

## 5. INSTRUCTION

Reference: DoDEA Community Strategic Plan, 2006-2011

a. Curriculum Standards. Standards for all subject areas can be located on the DoDEA Webpage, <http://www.dodea.edu/>.

b. Curriculum Renewal Process

(1) The Curriculum Renewal Process assures that each curriculum and program area is evaluated, adapted, and developed on a continuing basis in accordance with a Program Evaluation Plan. The renewal process occurs over several years and focuses on the 1) review of curriculum standards and instructional practices; 2) program alignment to the goals of the Community Strategic Plan (see Reference); 3) collection and analysis of student assessment data to identify targets of curricular and instructional improvement; 4) national trends, current research, and a vision for curriculum excellence.

(2) The Advanced Acquisition Plan provides the required guidelines for developing a schedule for acquisition milestones, conducting market research, creating a technical proposal evaluation, writing a statement of work and conducting the technical review of materials. The Education Directorate has worked to 1) streamline and automate the process, 2) enhance market research/needs assessment, 3) develop the most accurate inter-governmental cost estimates, and 4) ensure timely reconciliation of contracts and budgets throughout the fiscal year. Through better tracking and providing curriculum coordinators greater support in the contracting process, the Education Directorate has dramatically reduced the time required to evaluate vendor proposals and respond to contracting inquiries as well as increased accuracy for all phases of contract and ordering processes.

c. Instructional Time. The principal will schedule the required hours of instructional time, the length of the lunch period, the length of "passing" time between classes, recess time, the time and placement of the co-curricular activity period, and any other required time periods in accordance with local needs and any applicable negotiated agreements. These and other factors should be used by the principal to coordinate action with the school's officer and the school bus office in determining the time the school day begins and ends. Other external factors include local transportation conditions and local weather conditions.

d. Daily Schedules

(1) Classroom teachers' daily schedules are developed and support student achievement of content standards. Principals should ensure that daily classroom schedules reflect the appropriate time allocation and emphasis for the various curriculum areas.

(2) The use of modified schedules in schools should be coordinated with the school community. Input should be sought from students, parents/sponsors, faculty, military commands, district superintendents, and educational research to decide the types of schedules that best fit the needs of the local school community.

(3) Teacher specialist schedules should be developed or approved by the principal after consultation with the appropriate staff members. Such schedules may change as the needs of students change. Those resource teachers who conduct student screenings early in the school year may not have established schedules until the screening is completed. Principals and faculty should consider individual needs of students when using specialists. The schedule of specialists who must administer assessments throughout the school year will reflect time for such administration when no student contact is scheduled. Each specialist will work with the general education teacher(s) to develop a draft schedule to submit to the principal for approval. The schedule should reflect time for collaboration, meetings, and test administration when no student contact is scheduled.

e. Lesson Plans. Systematic planning for the achievement of learning goals is a major factor in a successful instructional program. Lesson plans, which reflect such planning, are required from each teacher. The principal has the right and responsibility to review lesson plans as deemed necessary.

f. Supplemental Curriculum. In DoDEA, administrators may request courses to supplement the school curriculum when enrollment or staff limitations restrict school course offerings. Requests to supplement the regular school program are submitted to the district superintendent, who will coordinate with the area superintendent.

g. Correspondence Courses

(1) Counselors and subject matter teachers may recommend to the principal that he or she approve student enrollment in correspondence courses when a required or elective course is not scheduled in the regular school program, or where there is a schedule conflict denying the student the opportunity to enroll in the course. Correspondence courses may be approved in lieu of summer school.

(2) Correspondence courses may be authorized and purchased by the principal, with approval from the district superintendent, in order to supplement the curriculum. A maximum of 4 units of such credit may be accepted unless such courses are authorized for students with disabilities, or for students residing in locations where an accredited high school is not available for resident study.

(3) When it is not practical to use either a DoDEA-operated school or a DoDEA-contracted school, other accredited home instruction courses may be approved by the Area Superintendent for Curriculum, Instruction, and Assessment when recommended for approval by the district superintendent.

(4) When correspondence courses are used, the school principal has the responsibility to ensure monitoring and supervision of these courses.

