

INSTRUCTIONAL GOALS AND OBJECTIVES

Introduction

The Albemarle County Public Schools' core purpose is to establish a community of learners and learning through rigor, relevance, and relationships, relevance, and rigor, one student at a time.⁺ The Division is committed to nurturing a climate that promotes trust, idea sharing, and sensitivity to student needs and ensures a healthy environment for intellectual development for all children. The Division goals and the annual Board/Superintendent priorities are reviewed bi-annually to monitor progress in meeting this mission of the School Division.

Standards of Quality for Curriculum, Instruction, and Assessment

—The *Standards of Quality*, determined by the Virginia General Assembly, establish the statutory framework and requirements for educational programs in Virginia public schools. The School Board accepts and supports the goals of public education as contained in the *Standards of Quality*.

—In order to promote quality education for all, curriculum, instruction, and assessment must be aligned. The School Division requires a defined curriculum that is implemented in classrooms, with instructional practices refined and revised based on assessment results.

Standards of Quality—Programs and Services

—The Board commits itself to providing programs and services as stated in the *Standards of Quality* only to an extent proportionate to funding thereof provided by the General Assembly.

In Virginia, the state Board of Education shall establish educational objectives known as the Standards of Learning. The curriculum adopted by the local school division shall be aligned to the Standards of Learning. Local School Boards shall implement the Standards of Learning as outlined in the Standards of Quality (Enclosure 1) or objectives specifically designed for their divisions that are equivalent to or exceed the state Board's requirements.

In response to the Standards of Quality, Albemarle County Public Schools (ACPS) has developed and implemented the Framework for Quality Learning (FQL), a system for high quality curricula, assessment, and instruction which incorporates Lifelong-Learner Standards, Virginia's Standards of Learning, and national standards within the discipline. These various standards provide insight into what all students must know, understand, and be able to do in real-life contexts. By organizing standards around the concepts and understandings of the discipline, we engage the intellect and emotions of students. When students explore concepts over time, they develop deeper understanding and are able to transfer knowledge across disciplines and situations.

⁺—The notion of one student at a time is quoted from Eliot Levine's book titled One Kid at a Time (2002).

The Framework for Quality Learning incorporates best practices in teaching and learning as summarized by the National Research Council in How People Learn: Brain, Mind, Experience, and School (2002). The council found that student achievement increases when the following occur:

1. Teachers determine and work with preexisting student knowledge and misconceptions.
2. Students reflect on their learning.
3. Classrooms are learner centered.
4. Teachers teach for understanding rather than coverage.
5. Teachers use assessment to inform instruction.
6. Teachers consider what is taught, why it is taught, and how mastery looks.
7. Schools and classrooms become communities of learners.

Adopted: July 1, 1993

Amended: February 22, 1999; December 9, 2004; April 20, 2006

Legal Ref.: Code of Virginia, 1950, as amended, §§ 22.1-78, 22.1-253.13:1

Enclosure 1

The Albemarle County School Board shall develop and implement a program of instruction for grades kindergarten through 12 that is aligned to the Standards of Learning established by the Board of Education and that meets or exceeds the requirements of the Board of Education. The program of instruction shall emphasize reading, writing, speaking, mathematical concepts and computations, proficiency in the use of computers and related technology, and scientific concepts and processes; essential skills and concepts of citizenship, including knowledge of Virginia history and world and United States history, economics, government, foreign languages, international cultures, health and physical education, environmental issues and geography necessary for responsible participation in American society and in the international community; fine arts, which may include, but need not be limited to, music and art, and practical arts; knowledge and skills needed to qualify for further education, gainful employment, or training in a career or technical field; and development of the ability to apply such skills and knowledge in preparation for eventual employment and lifelong learning and to achieve economic self-sufficiency.

The School Board shall also implement:

1. programs in grades kindergarten through three that emphasize developmentally appropriate learning to enhance success
2. programs based on prevention, intervention, or remediation designed to increase the number of students who earn a high school diploma and to prevent students from dropping out of school; such programs shall include components that are research-based
3. career and technical education programs incorporated into the kindergarten through grade 12 curricula
4. educational objectives in middle and high school that emphasize economic education and financial literacy pursuant to Va. Code § 22.1-200.03
5. early identification of students with disabilities and enrollment of such students in appropriate instructional programs consistent with state and federal law
6. early identification of gifted students and enrollment of such students in appropriately differentiated instructional programs
7. educational alternatives for students whose needs are not met in programs prescribed elsewhere in the Standards of Learning
8. adult education programs for individuals functioning below the high school completion level
9. a plan to make achievements for students who are educationally at risk a division-wide priority that shall include procedures for measuring the progress of such students

10. an agreement for postsecondary degree attainment with a community college in Virginia specifying the options for students to complete an associate's degree or a one-year Uniform Certificate of General Studies from a community college concurrent with a high school diploma; such agreement shall specify the credit available for dual enrollment courses and Advanced Placement courses with qualifying exam scores of three or higher

11. a plan to notify students and their parents of the availability of dual enrollment and Advanced Placement classes, the International Baccalaureate Program, and Academic Year Governor's School Programs, the qualifications for enrolling in such classes and programs, and the availability of financial assistance to low-income and needy students to take the Advanced Placement and International Baccalaureate examinations; this plan shall include notification to students and parents of the agreement with a community college in Virginia to enable students to complete an associate's degree or a one-year Uniform Certificate of General Studies concurrent with a high school diploma

12. identification of students with limited English proficiency and enrollment of such students in appropriate instructional programs

13. early identification, diagnosis, and assistance for students with reading and mathematics problems and provision of instructional strategies and reading and mathematics practices that benefit the development of reading and mathematics skills for all students

14. incorporation of art, music, and physical education as a part of the instructional program at the elementary school level

15. a program of physical fitness available to all students with a goal of at least 150 minutes per week on average during the regular school year; such program may include any combination of (i) physical education classes, (ii) extracurricular athletics, or (iii) other programs and physical activities deemed appropriate by the School Board

16. a program of student services for grades kindergarten through grade 12 that shall be designed to aid students in their educational, social, and career development

17. the collection and analysis of data and the use of the results to evaluate and make decisions about the instructional program

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Legal Ref.: _____ Code of Virginia, 1950, as amended in 1998, Section Code §§22.1-253.13:1 through 22.1-253.13:8