STANDARD 5: TEACHING AND LEARNING

*The school's curriculum documentation guide
and ensure teacher effectiveness and student learning.*

Overview

Curriculum is the central guide for Lutheran educators as to what is essential for teaching and learning. A Lutheran school of excellence prioritizes the continuous development of its instructional program and the documentation that guides that program. In each grade level and each course, curriculum documentation should reflect the sequence of steps that provides a plan for instruction.

Potential Evidence

Potential evidentiary documents provide support as the subcommittee determines the rating for each General Indicator of Success. The list includes suggestions for the documentation but is not all-inclusive. The school reviews the list of potential evidence and determines those established at the school. Additional evidence that is not listed in the potential listing may also be presented. Evidence or lack thereof assists the school in reaching an agreement on a rating. Potential evidence does not need to be included with the Self-Study but is to be available for the Validation Team to review.

- Descriptions and schedules of mentoring, coaching, and induction programs
- Examples of classroom learning expectations and standards of performance
- Examples of assessments that promoted modification of instruction.
- Examples of cross-curricular projects and interdisciplinary instruction
- Peer coaching guidelines and procedures
- Supervision and evaluation procedures
- Curriculum maps
- Curriculum scope and sequence
- Administrative classroom observation protocols and logs
- Examples of improvements to instructional practices resulting from the evaluation process
- Teacher evaluation criteria
- Student work demonstrating the application of knowledge.
- Interdisciplinary projects
- Authentic assessments
- Agenda items addressing strategies.
- Report cards
- Curriculum writing process.
- Lesson plans aligned to curriculum.
- Graduate follow-up surveys
- Ethical-use policy for use of technology, equipment, and software
- Inventory list of instructional hardware and equipment used by both teachers and students.

- List of classroom and library reference materials
- The school's short-range and long-range technology plans, including the review schedule and procedures for review of the plans.

Potential Practices

Like potential evidence, potential practices are identified to demonstrate how well the school is meeting the indicators. A practice describes something that is being done at the school. It is often supported with written documentation, but it can be observed in classroom activities or daily routines. Schools are to identify the practices in place. A list of suggested practices is included in the Self-Study Report, but it is not all-inclusive. The identification of practices allows the subcommittee to arrive at a rating that reflects the condition currently in place at the school. It is the combination of evidence and practices that provide the support for an indicator rating.

- Examples of teachers using technology as an instructional resource
- Examples of student use of technology as a learning tool
- Peer or mentoring opportunities and interactions
- Recognition of teachers regarding instructional practice
- Examples of improvement to content and instructional practice resulting from collaboration
- Student-led conferences
- Analysis of test score data

Required Responses

Narrative responses are to be written for all questions at the beginning of each Standard area and included in the Self-Study document. The answers to these questions provide a school with the opportunity to describe how it meets the needs of students. This also allows the school to indicate any nuances that are unique to the school's learning environment.

1. Indicate resources used in the construction of the curriculum.

2. Describe the integration of the Lutheran faith in the curriculum.

3. Describe the curriculum changes implemented in the school during the past three years and the impact of these changes related to student learning.

4. Describe the predominant teaching methods most often used by teachers in the classrooms.

5. Describe how teachers communicate and collaborate to ensure continuity and student success.

6. How does the school accommodate students with unique differences and learning potential?

7. Describe the process of recording and reporting learner progress to parents or guardians.

8. Describe the instructional materials, other than textbooks, that are used regularly by teachers and students.

9. How are students provided with access to resource materials that enhance learning?

10. How do teachers use instructional materials to communicate the Christian faith?

11. Describe how students who struggle academically are supported.

Required Evidence

Required Evidence must be attached to the Self-Study Report and used to assign a rating and complete the written comments for each General Indicator of Success. Place an "X" in the box and attach required documentation.

☐ **Curriculum documentation is developed and implemented for every grade level for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education and any other subject taught. (Early childhood centers need not segment learner outcomes into specific subject areas.)**

☐ **A current schedule is prepared for each classroom or teacher, indicating clearly when subjects (activities) or classes are taught and during what periods.**

☐ **Provide a chart illustrating the semester/yearly instructional minutes of all content offered, percentage of each school week allocated to each subject (activity), at each level, including a comparison with state guidelines (If your state does not have minute requirements, provide all other information and note there are no state requirements).**

☐ **Analysis of the results of standardized tests administered for each grade level (required for grades 3 and above) for the past three years, including a description of how this information is used to evaluate and improve student learning, is provided.**

Required Indicators of Success

Required indicators must be answered "YES" and supported by evidence and comments for the school to be accredited in good standing. Place an "X" in the box and identify supporting evidence and practices.

5:01* The teaching of the Christian faith is recognized as the major purpose of the school, is allotted appropriate time in the daily schedule and is integrated intentionally throughout the curriculum and instruction.

