

Willingboro Township Schools



Instructional Norms

" Where Excellence is the Expectation"

Willingboro Township Schools are committed to providing our students with high quality learning experiences. Our goal is to improve teaching, leading, and learning, to increase student growth and proficiency and to prepare all scholars for post secondary education and their careers.

The instructional strategy for the 23-24 school year is to ensure researched based practices are reflected in all of our instructional decisions to clearly define excellence, and opportunities in each instructional experience. We will accomplish this through:

G.L.E.A.M

1. Grade
2. Level
3. Engaging
4. Affirming
5. Meaningful

This strategy ensures all students have access to high quality standards based instruction.

Research supports that one of the best ways to remediate student proficiency is by providing access to grade level content on a consistent and thoughtful basis. In order to prepare students for their future, we want to define the common expectation for [GLEAMING instruction](#), clarify excellence, and outline instructional practices that can be expected in all classrooms Pre-K-12 through the following commitments:

WILLINGBORO TOWNSHIP PUBLIC SCHOOLS INSTRUCTIONAL NORMS ONE PAGER

EARLY CHILDHOOD	ELEMENTARY	SECONDARY	SPECIAL EDUCATION
<ul style="list-style-type: none"> -Behavior Management System (Power of 3) -Objectives -Interest Area Schedule (choice) -Authentic Student Work -Anchor Charts that support routines and academics -Word Wall -Clearly Labeled Interest areas with pictures -Independent reading area -Large Group Area with Board/Easel -Eye level instructional supports -First Aid Kit -Sign In Area -Easy Access for Student Materials -Student Work Samples -Recording Anecdotal notes in TSG as applicable -Pre prepped and readily available materials -Data Binder including Small Group Rotation Schedule 	<ul style="list-style-type: none"> -Behavior Management System (Power of 3) or Schools PBSIS -Standard -Objective -Anchor Charts -Agenda -Small Group Instruction Area w/ Table -Data Binder including Small Group Rotation Schedule -Learning Center Rotation Schedule -Word Walls according to instructional guidance expectations -Student Work Samples -Clearly labeled learning centers -Organized classroom libraries -Evidence of Technology usage and/or in Google Classroom etc.) -Pre prepped and readily available materials -Current and up to date data systems -Bulletin boards up to date reflecting current instruction (monthly) 	<ul style="list-style-type: none"> -Behavior Management System -Standard -Objective -Anchor Charts -Agenda -Small group rotations (if applicable) -Word Walls according to instructional guidance expectations -Student Work Samples -Student Portfolios -Evidence of Technology usage for student learning and organization -Formative Assessments -Student engagement learning activity in every lesson -Pre prepped and readily available materials -Current and up to date data systems -Bulletin boards up to date reflecting current instruction (monthly) 	<ul style="list-style-type: none"> -Behavior Management System -Standard -Objective -Agenda -Co Teachers involved in one of the 5 structures: One Teach, One Observe, Station Teaching, Parallel Teaching, Alternative Teaching, Teaming. -Self Contained classrooms: Evidence of Small group instruction -Teaching assistants and/or paras actively supporting the learning environment -Anchor chart -Modifications/ Accommodations -Class and personal word walls as needed -Pre prepped and readily available materials

Willingboro Public Schools Instructional Norm Checklist

_____ **Agendas:** posted and visible to students with time stamps

_____ **Lesson Plans:** are up to date, and posted in OnCourse

_____ **Learning Targets/Objectives:** posted and referenced during the lesson

_____ **Grade Level Instruction:** is the primary instruction taking place in every Pre-K-12 classroom

_____ **Anchor Charts/Word Walls:** created for and with students

_____ **Exemplars and Rubrics:** are used to demonstrate examples of success

_____ **Data Binders:** are available and include written documentation including small group rotations, anecdotal notes,

_____ **Academic Notebooks:** are consistent for all students according to the districts instructional guidance and in use

