developed for integrating technology into the curriculum and developing skills in students. This resulted in determining that the technology instructors and classes would focus on instruction and assessment of students in digital citizenship and technology operations and concepts (ISTE standards #5 and #6) beginning SY __ to leave room for the classroom teachers to provide learning and assessment tasks that involve the application of technology skills. Because the International Standards for Technology Education (ISTE) standards do not define the technology skills by grade level, ** developed its own scope and sequence of skills. The next steps, according to the technology plan, is to provide professional development for teachers regarding the ISTE standards # 1-4 in terms of knowledge, understanding, and skills for implementing the standards into their courses and classes.	• Student Work Samples that Show Technology Integration • E-mails/documentation from technology teachers • ** Technology Draft Plan • ** Scope and Sequence of Technology Skills (2 • ISTE Standards • Elementary Unit Integration Calendar Template

B2: Evidence of Results based upon Challenging Learning Experiences

Indicator: Students working and their work demonstrate critical and creative thinking, problem solving, knowledge attainment, and application skills.

Prompt 7: *Comment on the student work and how it demonstrates critical and creative thinking, problem solving, knowledge attainment, and application skills.*

Findings	Supporting Evidence
From the learning snapshots of students engaged in learning taken during __, all subject area groups reported evidence of	• Learning Snapshot Tally

students demonstrating critical and creative thinking in classes. However, when analyzing the student work samples, nearly all departments noted that students could further develop their complex thinking and creativity. Several subject area groups saw a more pronounced shortage in the area of creativity, perhaps caused by the IB emphasis on complex thinking and analytical skills. It was often noted that one of the defining characteristics of high level student work was its high level of complex thinking. In contrast, the lower level student work showed much less complex thinking. Data from the Instructional Teacher Survey, administered on September 28, __, indicated that a large number of teachers ask students to perform tasks that require students to evaluate and create. Many teachers also ask students to perform the critical thinking activities to design, connect, imagine, speculate, hypothesize and establish causation. The survey also showed that over 70% of teachers report that they promote inquiry-based learning and encourage curiosity in learning. There were also high rates in the areas of engaging students with challenging tasks, promoting problem solving and problem finding and trying to intrinsically motivate students.	Sheet Analysis ● Student Work Sample Analysis ● Student Work Samples ● Instructional Teacher Survey given __Questions 11 & 12

B2: Student Understanding of Performance Levels

Indicator: The students know beforehand the standards/expected performance levels for each area of study.

Prompt : *Examine and evaluate the extent to which students know the standards/expected performance levels before beginning a new area of study.*

Findings	**Supporting Evidence**
In order to ascertain whether students know the standards/expected performance levels before the beginning of a new area of study, evidence was collected from both teachers and students. Teachers are using a variety of tools to inform students of expectations prior to new units. Students across all divisions (ES, MS, HS) are made aware of expectations through the use of grading rubrics. They are also given access to a variety of student work samples. Pre-assessments are used to gauge current student understanding, but also allowing the student to preview the unit to come. Pre-assessments are used consistently across the elementary division with the new math program. There is a growing effort by teachers to use a variety of visual sources to support student understanding of standards, informing students of expectations and standards. This is evident in the type of charts present in many classrooms, that articulate the standards for a given lesson/unit. Some teachers also include the specific standard on each piece of work they assign.	● ESLR Self Reflection ● Learning Targets Self Reflection ● Narrative Writing Rubric ● Math Pre-Tests ● Classroom Charts/Visuals of Expectations ● KG worksheets ● Assessment Policy

Although there is evidence of teachers making students aware of expectations, there is no data to support that these practices occur in every classroom, schoolwide. However, the assessment policy to be implemented in the following school year explicitly states that, "Learning targets in student-friendly language, expectations, and criteria for assessment are to be communicated to students in advance." Based on the student surveys, most of the students stated they were aware of the expectations for their work. The data shows that the students' understanding of the ESLRs and how they are assessed on them is an area of growth.	• Elementary Expectations Surveys • MS/HS Expectations Survey

B2: Student Perceptions

Indicator: The students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Through interviews and dialogue with students that represent the school populations, the school learns about the students' perceptions of their learning experiences, including all specialized programs such as college/career readiness and online instruction regarding the opportunity for teacher-student interaction to reduce isolation and encourage skill transference.

