

Mount Olive Township School Design

Design Element 1: Classroom Climate and Management

Classroom Climate/Management

Revised Best Practice Indicators:

- Classroom management is student-centered.
- Students have a forum or method built into the schedule (e.g., regular class meetings, home base, or advisory periods based on age-level in which students are able to voice concerns that address community and school-related issues).
- Students are engaged in purposeful, active, and tactile learning tasks.
- Students are placed in flexible groups based on tasks, interests and/or needs (consideration given as well to socio-emotional impact on students for a successful outcome).
- School leaders create a predictable but flexible usage of time based on activities.
- School climate is safe, orderly, and conducive to teaching and learning.
- School leaders and teachers create a climate of high expectations and intellectual rigor and professionalism.

Looks like/Sounds like:

- Collaborating between students and teachers to create classroom rules that will be signed and mutually agreed upon.
- Having regular class meetings.
- Monitoring self and others to ensure adherence to established rules and class norms.
- Engaging students and teachers during meeting and advisory periods.
- Observing peer mediation that utilizes developmentally appropriate methods.
- Observe students engaged in cooperative groups.
- Witness students interacting to accomplish specific tasks and goals.
- See teacher moving about the room to monitor student progress.
- See classroom centers about the room.
- Witness enthusiasm in students and teacher toward learning outcomes.
- Incorporate checklist with expectations (behavioral and academic).
- See interaction of different age and skill level groups.
- Examine movement among and between classrooms and grades.
- See teacher working with small groups for all levels based on needs of students.
- See a checklist of student activities.
- Integrate subject areas throughout lessons.
- Teaching and learning occurs on part of students.
- Lock school entrance doors.
- Enforce use of ID badges for teachers/staff/visitor/substitutes.
- Maintain visitor sign-in sheets, cameras at school entrance doors, classroom emergency folders, safety signs, safe dismissal protocols, and zero tolerance policy.
- Practice fire and lockdown drills on a regular basis.
- Ensure quick and appropriate conflict resolution.
- Enforce orderly passage to classes throughout the halls.
- Check lockers as needed.
- Assign School Resource Officer to school.
- Assign safety patrol monitors as needed.
- Observe differentiated instruction in lessons.
- Provide Professional Learning Communities for teachers.

- Provide professional development aimed at student achievement.
- Use technology.
- Acknowledge student success.
- Provide Advanced Placement and honors classes, gifted and talented classes, enrichment classes and honor societies.

Intentional and Responsive Classroom

- Activities and materials are organized in highly visible ways and tailored to the students' varying skills, with appropriate supports and extensions.
- Students and their ideas are treated with dignity and respect.
- Classroom contains hallmarks of a cohesive, supportive, and interdependent community.
- Classroom time is productive with students and teachers engaged throughout the day.

Looks Like/Sounds Like:

- Witness division of classroom into sections (e.g., math area with manipulatives, reference book area, centers for elementary level, classroom library with resources)
- Sharing and affirming of ideas among students and teachers.
- Observe different approaches to problem-solving and sharing strategies.
- Observe respectful dialogue and acceptance of ideas, cultures, and special needs.
- Establishing student officers, classroom jobs, and peer buddies (student absence needs).
- Capturing teachable moments based on class discussion and topical issues.
- Working in groups with assigned roles.
- Establish cooperative groups and centers.
- Display student products and projects.
- Hearing noise due to purposeful interactions and activities.
- Learning is active, efficient, and effective.

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Design Element 2: Student Voice and Involvement/Language of Learning

Revised Best Practice Indicators:

- Students are involved in their learning process/education.
- Teachers provide opportunities for student reflection, problem-solving, and critical thinking.
- Students are encouraged to take ownership roles in decision-making and classroom life.
- Teachers inquire about students' understanding of concepts before sharing their own understandings of those concepts.
- Teachers encourage and accept student autonomy and initiative.