_____ **Student Portfolios:** include at least 3 work samples and 2 assessments per marking period/semester

- _____ Assessment platforms: updated and in use
- _____ Assessments: student participation rates are always at least 95% complete or better
- _____ Student grade books: are updated weekly (when applicable) an follow the district UGP
- _____ Center management systems are updated, visible, and accurate
- _____ Small group instruction and differentiated instruction are observable or evident
- _____ Student Success is celebrated in the classroom
- _____ Classroom routines, procedures, and expectations: are clearly defined, understood, and observable in the classroom
- _____ District approved curricular materials/resources: are in use at all times
- _____ Developmentally appropriate instructional strategies and practices are observable in all early childhood classrooms
- _____ Specialized populations are in their least restrictive environment (LRE) receiving designated supports, scaffolds, accommodations, and/or modifications

Commitment # 1: Grade Level Instruction through adherence to the New Jersey Student Learning Standards

- Classroom instruction is focused on and driven by the [NJ Student Learning Standards](#)
- **All classrooms MUST have grade level standards posted AND teachers can be observed discussing them with students throughout the lesson**
- Activities AND assessments must measure grade level skills
- Supports, Scaffolds, Accommodations, and where applicable modifications must create access to grade level standards during instruction for all students
- **Grade level resources are required to be in use at all times. Resources that do not align with the primary or secondary resources listed in the curriculum and instructional framework require APPROVAL for use including Teachers Pay Teachers, and media sources.**

Commitment # 2 Instructional Excellence

Classroom instruction is clearly communicated in the learning space

- **Lesson Plans, Small Group Schedules, and Data Binders are updated and easily accessible**
- **Student Work is up to date, displayed on bulletin boards, and in student portfolios. Bulletin boards are updated at least monthly (no exceptions)**
- **Anchor Charts are teacher and student developed and reflect the current student learning**

- **Word walls reflect current student learning and are an active reference point in the classroom.**
- **Classrooms Pre-K-5 have center/interest area schedules posted 7-12 classrooms have evidence of small group instruction via collaborative groups, pairs etc.**
- **Centers activities are designed at students independent levels**

Commitment # 3: Backwards Planning

- The district embraces the Understanding by Design Framework - planning backwards to achieve horizontal and vertical alignment in curriculum development
- Curriculum guides are outcome-based and results-oriented while remaining grounded in purposeful planning • All course content is viewed through three specific lenses:
 1. Identify the desired results: *What do we want the students to learn?*
 2. Determine acceptable evidence: *What evidence do we need in order to determine whether the students have actually learned this?*
 3. Plan learning experiences and instruction: *What do we want the students to do in order to achieve the desired results in understanding, knowledge and skills?*

Commitment # 4: Instructional ALIGNMENT

- Curriculum Mapping is used throughout the district to:
 - Enable parent & student access to what, when, how we teach, and with which materials
 - Increase vertical and horizontal alignment of district curricula
 - Monitor academic progress and curricular pacing
- Lesson plans are collected in OnCourse and Aligned to ensure instructional alignment and meaningful administrative analysis and feedback
- The delivery of district curricula is monitored through the use of formal/informal observations and walkthroughs • Communication via email/phone/in-person with students and parents occurs on an as-needed basis but no less than weekly • Meaningful formal points of contact with parents are maintained via Back to School Night, Fall & Spring Parent-Teacher Conferences, and Report Cards
- All grades are entered into the Genesis Gradebook in a timely manner for on-demand viewing • In-person events, district websites, e-alerts, and social media platforms foster a lasting relationship and dialogue with the community


Commitment # 5: Coherent Assessment Plan

- **ALL assessments are completed with fidelity by the DUE DATE at 95% or better in all subject areas.** The district-wide assessment system consists of a four-pronged approach to measure student progress (diagnostic assessment, formative assessment, summative assessment, and state-mandated assessment) • External diagnostic assessments in literacy and/or mathematics, such as the *NSGRA*, *FUNDATIONS INVENTORY*, *I-READY*, *HMH GROWTH MEASURE* are administered to identify knowledge and skill with accuracy and reliability. • Students in Grades 1-4 are summatively assessed in each unit of study in each content area **twice** while being formatively assessed in each unit of study **daily** through a variety of methods
- Students in Grades 5-12 are summatively assessed in each unit of study in each content area **twice** while being formatively assessed in each unit of study **daily** through a variety of methods
- All district-created assessments are aligned to measure student progress in relation to the

learning standards • State-mandated assessment (NJSLA) occurs in the late spring and is taken by students in Grades 3 - 11 • Data driven decision-making is used to inform classroom, school and district practices