Prompt 9: *Using interviews and dialogue with students, evaluate the extent to which students understand the expected level of performance based on the standards and the schoolwide learner outcomes. Evaluate the effectiveness of the student-teacher interaction based on student feedback.*

Findings	**Supporting Evidence**
Through the analysis of the student survey results and qualitative data gathered through questionnaires, student perceptions regarding their education at ** are positive. Students are made aware of what is expected of them as a student early in the year when they receive the ** Parent-Student Handbook. In high school, students sign contracts, acknowledging they understand the expectations. Elementary students reported that they are made aware of expectations in class. Students consistently report being given criteria for success at the school. This is often through rubrics and exemplar work. Students report receiving regular feedback as they develop skills which is an important tool in knowing whether they are successful or not on a task. However, a great deal of students rely on final grades to identify success on a task. This type of feedback was consistent across departments, as students from elementary, middle, and high school commented on the use of marks to determine success/failure. From the responses collected from students, ** provides students with many opportunities to learn more when they feel they do not understand something or do not meet the standard. Middle and high school students report having approachable teachers, who often provide additional assistance during off periods and after school. The majority of the respondents in elementary school indicated they ask their teachers questions to learn more when	• Student Perception Survey Results • Survey Responses from Secondary Students • • Survey Responses from Elementary Students

they do not understand. In general, students expressed a positive opinion on their learning experience at **.	

B2: Student Needs

Indicator: Teachers address student needs through the instructional approaches used.

Prompt 10: *How do teachers address the variety of ways in which students learn and their individual needs through instructional approaches appropriate for the subject?*

Findings	Supporting Evidence
The needs of students are addressed through a variety of approaches. The Elementary School uses leveled books, varied assessment tasks, and reading groups to differentiate instruction. In addition, MAP and ISA assessment data provides teachers with areas of strengths and weaknesses, which help plan instruction to meet the needs of students. The *Reading Street* series (Scott Foresman) was introduced in ___ for Grade 3-5 , and __ for K-2 and Lucy Calkins Writing Units in __ to align all grade levels. These programs offer ideas and resources for struggling, on grade level and enrichment student needs. The primary teachers use flexible ability groupings and use centers to reinforce the skills. The intermediate teachers teach whole group, small groups and individually, depending on a child's needs. We have students from very diverse cultures and communities. In order to meet their needs, various teaching strategies are employed. ELL teachers collaborate and co-teach in immersion classes, as well as work with beginner ELL's during a grade level's foreign language instruction time to accommodate our ELL student/s needs. Collaboration with mainstream teachers by ELL teachers in instructional strategies and program modifications is ongoing from kindergarten through grade 8 in order to best meet our ELL needs. In the secondary school, teachers incorporate different instructional strategies based on the assessed needs of their students. More time and assistance to the low-level learners is provided and progress of these students is monitored on a regular basis. Students identified with learning needs are provided extra time to complete tests and exams and are allowed to use their computers for all writing assignments. In addition to monitoring progress of students, the school counselors document progress of all students. There is a part time learning support teacher provided in the middle school, but this role/support is not available in elementary or high schools. This middle school learning support teacher co-teaches in classes where students need extra support and helps find appropriate accommodations for struggling students. There is no established program, outside of classroom differentiation, to provide enrichment for higher performing students.	• Engaging Students Snapshot Analysis of Findings • Prewriting-Post Writing Student Work • Self Analysis + Standards Check • Atlas Assessment Types Report • Elementary iPad Apps List • ILP sample • ** Mission & Beliefs • Elementary Counselor Schedule • Marzano's Effective Teaching Strategies • MS Meeting Minutes • Instructional Survey Results • Middle School Math Acceleration Program