☐ YES

☐ NO

Identify and list supporting Evidence or Practices:

Comments:

5:02* **Curriculum documentation is developed and provided for religion, mathematics, science, reading, language arts, social studies, world languages, art, music, physical education and any other subject taught by the school. (Early childhood centers need not segment learning outcomes into specific subject areas.)**

☐ YES

☐ NO

Identify and list supporting Evidence or Practices:

Comments:

General Indicators of Success

General Indicators of Success help the school to quantify its compliance with the Required Standards. The assignment of a rating for each General Indicator of Success is determined by the evidence and the practices that support the rating. Each general indicator is to be rated by the subcommittee, using the criterion below with the corresponding point value. A written response is required for every indicator in the "Comments" section. **See Page 8 for Scoring Rubric.**

5:03: **The school community builds and maintains a vision, direction and focus for student learning.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐   The school prepares students for the next level of education and life.

☐   The school aligns its goals, curriculum and measures to those of the next level so that students transition successfully.

☐   The school quantifies, tracks and publicly celebrates student success.

☐   School leaders monitor and support the improvement of instructional practices used by teachers to ensure student success.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

5:04: **The school's Christ-centered, curriculum provides challenging learning experiences and ensures that students have sufficient opportunities to develop life skills, critical thinking skills and applied learning.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The curriculum is aligned with delineated standards.

☐ The curriculum is documented, assessed, monitored and challenges all students.

☐ The curriculum reflects research, best practices and high standards in education, and it is designed to ensure that every student receives Christ-centered, rigorous and sequential academic preparation.

☐ The curriculum is aligned with LCMS teachings.

☐ The curriculum ensures that students can pursue their God-given talents and passions.

☐ The curriculum is used as an opportunity to proclaim the Gospel.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School			
☐ **Highly Functional (4)**	☐ **Operational (3)**	☐ **Emerging (2)**	☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

5:05: Teachers use instructional strategies that engage students and ensure mastery of learning expectations.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Teachers implement classroom instructional strategies that provide students with the knowledge, creativity, skills and understanding to become problem solvers, decision makers and responsible Christian citizens.

☐ Classroom instruction involves teaching strategies and settings that address diverse student needs and accommodate individual learning styles as fully as possible.

☐ Evidence of active student engagement exists in every classroom.

☐ Service learning is a component of the school's required program.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)** ☐ **Operational (3)** ☐ **Emerging (2)** ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

5:06: **Teachers intentionally communicate and collaborate to improve instruction and student learning.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Teachers regularly participate in staff development activities designed to provide professional growth, improve instruction and enhance student learning.

☐ Teachers pursue opportunities to interact with colleagues seeking ways to improve.

☐ Teachers work together to share responsibility for student learning.

☐ Teachers regularly share content, resources, instructional techniques and management skills.

☐ School leaders empower teachers with time and resources that facilitate opportunities for communication and collaboration.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

5:07:   Technology enhances and enriches the students' learning environment.

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ Faculty members are users, instructors and participants in the process of engaging technology with the learning process in schools.

☐ Faculty members acquire the necessary technology skills to use personally and integrate and guide student learning.

☐ Clear and intentional planning and protocols for technology are in place.

☐ Technology enhances curriculum, instruction, assessment and is used by teachers to personalize, enhance and improve instruction.

☐ Student technology is monitored and filtered to promote appropriate integration of technology into the learning process.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)**   ☐ **Operational (3)**   ☐ **Emerging (2)**   ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

5:08: **Curriculum, instruction and assessment are regularly monitored and adjusted through the collection and analysis of data-driven information.**

Schools must demonstrate with documented evidence and practice that they comply with the following to function at the "operational" level. Place an "X" in the boxes below which currently apply to the school.

☐ The school monitors, reviews, evaluates and modifies its curriculum based on the use of school-wide student data that is generated by multiple tools and surveys.

☐ Multiple forms of student assessment drive instructional strategies.

☐ Student learning is monitored, tracked, recorded and reported regularly and continuously during the time the student is enrolled at the school.

☐ A comprehensive program that examines student achievement with frequent progress monitoring is used to personalize instruction for student success.

Place an "X" in the Rating Box that Reflects the Actual Condition of the School

☐ **Highly Functional (4)** ☐ **Operational (3)** ☐ **Emerging (2)** ☐ **Not Evident (1)**

Identify and list supporting Evidence or Practices:

Comments:

Summary and Response Actions

Summary and response actions, related to the school's strengths and items needing improvement, are to be provided. Subcommittees carry on the primary work of evaluating the school's compliance with the assigned Standard through a thoughtful and purposeful evaluation of each of the General Indicators of Success. Based on any general indicator ratings of "1" or "2", the school must develop specific plans to improve. Plans must include specific targeted completion dates and assignments. At the discretion of the school, actions may be developed for indicators that have been rated as "3".

A. **Are the Required Indicators of Success met for Standard 5? (YES / NO)**

B. **Based on evidence, what are the strengths of the school related to Standard 5?**

C. **Based on evidence, what are the challenges of the school related to Standard 5? All areas identified as "emerging" [2] or "not evident" [1] must be addressed in the School Action Plan.**

D. **What is the school's average rating for all General Indicators of Success for Standard 5, rounded to the nearest tenth?**

STANDARD	RATING
5:03	
5:04	
5:05	
5:06	
5:07	
5:08	
Total:	
Average: (Total ÷ 6)	