- Summative performance assessments, often scenario-based and consisting of a problem in need of solving, represent an authentic opportunity to gauge student proficiency and are used as often as possible

Commitment # 6: Ensure Standardization of Grading Practices

- Grades reflect a student's level of proficiency in relation to the NJ Student Learning Standards • The  WPS 2023-2024 UGP guides are the standard for grading • A STRONG emphasis is placed on student results on summative work in grade calculations, that being the evaluation of student learning through an assessment or performance at the mid-point or end of an instructional unit by comparing it against the standards. In Grades 5-12, summative work is worth 60% of the final grade • Unit-embedded competencies are approved by the school district - these are to be administered by staff as indicated in the Universal Grading Profile

Commitment #7 : Promote Data Based Differentiated Instruction and Small Group Instruction

- Pedagogical practices include various types of small group instruction to support all student to and beyond proficiency • Students are provided with variety, choice, personal connections and relevancy to ensure active engagement • Formative and summative assessment data is used to create flexible groupings in classrooms • Tiered assignments and tiered lessons are used to connect with all learners in the classroom • Lesson plans offer multiple means of: (1) representation, (2) action/expression, and (3) engagement • Students are provided with necessary remediation and enrichment based upon student data • English Language Learners are provided with appropriate modifications using the S.I.O.P (Sheltered Instruction Observation Protocol) model • Students with individual education plans are provided with the least restrictive environment in which collaborative co-teaching between general education and special education staff thrives

Commitment 8 #: Embrace 21st Century Technology

- Teaching and learning is enhanced through the application of technology - "blended learning" • "Anytime, anywhere" learning allows students to utilize technology as a learning tool
- Constant access to technology is readily available for both students and teachers
- Google Apps for Education (GAPE), a web-based suite of tools, including a word processor, presentation tool, spreadsheet, and form, is utilized by all staff
- Students in appropriate grade levels are provided with their own Google Drive Account
- Students in appropriate grade levels are provided with a district email to be utilized for communicating with teachers and peers on school work only

Commitment #9 : Foster Professional Development and Growth

- Every teacher, administrator, and staff member is enabled to develop the knowledge, skills, and behaviors required to create learning settings to assist all students in meeting the standards
 - Professional development is relevant and meaningful, intensive and sustained, and involves observing, practicing, being coached in, reflecting on, and repeating good practice
- Professional development takes on multiple forms - from district-wide trainings, to building-based experiences, to targeted group supports, to individualized learning
- Professional development is aligned to overall district goals in curriculum and instruction

and is a required component of the school year calendar.

Commitment #10: Learn to Read and Read to Learn

- Early childhood teachers are equipped to nurture emergent reader skills as students become engaged in the world of language to include the newest Science of Reading
- Every teacher is enabled with the ability to teach foundational reading skills through use of common language around decoding, encoding, and alphabetic principles
- Instruction and materials provide all students with the opportunity to develop along a standardized continuum • Diagnostic assessments provide individualized instruction and provide a barometer of student performance compared to grade level standards
- Small group direct instruction helps students make the developmental switch from learning to read to reading to learn • Students have access to complex texts that require them to employ literary strategies to acquire new knowledge • Curricula requires students to analyze multiple sources of information, decipher validity of sources, and make claims grounded in evidence from a literary source

Commitment # 11: Encourage Collaboration in the Workplace

- High-quality formal district and school-level partnerships exist between administration and staff, which have an important and significant positive impact on student performance
- Teachers have frameworks in place to engage in meaningful PLC's, I&RST, District PD • School leaders have the opportunity to collaborate with one another and share best practices • Staff members that serve specialized populations have the opportunity to collaborate with team members, school, and district leaders