

Powerful Teaching and Learning Fairhaven Public Schools

Powerful teaching and learning in Fairhaven Public Schools is grounded in the following four principles that are the responsibility of all members of our community.

1. **Community:** We are all committed to building and maintaining a strong sense of community through consistent routines, positive relationships, clear expectations, and meaningful collaboration. We care about our students and are responsible for their success as demonstrated by our core beliefs:
 - This is important.
 - With effective effort, you can do it.
 - We will not give up on you.
2. **Assessment:** We know effective assessment begins prior to instruction. We believe it is a continuous process of checking for understanding where data drives instruction, intervention, and enrichment. Immediate and specific feedback is essential to move students towards mastery.
3. **Learning :** We are a community of life-long learners. We believe learning is a dynamic process that engages all through meaningful tasks and authentic interactions which nurture lifelong curiosity.
4. **Differentiation:** We are responsible for all children learning at high levels. We believe differentiation of product, process, and content provides all students access to the curriculum.

What It Looks Like

Principle 1: Community

We are all committed to building and maintaining a strong sense of community through consistent routines, positive relationships, clear expectations, and meaningful collaboration. We care about our students and are responsible for their success as demonstrated by our core beliefs:

- This is important.
- With effective effort, you can do it.
- We will not give up on you.

Evidence:

- a. Teaching interpersonal and group skills (listening, trusting, leadership, decision making, conflict resolution)
- b. Assisting students to set goals; academic, personal and social
- c. Modeling appropriate behaviors, responses and strategies
- d. Communicating what they are learning and why it is important
- e. Recognizing progress and continuously working to high expectations
- f. Involving community members in building and classroom activities
- g. Effective effort is focused, hard work in an environment that best supports success. It is analysis, reflection, and revision.

Principle 2: Assessment

We know effective assessment begins prior to instruction. We believe it is a continuous process of checking for understanding where data drives instruction, intervention, and enrichment. Immediate and specific feedback is essential to move students towards mastery.

Evidence:

- a. Articulating learning standards and assessment parameters ahead of time
- b. Using rubrics to define, monitor, and assess levels of mastery
- c. Pre-assessing prior to unit of learning
- d. Developing and using formative assessments frequently throughout the delivery of content
- e. Modeling and utilizing self-assessment and evaluative tools
- f. Using assessment data to adjust daily instruction and reteaching as needed
- g. Recording assessments promptly to communicate progress to both students and parents
- h. Using data to guide instruction including but not limited to:

MCAS

DIBELS

iXL

Lexia

PSAT, SAT

Benchmark Assessments

Instructional Rounds

Summative Assessments

IEPs

504s

Consults with Nurse /

Guidance / Parents

Principle 3: Learning

We are a community of life-long learners. We believe learning is a dynamic process that engages all through meaningful tasks and authentic interactions which nurture lifelong curiosity.

Evidence:

- a. Creating a product that incorporates multiple skills and disciplines
- b. Incorporating opportunities for students to practice knowledge and skills in real world application
- c. Engaging in relevant independent inquiry
- d. Allowing students to lead analysis, discussions, debates, and presentations
- e. Generating questions that lead to investigation
- f. Striving to incorporate and activate higher order thinking, analysis, evaluation and creation
- g. Producing work that clearly shows cross curricular understanding
- h. Giving students choices when creating a product
- i. Intentionally sequencing curriculum maps, unit and lesson plans, projects and assessments to take advantage of and highlight interdisciplinary learning

Principle 4: Differentiation

We are responsible for all children learning at high levels. We believe differentiation of product, process, and content provides all students access to the curriculum.

Evidence:

- a. Aligning lessons with the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS)
- b. Striving to incorporate the synthesis, evaluation, and creation levels of Bloom's Taxonomy into lessons and activities
- c. Demonstrating key comprehension strategies (J. Sedita)
- d. Moving around the classroom and interacting with students and groups to reteach / clarify as necessary
- e. Encouraging students to find multiple approaches to solutions
- f. Modeling expected responses, behaviors, and strategies
- g. Using teaching strategies that promote cooperation among peers and students taking responsibility for their learning
- h. Utilizing a variety of teaching processes during the lesson
- i. Scaffolding at developmentally appropriate levels that provides students with success and monitors progress
- j. Developing tasks with personal learning styles in mind

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