

# FSBA High Quality Subcommittee Report

October 29, 2009

[Introductory statement that highlights state constitutional provisions that it is a paramount duty of the state to make adequate provision for a high quality system of free public schools and it is the duty of the school board to operate, control and supervise the system of free public schools. Neither the state nor the school board should infringe upon the constitutional duties of the other]

**Question: What are the essential characteristics and measures of a high quality system of free public schools?**

## **High Quality Curriculum**

- Foreign Language learning
- Academic and career education
- Multiple pathways to graduation
- Drop-out prevention programs
- Pre-k
- Individualized instruction
- Curriculum innovation
- Academic rigor and relevance at all levels particularly in core content areas
- Use of evidence- and Standards-based instructional programs, practices and materials
- Sufficient quantities of instructional materials and resources to support hands-on, inquiry-based learning experiences in the classroom
- Media centers that are fully-equipped with both technology and print materials that serves all students in the school
- K-12 curriculum articulation
- Expand quality instructional time – extend school year/day
- Age specific and appropriate
- Character education & values embedded across the curriculum
- Curriculum should be integrated, interactive and infused with arts and technology
- Comprehensive physical education, arts, music, and health instruction

Exceptional Student Education  
Civics/Citizenship Instruction

## **High Quality Instructional Leadership**

- High quality teachers (experience, advanced degrees and training, professional learning opportunities, effective instructional skills) in every classroom regardless of geographic location and demographic profile of the school
- Highly qualified leaders who:
  - a. are committed to educational excellence for all students;
  - b. demonstrate the knowledge and skills needed to work effectively with all stakeholders (staff, families, business leaders and students, and families to transform that commitment into actions); and
  - c. demonstrate the knowledge and skills needed to use data effectively to assess and monitor student progress

### **High Quality Instructional Leadership (continued)**

- Ongoing, in field professional learning opportunities for all staff (e.g. common planning time, coaching cycles, mentoring) aligned with standards and focused on improving student learning
- Time allocated for vertical and horizontal collaboration among teachers and leaders focused on improving teaching and learning
- Beginning teacher salaries among top 10 in the country
- Recruiting, training, retaining and rewarding high quality teachers and administrators
- Availability of staff for high quality student support services (guidance counselors, media specialists, nurse, etc.)
- All school district personnel will meet the requirements of the most rigorous background screening
- All school district personnel will be technologically literate

*Student performance is a vital indicator of teacher performance, but should not be used in exclusion of other indicators*

### **High Quality Assessment**

- Provides a variety of valid assessment instruments
- Assessments used for diagnosis and prescription, allowing resources to flow as needed
- Expanded model for professional performance assessment

### **High Quality Engagement**

- Schools are the vehicle through which private, public and community resources are combined and made accessible to families
- Community culture of volunteerism and community service in our schools
- Parents are expected to be actively engaged in their children's education – they will communicate high expectations and real value on education
- Partner with community agencies that have the infrastructure to recruit, train, manage and monitor volunteers and mentors

### **High Quality Technology**

- All school districts will have a professionally staffed and comprehensive data warehouse with accessible data, provided in user-friendly formats that enable teachers and leaders to target students, differentiate instruction and monitor academic programs
- Supported by state of art hardware and software
- All students will have an accessible, electronic portfolio identifying learning development and progress from earliest year through completion
- Student experience with hardware and software will meet or exceed his/her out of school exposure to technology
- Pedagogy should be infused with technology
- All districts will provide a robust, accessible virtual instruction program available to all students

### **High Quality Facilities**

- To include state of the art technology for classroom instruction and performance assessment, management , safety, etc.
- Facilities to move toward becoming a true community resource that meets the needs of the many stakeholders and segments of the population (e.g. elderly, child care, continuing education)
- Facilities to meet the recreational/sports/exercise needs of the student population

### **High Quality Interventions**

- Continual access and evaluation of "best practices" nationwide to ensure optimal intervention
- Interventions based on access to and effective evaluation of current research
- Interventions designed off of strong student driven database
- Interventions enabled through continuous, focused staff training and development