

## Professional Standards of Classroom Instruction

### Definition

The following best practices have been established, through research and experience, as methods of classroom instruction that reliably lead to positive student outcomes, e.g. academic achievement. The professional teaching community at NHS has deemed these methods appropriate and essential. In other words, these methods are the foundation for ethical, equitable, and reasonable instruction at Noble High School. Therefore, teachers are obligated to provide students with excellent instruction via these best practices. As research in education continues, our knowledge of what works best will continue to expand. Thus, the best practices below will be reviewed and updated regularly.

### Best Practices Prior to Instruction

1. **Pre-Assessment** – Teachers use a variety of strategies to pre-assess students' knowledge and skills prior to instruction in order to determine what needs to be taught and how.
2. **Parental Inclusion** - Teachers use a variety of methods to include parents in the learning process.
3. **Student Choice** – Teachers provide students with many opportunities of choice that help personalize learning.
4. **Relevant Learning** – Teachers provide students with learning tasks that are relevant and compelling.
5. **Word Rich Environment** - Teachers implement a variety of approaches to foster a word rich environment.
6. **Using Technology** - Teachers integrate appropriate and relevant technology to support student learning.

### Early Instruction

7. **Activating Prior Knowledge** – Teachers use various strategies to encourage students to activate prior knowledge before asking them to engage in learning tasks.
8. **Modeling** - Teachers use a variety of strategies to model skills and processes and provide exemplars of work.
9. **Metacognition** – Teachers explicitly name and teach the skills that students are expected to learn.
10. **Setting a Purpose for Learning** – Teachers make the purposes of learning tasks clear and explicit.

### During Instruction

11. **Differentiation** – Teachers use a variety of strategies that provide students with appropriately challenging tasks.
12. **Practice** – Teachers use strategies that provide students with multiple opportunities to practice and reinforce learning.
13. **Cooperative Learning** - Teachers scaffold learning through the use of strategic peer support systems.
14. **Engagement in Learning Processes** – Teachers provide students with consistent opportunities to engage in the essential processes of the discipline.
15. **Student-Owned Discourse** – Teachers use a variety of strategies that foster a classroom environment in which the students 'own' a significant portion of the discourse.
16. **Coaching** – Teachers use a variety of coaching strategies to support student learning as they engage in specific tasks and processes in the classroom.
17. **Formative Assessment** – Teachers regularly assess students in a variety of ways to determine the extent to which students are forming skills and appropriating knowledge.

### After Instruction

18. **Summative Assessment** – Teachers use summative assessments to measure student progress and inform future instruction.