Math courses are structured to provide the necessary scaffolding for students to undertake advanced mathematics courses as they progress through the school. Students are able to select from a wide range of courses at the High School level based on interests and ability. ** adopted a new Math series, *Math in Focus: Singapore Math*, with numerous resources to help with instructions. Grades KG – 5, group by ability between the two classes, an advanced class and an on level class. Teachers individualize further with small group instruction, peer tutoring, integrating IXL.com math, on the computer, and daily problem solving. Teachers constantly gather information about how their students are doing through formative learning experiences and assessments throughout units of instruction in order to plan for instruction.	Document

B2: Student Use of Resources

Indicator: Students use resources for learning beyond the limits of the textbook such as effective use of collaborative activities, technology, library/media resources and community resources and information from various cultures and languages.

Prompt 11: *To what extent do students use resources for learning beyond the limits of the textbook such as effective use of technology, collaborative activities, and community resources?*

Findings	Supporting Evidence
Students use resources for learning beyond the limits of the textbook through library resources, Week Without Walls trips, field trips, and through cross-curricular projects that often integrate technology. Students have direct contact with the library resources through whole class activities that demonstrate the use of library resources. This begins in elementary school highlighting the books and technologies available in the library, and it continues through secondary school with students utilizing the library's databases to research different topics, culminating with the research done by students to complete their IB Extended Essay. Preparation for the Extended Essay includes class visits to the library that show students how to properly research and source references for their essay. Data bases available include BrainPop, EBSCO, Newsbank, as well as e-books from EBSCO and Highwire. More learning is accomplished beyond the textbook with school activities such as Week Without Wall trips for grades 6 through 12. Also, class field trips in the elementary school and community service experiences and guest speakers, such as the annual visiting author, connects students with resources within and outside their communities.	• E-mails and documentation from librarian • Library Units of Instruction on Atlas • ** List of Field Trips and Week Without Walls • Instructional Teacher Survey given Question 13 • WWW Itineraries • Instructional Teacher Survey given Question 14

Cross-curricular projects also connect learning from different areas. These are often brought together with technology integration and school wide with events like Earth Day projects. Other activities such as the grades 6-10 science fair and IB group four projects, connections to different areas from the IB Theory of Knowledge course and various activities that link Social Studies, Language Arts and Technology create collaborative learning opportunities for students.	

B2: Conclusions

Prompt 12: *Comment on the degree to which this criterion is being addressed.*

Findings	Supporting Evidence
** has created a safe instructional environment for students that is aligned to challenging standards. Snapshots show evidence of students being engaged in instructional activities rooted in best-practices. Student work from all levels show students demonstrating complex thinking and this is necessary for students to build the analytical skills needed to be successful in the IB Diploma program.	● See Prompt 10 ● See Prompts 5 & 7
Data from standardized assessment is being used by teachers to better inform instruction and to help determine if students can demonstrate standards. Teachers at the elementary school also use collaborative planning time to share resources and instructional activities, but this is less common in the secondary school where fewer classes are taught by multiple teachers and there seems to be little time set aside for vertical and horizontal integration. Students are increasingly aware of teacher expectations through rubrics and exemplary work, but still struggle to self-assess their progress toward meeting these expectations. School-wide professional development is being used to improve expository writing across most subjects and teachers are provided with the funding to pursue additional professional development in their areas of interest. This keeps teachers and administrators current in research-based best practices.	● See Prompt 2 ● See Prompt 3 ● See Prompts 8 & 9 ● See Prompts 1& 4
Technological resources are much more available to teachers than in the past and teachers are beginning to include these resources in their instructional activities, but this remains an area of potential growth that could see more professional development.	● See Prompt 6 ● See Prompt 10
Students needs are supported through ELL programs, learning support in the middle school, and differentiated instruction. New curricular resources are being implemented in math to help instruction be better aligned with standards and to better engage students in complex thinking and problem solving activities. New reading and writing programs are also enhancing instructional activities that help students meet Common Core ELA standards.	