(5) Students cannot be required to take more than a total number of six full-time courses, including both regularly scheduled school classes and correspondence courses. To complete

additional correspondence courses, students must have the recommendation of the related subject matter teacher before the principal may authorize the course.

h. Distance Learning

(1) The DoDEA Online Learning Academy (OLA) provides educational opportunities for students in grades 9-12. The emphasis in DoDEA-sponsored distance learning courses and activities is to provide students and teachers a means to collaborate and work together at a distance using a variety of electronic communications systems, which allow students to work online asynchronously. Students benefit from this environment as they are encouraged to learn “on their own” without immediate feedback. Each class has an instructor who is actively involved in the coursework by leading discussions, giving and grading assignments, and guiding students to higher levels of achievement. In addition, there is a local facilitator at each school who supervises student interactions at school and serves as a liaison between the student, the instructor, the school administration, and the parent/sponsor when needed.

(2) The DoDEA OLA provides distance learning courses to high school students who might not be able to take such courses due to one or more of the following reasons:

(a) A qualified instructor is not available to teach a course at the student’s local school.

(b) The local school is unable to offer a course due to low enrollment in that particular course.

(c) A conflict in the student’s schedule does not allow a student to take a particular course at the local school.

(3) The DoDEA OLA adheres to the same policies and practices as all other DoDEA schools.

i. Transition Planning—Six Year Plan. The DoDEA Six-Year Education/Career Plan is designed to assist families—both parents/sponsors and students—with formalizing a plan. This plan directs the student’s education so that the appropriate classes are taken and the relevant experiences are provided to fulfill high school graduation requirements and meet future college and career goals. Guidance counselors and teachers shall assist students and parents/sponsors in filling in the plan, which begins in grade 7 and continues through grade 12. The plan is designed as a tool to help create a meaningful record for advanced studies, work applications, military service, and/or other post-secondary endeavors.

j. Support Labs for Reading, Language Arts, and Mathematics

(1) Reading Lab classes focus on improving reading achievement for students who are not reading at grade level, through the use of a whole group instructional model with small group rotations. Whole group instruction provides modeled or independent reading using leveled literature to model or practice good reading strategies. Small group instruction provides daily

student-teacher interaction to build skills that facilitate the reading of increasingly complex materials. Major topics studied include the essential components of reading (i.e., vocabulary development, building fluency, comprehension, study/reference skills, and reading in the content areas). The target audience for this class is students scoring at the 25<sup>th</sup> percentile or lower on the TerraNova. Each high school will offer one or more sections of Reading Lab classes based on the number of students who meet the guidelines.

(2) Language Arts Lab classes focus on improving the reading, writing, speaking, and listening skills of students scoring between the 25<sup>th</sup>–50<sup>th</sup> percentile on the TerraNova. A planned progression of skills and content knowledge in narrative and informational text will be provided in a classroom setting using writing, inquiry, collaboration, and reading strategies in content area text; trade books leveled to match students' instructional levels; and supplementary and reference materials. Each high school may offer one or more sections of Language Arts Lab classes based on the number of students who meet the guidelines.

(3) Algebra and Geometry Lab classes focus on helping students successfully complete their core courses in mathematics. Students targeted for Lab classes are those with recent TerraNova or other standardized mathematics test scores below the 50<sup>th</sup> percentile, or those having additional data indicating their need for support. Activities in Lab classes will reinforce and enhance understanding of the concepts taught in the core courses through the use of graphing calculators, computer software, manipulatives, and other varied approaches and resources. Each high school will offer one or more Algebra and Geometry Lab sections based on the number of students who meet the guidelines. Lab guides have been developed to provide information related to lab course offerings; the purpose of lab courses; best practices in the classroom environment; curriculum, instruction, and assessment; logistics of lab courses; and classroom resources.

(4) Lab classes offer elective credit—not mathematics credit.

(5) Students will be evaluated using assessments, which document their growth and improvement in understanding the concepts defined in the Lab classes (i.e., reading, language arts, Algebra I, and geometry). Evaluation processes may include written and oral work including presentations, journals, homework, reports, investigations, long term projects, and a variety of test formats.