

Exemplary Practice 5.0: Curriculum and Instruction

•Instructional practices and curriculum are rigorous and inclusive, support the needs of second language and disabled students, and are individualized to meet the needs of all learners.

Indicators of Quality Programming:

5.1 Access to the academic core curriculum is ensured at the nontraditional or alternative schools.

5.2 Teachers are highly qualified in the content area based on individual state standards.

5.3 All faculty are competent in research-based teaching techniques and behavior management strategies appropriate for the target student population.

5.4 The school is operated in full compliance with local, state, and federal laws governing students.

5.5 Curricular options reflect, but are not limited to, those offered in the traditional educational setting, which may include blended learning.

5.6 Credit by proficiency, as allowed by the local education agency and/or state, to increase probability of student graduation with his or her age cohort is investigated and applied.

5.7 Teachers identify and provide appropriate instruction designed to close gaps in student learning.

5.8 Differentiated Instructional strategies are culturally responsive and employed to accommodate for students with different backgrounds, differentiated according to individual learning styles (e.g. visual, auditory, and kinesthetic learners), and multiple intelligences. Personalized learning plans are evident and intentionally incorporates Social Emotional Learning.

5.9 Students have opportunities to learn and/or participate in non-core content areas to include, but not limited to, the following: fine and practical arts, leadership, health/physical education, music, service learning, and technical/vocational courses.

5.10 Community involvement using service learning as a teaching and learning strategy that integrates meaningful community service with instruction, teaches civic responsibility, and strengthens the student's role in his or her community through self-reflection is promoted at the school.

5.11 Instruction integrates life skills (e.g., career preparation, citizenship, conflict resolution, decision making skills, problem solving, public speaking, self-management, social skills, teamwork, time management, work-based learning, etc.) into the curricula and affords the student with opportunities to put the acquired skills into action.

5.12 Using interest inventories and vocational investigation, opportunities for career exploration (e.g., job shadowing and training, mentorships, work-based learning, career fairs, etc.) related to the student's interests and post-secondary goals are provided at secondary programs.

5.13 Small group lessons in concert with project-based learning are used to build social relationships by supporting collaboration and teamwork.

5.14 Researched based dropout prevention strategies for students at-risk of dropping out of school are used at the nontraditional or alternative school.

5.15 Technology is blended into the instructional delivery process across all content areas.

5.16 The curriculum is supported by access to a balance of up-to-date, well-maintained collection of textbooks, library media, technology, software, and other instructional materials that are age and grade appropriate for all learners.