Looks like/Sounds like:

- Use multiple strategies to engage students in critical thinking and problem-solving (e.g., problem-based learning modules, self-directed projects).
- Encourage lively dialogue between and among teacher and students.
- Encourage risk-taking by promoting an atmosphere of acceptance.
- Support students' use of current technological resources and learning "tools" (e.g., computers, multimedia hardware/software, and digital cameras).
- Alternate between quiet time and conversation.
- Empower students to find their voices.
- Encourage active participation through hands-on activities.
- Create and preserve open dialogue to encourage students to select topics, books, and venues.
- Reflect on effort and performance (students).
- Use interpersonal and problem-solving skills to influence and guide peers toward goals.
- Leverage strengths of peers to accomplish a common goal (i.e. brainstorming).
- Instruct on a continuum that moves from direct modeling/instruction to indirect/facilitative support.
- Monitor and adjust teaching strategies in response to learner feedback.

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Design Element 3: Teaching Characteristics

Revised Best Practice Indicators:

- Teachers are committed to students and their learning.
- Teachers employ a variety of approaches and the use of various technologies, to promote critical thinking and help students become self-directed learners.
- Highly qualified teachers know the subjects they teach and how to teach those subjects to students.
- Teachers understand the central concepts, tools of inquiry, structures of discipline, as they relate to NJCCCS/21ST Century Skills.
- Teachers are responsible for managing and monitoring student learning.
- Teachers will understand instructional planning and design long and short-term plans.
- Teachers will be flexible and adapt to learning environments
- Teachers think systematically about their practice and learn from individual experiences, as well as the experiences of colleagues.
- Teachers will develop and foster life and career skills.
- Teachers use and develop common assessments to improve best practices.

Looks like/Sounds like:

- Understand how students learn and that all students can learn using developmentally appropriate instructional methods.
- Treat all students equitably.
- Adjust practices as necessary based on knowledge of diversity among students; such diversity will include, but will not be limited to interests, abilities, skills, family circumstances, cultural backgrounds, and peer relationships.
- Help students develop skills that will enable them to become self-directed learners.
- Modifies instructional methods, materials and environment to help all students learn
- Make connections between knowledge and other disciplines in real-world settings.
- Convey and reveal subject matter.
- Communicate skills, strategies, and “big ideas” to students.
- Examine and explore big ideas and essential questions by hooking and holding students’ interests.
- Inform students of performance requirements and evaluative criteria at the beginning of and throughout the unit.
- Promote thinking and understanding using various approaches and technology.
- Evaluate teaching resources and curriculum materials for their usefulness.
- Form groups based on how much support is needed.
- Employ different techniques and instructional strategies, such as hands-on learning.
- Engage groups of students to ensure a disciplined learning environment by organizing instruction to meet goals and objectives.
- Guide students to implement critical thinking skills such as making inferences, connections, and problem-solving.
- Exhibit an appropriate use of purpose, time, and student assessment to ensure growth in academic performance.
- Communicate with parents.
- Incorporate the six facets of understanding.
- Reflect on instruction and student performance and adapt teaching methods.
- Incorporate best practices into instruction.

- Collaborate and communicate with colleagues (*Professional Learning Communities*).
- Seek to expand their repertoire and adapt their teaching to new findings, ideas, and theories through professional development.
- Embrace an effective student-centered approach to teaching.
- Employ formative and summative assessment techniques to modify teaching and learning strategies.
- Implement strategies that engage students to be self-directed and responsible.

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Design Element 4: Student Products and Activities

Revised Best Practice Indicators:

Student Products

- Student work is authentic and original.
- Student products are often created for real events and audiences, including exhibitions, performances and publishing.
- Students are encouraged to work to potential by being given clear expectations and grading criteria (e.g., rubric).

Student Activities

- Students actively experience concepts, using a variety of resources in addition to the textbook.
- Students are provided with activities that promote problem-solving and application of knowledge.
- Students actively participate in discussions, freely sharing their views.
- Students are able to choose appropriate learning strategies based on grade level.
- Students demonstrate knowledge of big ideas and essential questions.
- Students are frequently provided with extended activities and multi-step projects.
- Students respond using reflective activities using various, easily accessible, age-appropriate materials and mediums (e.g., crayons, clay and written work).

Looks like/Sounds like:

Student Products

- Students display their best work around the classroom, throughout the schools, and in the community (e.g., library and town hall).
- Students maintain authentic work samples using a variety of media (e.g., student portfolios, journals, flash drives).
- Students present work for a variety of audiences (e.g., weather reports for classmates, health fair for the community).
- Teachers use rubrics as a clear guide of expectations for students to pursue excellence.

