



2002 K-12 INSTRUCTIONAL GUIDELINES

Policy Type: Educational Programs
Applies To: All Staff, Students,
Approved By: LCS Head of Schools
Policy Reviewed: every 2 years
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PURPOSE:

1. The LCS Curriculum Policy (policy 2001), LCS Instructional Guidelines (policy 2002) and Assessment and Reporting Guidelines (policy 2003) describe general practices and set a minimum performance standard and expectations for all K-12 instruction.
2. The guidelines describe in detail what teaching and learning will look like in all our classrooms and capture a philosophy of education rooted in research-proven, effective practices. These guidelines are required for implementation and as such are used as the criteria for teacher evaluations. Considering this, these guidelines ensure we offer a reliable, high quality Christian education and form the value offer we extend to all students, parents and caregivers.
3. Teachers are encouraged to use these guidelines as a self-reflection and self-evaluation tool, and to document evidence of practice on an ongoing basis. Teachers should also use these guidelines to inform decisions about professional development. These guidelines are considered part of the teacher’s contract and job description. Administrators will use these guidelines to inform conversations about teacher practice and to develop school-based professional development plans.

DOMAIN 1: BUILDING A COMMUNITY OF FAITH, TEACHING & LEARNING

Standard 1

- Consistent routines and structures that support all students’ achievement, wellness and spiritual growth.
- Intentionally build rapport and relationship with every student, staff and members of our community.

Standard 2

- Models and participates in lifelong faith-formation and professional learning.

DOMAIN 2: ASSESSMENT FOR LEARNING

Standard 3

- Communicate clear learning goals and criteria for success.

Standard 4

- Set high standards and expectations of achievement for every student.
- Design quality assessments that inform instruction and provide timely feedback for “what’s next”?

DOMAIN 3: CURRICULAR EXPERTISE

Standard 5

- Scaffolded and differentiated practices that are inclusive of diverse learners.

Standard 6

- Curriculum planning is competency-driven, distinctly Christian, engaging, relevant, inspirational, and formational.

DOMAIN 4: PEDAGOGICAL EXPERTISE

Standard 7

- Proven, effective, high impact instructional strategies and practices.
- Create opportunities for thinking, problem-solving, creativity and innovation.