



# Elbert County Schools

## The Core Essentials



The faculty and staff of the Elbert County School System are committed to these non-negotiable, "Core Essential" practices in every classroom.

### Core Essential: Effective Instruction

What you should see and hear in classrooms and around our schools...

|  |  |
|--|--|
| <p>Well-designed standards-based lessons aligned to the CCGPS/GPS.</p> <p>Well-managed, safe, and orderly environments that are conducive to learning and encourage respect for all.</p>   | <p>During class and in every subject, students are reading, writing, and solving problems regularly. They are doing work of high cognitive demand to help them reach proficiency.</p>  |
| <p>Essential questions and can-do statements are used to connect instruction to standards. They include student friendly language and language of the standards. Students are able to explain standards in their own words.</p> <p>Teachers effectively plan not only what to teach, but more importantly plan for whom they are going to teach.</p> <p>Teachers integrate a variety of instructional strategies that incorporate various forms of technology.</p> | <p>Teaching and learning activities that are built around a common instructional framework that consists of:</p> <ul style="list-style-type: none"> <li>• Opening: Activating strategies centered on the standard, elements(s), and essential question.</li> <li>• Work session: Engaging students using performance tasks and higher-order thinking questions.</li> <li>• Closing: Summarizing strategies to assess student learning</li> </ul> |

### Core Essential: Collaborative Culture

What you should see and hear in classrooms and around our schools...

|   |  |
|---|--|
| <p>Teachers and administrators work collaboratively to monitor the progress of students.</p>  | <p>Teacher teams analyze student work on a regular basis to inform their instruction and to provide timely and constructive feedback to students and parents.</p>                                  |
| <p>Teacher teams systematically choose a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population.</p> | <p>All teachers have direct involvement in their school's Response-to-Intervention (RTI) program. Students are identified as not meeting standards, meeting standards, or exceeding standards.</p> |
| <p>Administrators are in classrooms every day, observing and discussing work with teachers and students.</p>  |  |

### Core Essential: Professional Learning

What you should see and hear in classrooms and around our schools...

|   |  |
|---|--|
| <p>Professional learning is embedded into the school's collaborative practices. The norm is of continuous learning for everyone; staffs discuss instructional problems and solutions in formal and informal settings.</p> | <p>Teachers know their content and their students well, and help each other improve their practice. They make their practice public and visit each other's classrooms.</p> |
| <p>Each teacher's professional development is aligned with school goals. Choices about professional learning in which teachers participate are based on school improvement goals and students' learning needs.</p>        |  |

### Core Essential: Families and Community

What you should see and hear in classrooms and around our schools...

|  |   |
|--|---|
| <p>Families and community members are present and active in our schools.</p> | <p>Communication with parents is frequent, consistent, and documented when possible. It is focused on building partnerships to improve student performance.</p> |
|--|---|

## The Bottom Line: Teacher and Leader Quality

The most important school-based factor influencing student achievement is the quality of our schools' workforce — the teachers and leaders responsible for setting high expectations and delivering top quality instruction.