Student Activities

- Experiencing a wide variety of activities (e.g., centers, hands-on activities, cooperative small groups, guest speakers, field trips).
- Identifying and asking significant questions that clarify various points of view and lead to better solutions
- Framing, analyzing, and synthesizing information in order to solve problems and answer questions
- Demonstrating originality and inventiveness in work through student chosen mediums

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Design Element 5: Assessment and Accountability

Revised Best Practice Indicators:

- Instructional programs are guided by the essential questions, enduring understandings and enabling knowledge and skills that students should know, understand, and be able to do (Backward design for understanding).
- Teachers use NJCCCS and district performance guidelines to assess, document, report, and evaluate student progress using a variety of measures that are reported to the stakeholders.
- Students are able to describe the unit or course goals, can explain what they are doing and why, and know the criteria by which their work will be evaluated.
- Students remain engaged in activities throughout the unit and/or course that help them learn the big idea and answer essential questions.
- Student activities promote the “6 facets”: explanation, interpretation, application, perspective, empathy, and self-knowledge.
- Students have opportunities to ask and generate relevant questions, as well as explain and justify their work process and answers.
- Students use criteria/rubrics to guide and revise their work and set relevant goals based on feedback.
- Teachers develop and use a variety of formal and informal student assessments to frequently monitor and adjust instruction.
- Teachers use results of assessments to improve individual student performance and modify instructional program as needed.
- Teachers develop lessons using authentic performance tasks which allow students to demonstrate their understanding and apply their knowledge and skills.
- Teachers include students in goal setting, assessments and engaging in self-assessment.
- Teachers clearly articulate learning standards and assessment parameters prior to the beginning of each unit of study.
- Teacher feedback for student work is timely, substantive, varied, and formative, directed toward individual student improvement and specific to a criterion.
- Teachers provide students with feedback that supports the development of lifelong learning.
- Teachers ensure that students receive feedback from a variety of sources: teacher, peers, and self.

Looks like/Sounds like:

- Demonstrates originality and inventiveness in work to thoroughly evaluate the task.
- Develops, implements, and communicates new ideas to others.
- Frames, analyzes, and synthesizes information in order to solve problems and answer questions.
- Assumes shared responsibility for collaborative work.
- Articulates thoughts and ideas clearly and effectively through speaking and writing.
- Monitors one's own understanding and learning needs.
- Works appropriately and productively with others.
- Demonstrates commitment to learning and a positive work ethic.
- Uses interpersonal and problem-solving skills to influence and guide others toward goals.

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Design Element 6: Differentiated Learning / Grouping

Revised Best Practice Indicators:

- The teacher monitors and considers student data when planning lessons and grouping.
- The teacher routinely assesses students by using multiple sources of data to plan for lessons and to group/regroup learners.
- The teacher routinely uses student information and feedback to adjust the instruction and expectations of his/her students.
- The students actively participate in their learning experiences.
- The teacher organizes the physical environment that is conducive to a variety of grouping structures.
- The teacher provides additional instructional support (i.e., remediation, re-teaching, and enrichment) through micro-lessons, and intensive coaching.
- The teacher models the roles and responsibilities of various learning communities.
- The teacher forms and adjusts a variety of groupings to improve student engagement and achievement.
- The teacher instructs students in classroom procedures for group and/or independent learning.
- The teacher promotes a sense of community and collaboration.
- The teacher ensures that all students participate actively, frequently, and in an engaging manner.

Looks like/Sounds like:

- Plans and groups according to students' strengths, abilities, needs, interests, prior knowledge, skills, work pace, diversity, etc.
- Uses a variety of formative and summative assessment tools and instruments (e.g., grade level and/or subject inventories, reading records, Learnia results, SRI results, DWI, NJASK, standardized test results, district assessments, tests, quizzes, authentic tasks, teacher observations, slate/whiteboard assessments, peer reviews)
- Furnishes feedback to the teacher and other students
- Sets personal learning goals
- Makes decisions or selects options/choices from an assortment of learning opportunities
- Monitors his/her personal and/or group progress
- Aligns furniture and space requirements with learning opportunities
- Encourages movement within the classroom to promote student engagement and participation (e.g., independent work areas, small group tables, whole class meeting areas)
- Forms heterogeneous and homogeneous groups
- Encourages independent work
- Guides partnerships (e.g., think-pair-share, reading knee to knee & side by side, echo reading, writing peer conferences, peer coaching)
- Facilitates small group instruction (e.g., guided reading groups, writing conferencing, project groups, literature circles/book talks, etc.)
- Leads whole class benchmark lessons (e.g., choral responding, etc.)
- Prepares students to respond readily to cues for regrouping and routinely interacting with agreed upon rules for seeking help, resolving difficulties, and promoting one another's learning.