Prompt 13: *Comment on the degree to which this criterion impacts the school's ability to address one or more of the identified critical learner needs.*

Findings	Supporting Evidence
Critical Learner Need #1: Expository writing competencies: Five staff professional development sessions have been provided over the course of the past two school years to analyze student writing samples and to use rubrics that better assess the Common Core Writing Standards for ELA, Science, Social Studies and	● Overview of the Common Core Writing Standards ● Research skills alignment (MS/HS Science, Social Studies, English) ● Informational writing

Technical Subjects. Teachers also have better access to rubrics and resource materials that help align instruction and assessment to these standards. This has been helpful in improving student writing, but this remains an area that could see more growth as teachers, especially in the Science, Social Studies and Technical Subjects, become more accustomed to using the new rubrics. Elementary is trying to improve in this area by including Lucy Calkins CCSS aligned writing units, while the secondary school is using Write Source Skills Books. **Critical Learner Need #2:** Demonstrate complex thinking and creativity: Student work showed one of the main differences between examples of proficient/exemplary work and examples of non-proficient student work was the level of complex thinking. This shows that most, but not all, students are showing the ability to demonstrate complex thinking. Student work samples from IB subjects showed especially high levels of complex thinking. Learning snapshots also revealed students engaged in complex tasks. In the student work samples, there was a perceived deficiency in students ability to be creative.	skills alignment (ES/MS/HS PE, Art, Music, Drama, Technology, and World Languages) ● Collaborative Informative Writing Moderation Using Standards/6 – Traits-Based Assessment Rubrics ● Collaborative Writing Moderation – Argument Writing Using Aligned Standards-Based Rubrics ● ** Elementary and Secondary Curriculum Resources Folders on MAIN: Research Skills and Focus resource folder for each school division ● Lucy Calkins CCSS Aligned Writing Units K-5 (Informative, Argument, and Research Writing) ● Write Source Skills Books Student Workbooks Grades 6-10 Implemented ___ ● Activities: Snapshots and Student Work Analysis

WASC Category B2. Instruction: Strengths and Growth Needs

Review all the findings and supporting evidence regarding the extent to which each criterion is being addressed. Then determine and prioritize the strengths and areas of growth for the overall category.

Category B: Instruction: Areas of Strength
● ** uses data to inform practice.

- ** monitors student progress through grades, teacher recommendations and standardized assessments, and counselors are working with students of concern.
- ** uses a variety of internal and external assessments to guide instruction.
- Both teachers and administrators use professional development to stay current in their fields.
- ** teachers differentiate instruction and providing support for individual student needs.
- Faculty and staff create a comfortable, nonthreatening learning environment for students. Students feel teachers are approachable.
- **'s curriculum is standards-based and ensures that instructional time and learning is focused on essential concepts, skills, and processes.
- **'s curriculum promotes students to use complex thinking skills while encouraging students to be inquirers.
- ** provides the resources teachers need for instruction.
- Common planning time is provided for grade level teachers in the Elementary School which enhances professional collaboration.
- ** has improved the infrastructure for technology; therefore, more tools are available for teachers and students to use for teaching and learning.
- ** uses Atlas Rubicon to help align the curriculum.

Category B: Instruction: Areas of Growth

- ** students do not always self-assess their progress toward reaching the standards.
- ** students do not demonstrate overall strength in skills of creativity outside the areas of the arts.
- More time and opportunities for teachers to collaborate is needed. This would improve cross-curricular planning and allow teachers to share best-practice strategies.
- ** should consider allowing students in the elementary and high school access to a learning support teacher as this is currently only available in the middle school. This could be used both for students who need extra support and for students who need enrichment.
- Teachers would benefit by integrating technology more systematically into their classes.