Beliefs about Learning

Examples:

- We believe in the value of a strong education as a means of preparing students for work and life in the remainder of the 21st century.

- We believe teachers must work collaboratively in support of student learning and to model collaboration as a social skill for students.

- We believe that a rigorous curriculum for all students, an acceptance of diversity, and a culture that actively welcomes all learners will contribute to a more knowledgeable community and society.

- We believe that students must have an understanding of the world beyond our community, state, and country in order to participate effectively in a global society.

Other examples of what core values and beliefs about learning look like.

- Students learn best when *instruction* ensures they are active, self-directed, inquisitive learners and researchers.

- Students learn best when *instruction* provides students with the opportunity to tackle authentic problems.

- Students learn best when *instruction* provides students with opportunities to use their skills appropriately within an *across* disciplines.

- Students learn best when *instruction* ensures they have equal opportunities to work alone and to reflect on their learning, to work cooperatively and collaboratively in realistic settings.

- Students learn best when their *assessments* are varied and allow them to become willing and productive thinkers.

Complete the sentences: 1.   We believe…   or,

                          2.   Our students learn best when….

NEASC Standards on Curriculum, Instruction, and Assessment

Curriculum
- The curriculum is purposefully designed to ensure that all students practice and achieve each of the school's 21st century learning expectations.
- The curriculum is written in a common format that includes:
    - units of study with **essential questions**, **concepts, content, and skills**
    - the school's 21st century learning expectations
    - instructional strategies
    - assessment practices that include the use of **school-wide analytic** and **course-specific rubrics**.
- The curriculum emphasizes **depth of understanding** and **application** of knowledge through:
    - inquiry and problem-solving
    - higher order thinking
    - cross-disciplinary learning
    - authentic learning opportunities both in and out of school
    - informed and ethical use of technology.
- There is clear alignment between the written and taught curriculum.
- Effective curricular coordination and vertical articulation exist between and among all academic areas within the school as well as with sending schools in the district.
- Staffing levels, instructional materials, technology, equipment, supplies, facilities, and the resources of the library/media center are sufficient to fully implement the curriculum, including the co-curricular programs and other learning opportunities.
- The district provides the school's professional staff with sufficient personnel, time, and financial resources for ongoing and collaborative development, evaluation, and revision of the curriculum using assessment results and current research.

Instruction
On the whole instructional strategies are aligned with school's core values, beliefs and learning expectations;
Personalize instruction
Engage students in *Cross-disciplinary* learning
Engage students as *Active* and *self-directed* learners
Emphasize inquiry, problem-solving, and higher order thinking
Provide opportunities for *authentic application* of knowledge and skills
Engage students in *self-assessment* and *reflection*
Integrate *technology*

***   Use *formative assessment*, especially during instructional time
Strategically *differentiate*
Purposefully organize group learning activities
Provide additional support and alternative strategies within the regular classroom

***** Teachers, individually and collaboratively, improve their instructional practices by:

- using student achievement data from a variety of formative and summative assessments;
- examining student work;
- using feedback from a variety of sources, including students, other teachers, supervisors, and parents;
- examining current research; and
- engaging in professional discourse focused on instructional practice
- Teachers maintain expertise in their content area and in content-specific instructional practices

Assessment Of and For Student Learning

School has a formal process, based on school-wide rubrics, to assess whole-school and individual student progress in achieving the school's 21st century learning expectations.

- The school's professional staff communicates:
  - ➤ individual student progress in achieving the school's 21st century learning expectations to students and their families
  - ➤ the school's progress in achieving the school's 21st century learning expectations to the school community.
- Professional staff collects, disaggregates, and analyzes data to identify and respond to inequities in student achievement.
- Prior to each unit of study, teachers communicate to students the school's applicable 21st century learning expectations and related unit-specific learning goals to be assessed.
- Prior to summative assessments, teachers provide students with the corresponding rubrics.
- In each unit of study, teachers *employ a range of assessment strategies*, including formative and summative assessments.
- Teachers *collaborate regularly* in formal ways on the creation, analysis, and revision of formative and summative assessments, including common assessments.
- Teachers provide *specific, timely, and corrective feedback* to ensure students revise and improve their work.
- Teachers regularly use *formative assessment* to inform and adapt their instruction for the purpose of improving student learning.
- Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of revising curriculum and improving instructional practice, including all of the following:
  - ➤ student work
  - ➤ common course and common grade-level assessments
  - ➤ individual and school-wide progress in achieving the school's 21st century learning expectations
  - ➤ standardized assessments

- ➢ data from sending schools, receiving schools, and post-secondary institutions
- ➢ survey data from current students and alumni.
- Grading and reporting practices are regularly reviewed and revised to ensure alignment with the school's core values and beliefs about learning.