

District Instructional Expectations

Every teacher in the district is expected to:

1. Adhere to the TEKS and the district curriculum documents (e.g., instructional calendar, six week snapshots, model lessons, and year-at-a-glance)
2. Monitor and update curriculum documents annually
3. Use the backward design approach to plan instruction and to develop assessments
4. Use a research-based instructional delivery model:
 - Hooks/Engagement
 - Direct Teach
 - Small Group
 - Centers
 - Modeling
 - Checking for Understanding
 - Guided Practice
 - Closure
 - Independent Practice
 - Reteach
5. Use strategies to engage students during classroom instruction
6. Participate in collaborative team planning
7. Adhere to the SMART goal process:
 - Set goals (district, campus, team, student)
 - Use agendas for meetings
 - Engage in continuous professional development
 - Research best practices
 - Analyze data
8. Use formal and informal assessments to monitor student achievement, including nine-week assessments, TPRI, DRA, Gold, and other district assessments such as the Gates MacGinitie Reading assessment, ITBS, etc.
9. Use a variety of visual media to assist with instruction, such as United Streaming, YouTube University, YouTube for educators, etc.
10. Assess students four times per year with performance tasks, such as:*

Presentations/Performances	Written Forms	Graphic Organizers
Group presentation	Journal	Table
Technology/media	Editorial	Graph
Demonstration/exhibit	Feature story	Technical drawing
Student-led conference	Magazine article	Flowchart
Reenactment	Advertisement	Map/globe
Teach a lesson	Story/Fable/Comic book	Schematic drawing/blueprint
Informative or persuasive speech	Guidebook	Timeline
Skit/play	Sales Brochure	Chart
Marketing/political campaign	Character sketch	Venn diagram

*This is not an exhaustive list of examples.