

Barrow County School System

High Impact Best Practices for Teaching and Learning

Building Our Learners Dynamically



The faculty and staff of the Barrow County School System are committed to using effective instructional practices that are consistent in every classroom. Our goal is for each and every student we serve to be academically successful while achieving at their highest level.

To meet this goal:

We will teach the currently adopted Georgia content standards with fidelity by:

- Designing engaging lessons aligned to the currently adopted Georgia content standards.
- Identifying key concepts in the language of the standards.
- Using essential questions to connect instruction to the standard.
- Asking students to set goals for their their own learning.
- Asking students to explain the standards in their own words and assess their own learning for mastery of the standards.

We will monitor the progress of our students while working collaboratively using the Data Team Process in Professional Learning Communities by:

- Developing formative assessments that are explicitly aligned to standards and curriculum maps.
- Collecting, charting, and analyzing student work on a regular basis.
- Identifying beginning, developing, proficient, and distinguished learners.
- Providing appropriate and timely interventions to help students progress to the next level.
- Continuously adjusting instruction based on assessment results.
- Using a variety of instructional strategies to address individual student needs.
- Focusing on providing strong, relevant feedback, both written and verbal, to students regarding their work.

All teaching and learning activities will reflect a shared understanding of what students should know, do, and understand and will be built around a common framework for instruction that consists of:

- Opening - Activating strategies centered on the standard, element(s), and essential question.
- Mini-lesson - Modeling while referencing standards and key vocabulary.
- Using exemplars (examples of work that meets or exceeds the standard).
- Work Session - Engaging students using performance tasks.
- Using higher-order thinking questions to probe student understanding.
- Closing - Summarizing strategies to assess student understanding.

Our classroom environment will be built on:

- High expectations for student engagement, academic effort, achievement, and success.
- Clear and consistent behavior procedures for promoting a positive classroom atmosphere centered on the school's PBIS plan.
- Strong student-teacher relationships based on the school district's core beliefs.
- The social-emotional needs of our students.
- Established rituals and routines.
- Displayed lesson-relevant content standards, essential questions, and key vocabulary.
- Evidence of the BCSS Common Instructional Frameworks.
- Evidence that formative assessments are an integral part of the teaching and learning process.
- Evidence of student work that reflects the content standards coupled with clear, direct and relevant feedback including next steps.

Our communication with parents and students will be:

- Frequent, clear, and consistent.
- Positive and friendly in tone.
- Focused on building a partnership with parents for improving student performance.