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Design Element 7: Science

Scientific Attitudes and Appreciations

Revised Best Practice Indicators:

- Teachers encourage students to develop, articulate, and defend their attitudes about science and technology in their discussions, writings, and experimental work.
- Teachers facilitate the sharing of scientific investigations beyond the traditional classroom setting with displays, school museums, nature centers, “zoos,” etc.
- Teachers ensure that students are able to state scientific questions and defend solutions reached through experimentation.
- Teachers use collaborative methods to develop lessons that focus on students’ understanding and use of scientific knowledge, ideas, and inquiry processes.
- Teachers support a classroom community with cooperation, shared responsibility, and respect.

Looks like/Sounds like:

- Promotes the exercise of sound reasoning and understanding and is intentionally positive about science and technology.
- Provides abundant opportunities for students to display their scientific knowledge, even outside of the classroom.
- Uses appropriate time to discuss experimental methods.
- Encourages students to apply the experimental method end-to-end: from theory, through hypothesis, experimentation and conclusions reached.
- Plans lessons together with other teachers and provide mutual periodic feedback.
- Treats students with dignity and respect.

Instruction

Revised Best Practice Indicators:

- Teachers use a variety of instructional methods and adjust them to the needs and strengths of students.
- Teachers provide opportunities for scientific discussion and debate among students.
- Teachers guide students in formulating testable hypotheses and in gathering, interpreting, and presenting data in appropriate forms.
- Teachers use a variety of components emphasizing active and extended scientific inquiry as opposed to science lessons dominated by presentations of scientific knowledge through lecture, text, and demonstration.
- Learning disciplines (e.g., physical, life, earth sciences) are presented in the context of everyday life.
- Teachers integrate all aspects of science while connecting science to other school subjects.
- Teachers build on students’ prior knowledge to foster conceptual change.
- Teachers share responsibility for learning with students.
- Teachers present lessons using scientific facts and information to develop conceptual thinking.

Looks like/Sounds like:

- Develops and presents lessons that include lectures, hands-on demonstrations, debates, instructional videos, technology, simulations, etc.
- Requires students to work in teams.
- Uses technology, including computing, communications tools, science networks, research tools, etc. to access, integrate, evaluate, and create information.

- Ensures that students can relate and apply lessons to everyday problems and to other knowledge domains.
- Ensures that teachers use what students already know to produce new learning.
- Develops science lessons that produce higher level thinking.
- Presents lessons that frame, analyze, and synthesize information in order to solve problems and answer questions.

Assessment

Revised Best Practice Indicators:

- Teachers monitor progress toward *tested* state and local learning objectives.
- Teachers provide frequent feedback to students concerning academic progress.
- Teachers engage in ongoing assessment of student learning by using a variety of methods, gathering data about student understanding, and analyzing these data to guide teaching (including state and local assessments).
- Teachers engage in ongoing assessment of their teaching by using student data, observations of teaching, and interactions with colleagues.

Looks like/Sounds like:

- Understand state objectives, comparing them to student performance on a regular basis.
- Post and publish student grade averages on assignments, tests, projects, etc. soon after completion.
- Judge student progress using a variety of assessment tools.
- Use actual results to judge the effectiveness of lessons and to shift lesson strategies, alter content, and drive future lessons.

Technology

Revised Best Practice Indicators:

- Students use computers to integrate other technology into their work, such as creating multimedia reports.
- Teachers incorporate technology, serving as technological facilitators in the classroom.
- Students create their own databases and spreadsheets to collect, analyze, and present data.

Looks like/Sounds like:

- Use computing technology regularly.
- Provide teacher training to facilitate ease with the use of technology, via consistent software and technological tools.

Safety

Revised Best Practice Indicators:

- Teachers create and maintain a safe environment by ensuring student awareness and understanding of safety practices through the monitoring of student behavior toward accepted safety practices.

