

Office of Teaching and Learning Goals

1. Effective Teaching Behaviors to Improve Instruction

- A. District focus on literacy and numeracy in teaching and learning
- B. Utilization of personalized learning and small groups for intense instructional mastery
- C. Support opportunities for collaboration and sharing of teaching strategies among teachers and administrators
- D. Provide district assessments and resources to support teaching and learning
- E. Utilization of classroom, school, district and state data to drive instruction (Data Walls)
- F. Conduct CIA meetings
- G. District Learning Walks to observe for effective teaching and learning
- H. Feedback provided to principal and administrative staff from observations

2. Professional Development to Improve the Quality of Instruction

- A. Create and conduct a professional development manual
- B. Train staff in the use of assessment data to diagnose student strengths and weaknesses
- C. Expect data-driven teaching decisions to increase student learning
- D. Exercise teacher/staff collaboration on data and instruction
- E. Assess annual input from staff relative to their professional development needs
- F. Create a data manual with thought provoking questions to guide data dialogue

3. Increase Student Achievement at All Grade Levels

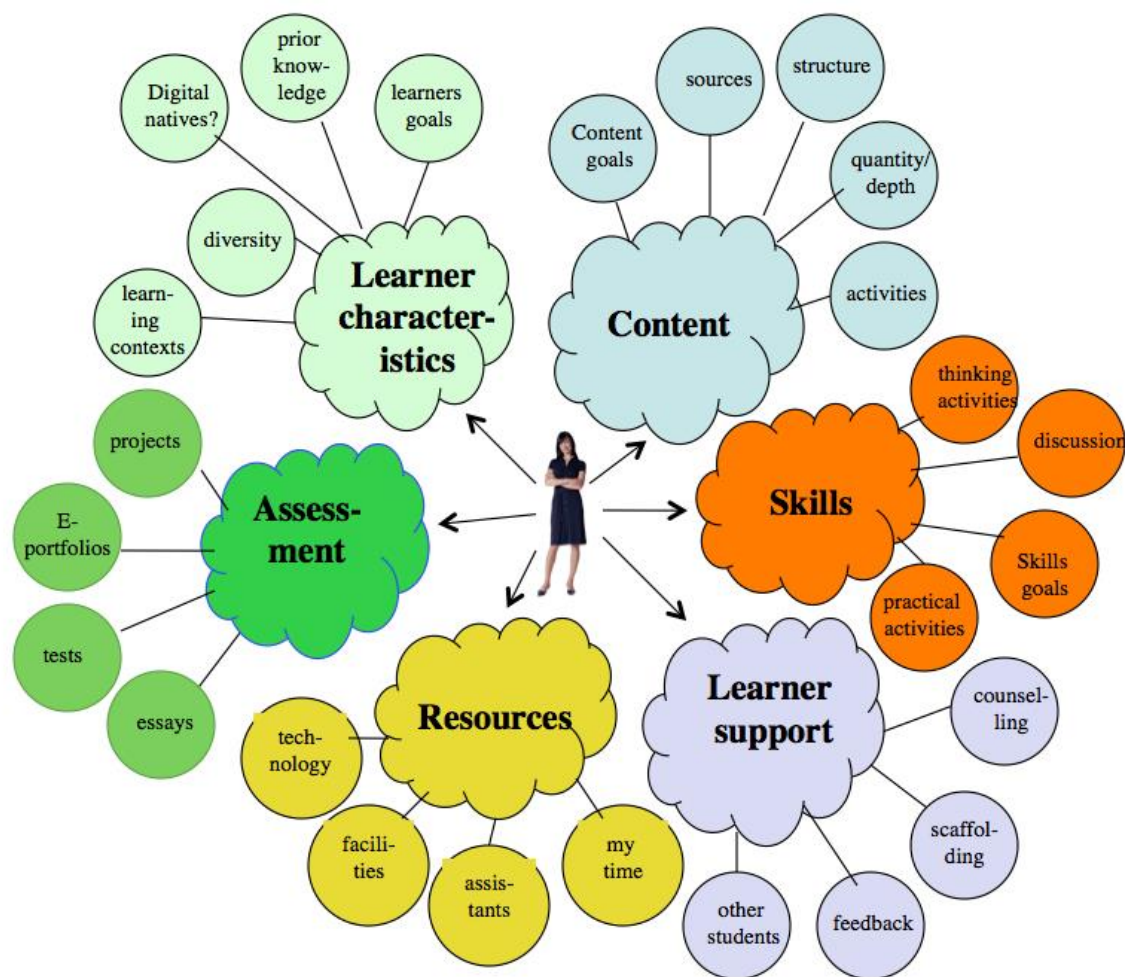
- A. An intense focus on reading and math in the early grades (New curriculum)
- B. Pacing guides must be aligned in core content areas relative to instruction and assessment (It is a living document)
- C. Emphasize quality instruction
- D. Intervene early with students not meeting standards (Response to Intervention)
- E. Use diagnostic instruments to assess student weaknesses on high-stakes tests
- F. Utilize online learning opportunities in all grades, when appropriate
- G. Teachers work vigorously with students who have not met standard(s)
- H. After-school tutoring for high school students (9-12) in the core content areas
- I. After-school tutoring for elementary/middle school students (3-8) in the core content areas
- J. Align to the Profile of the South Carolina Graduate

4. Effective Communications to Staff, Parents, and the Community

- A. Encourage parental involvement in the schools and their child's education
- B. Keep parents informed of school requirements, third-grade retention, graduation requirements and assistance available to students
- C. Office hours for teachers are available to assist with conferences for parents
- D. School and district newsletters, parent-portal website available to enhance communications

5. Technology Support and Service for Students and Staff

- A. Work to increase student access to technology/Students are one to one
- B. Follow “District’s Technology Plan” to assist in technology decisions, instruction, and support
- C. Provide staff training for updating and managing all district technology
- D. The District Instructional Coaches are there to assist, model, and conduct professional development for teachers.



“Make learning count!”