Looks like/Sounds like:

- Use appropriate evaluation to ensure student understanding of safety practices.

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Design Element 8: Math Methods

Instruction

Revised Best Practice Indicators:

- Teachers differentiate instruction by using a variety of methods and technology.
- Teachers stress understanding of concepts, thinking strategies.
- Teachers will show how to identify important/relevant information in word problems.
- Teachers teach critical thinking skills.
- Teachers encourage students to invent and use alternate algorithms.
- At early grades, strong emphasis on basic arithmetic skills.
- Students will justify their answers by explaining their thinking process.
- Teachers will integrate exploring and projects into lesson planning.

Looks like/Sounds like:

- Using calculators less for basic math skills.
- Showing their work process (illustrate, calculate, explain).
- Hang posters/reference sheets on the walls.
- Doing hands-on activities.
- Providing a variety of activities to meet different students learning styles.
- Continually asking “How did you get that?”, “Is there another way?”, and “Is your answer reasonable?”
- Presenting topics in an open-ended format.
- Discussing wrong answers to understand the students thinking process and to help guide the students to the correct answer.
- Discussing math problems and processes.
- Working in both individual and group situations.
- Flexible pacing is maintained ensuring exposure to all skills and lessons in the program.

Curriculum Integration

Revised Best Practice Indicators:

- Teachers will connect topics in math.
- Teachers connect math to real world situations and other disciplines.
- Teachers will use various types of technology in class.

Looks like/Sounds like:

- Playing appropriate math games.
- Participating in hands-on activities.
- Providing a variety of activities to meet different students learning styles.
- Interdisciplinary activities (connect math skills to everyday uses/careers).
- Bringing in guest speakers to discuss how math is related to their field.
- Using computers, graphing calculators, etc.

Assessment

Revised Best Practice Indicators:

- Teachers adapt program components to meet students’ assessment needs.
- Teachers will review the results of the NJ state test.
- Teachers will create assessments that are both performance based and open-ended response.

Looks like/Sounds like:

- Monitoring students progress daily (using a variety of methods).
- Using repetitive, timed practice of basic math facts/skills.
- Splitting class to work with different students' needs.
- Providing a variety of activities to meet different students learning styles.
- Collaborating about the state test results and how to use them to drive their instruction.
- Discussing the methods of correct and incorrect answers on assessments.
- Using warm-up activities or "Do Now" to review previous knowledge.

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Design Element 9: Language Arts

Reading

Revised Best Practice Indicators:

- Teacher will expose children to a wide and rich range of literature, while increasing sustained reading time and improving word recognition strategies, fluency and comprehension.
- Teacher will emphasize comprehension strategies, including:
 - Connections – relating text to: self, text, or world
 - Monitoring – self correcting and adjusting
 - Visualizing – creating pictures in your mind from context
 - Questioning – checking comprehension as you read
 - Synthesizing – applying what you understand
 - Inferring – drawing conclusions and predicting
 - Determining important ideas – big picture or idea

Looks like/Sounds like:

- Ensure classrooms contain a comprehensive student library with various levels and genres.
- Introduce and read passages and/or books from various genres, topics, and authors.
- Model and display the comprehension strategies.
- Provide opportunities for choosing individual books to read independently and/or in small groups.
- Provide opportunities for working cooperatively with others.
- Read the same material in various structured groups, including partners and small groups.
- Engage in discussions with peers and/or teacher to enhance critical thinking skills (e.g., book clubs).
- Expand vocabulary using appropriate strategies and techniques.
- Observe students using vocabulary and comprehension strategies.
- Hear students discussing and comparing their perception of what they read with their peers.

Writing

Revised Best Practice Indicators:

- Teacher will develop a supportive classroom setting to foster writing as a form of effective communication.
- Teacher will emphasize and model writing for a purpose for real audiences in different genres as appropriate for grade level:
 - Narrative – story writing
 - Expository – explanatory writing
 - Persuasive
 - Poetry
 - Descriptive
 - Response to Literature
 - Practical Writing – letters
 - Summary Writing
 - Research and rules of plagiarism
 - Note-taking and outlining
- Teacher will encourage the application of the writing process to develop and improve students writing (prewriting, drafting, revising, editing, and publishing).

Looks like/Sounds like:

- Observe students writing daily in Writer's Workshop.

- Provide opportunities for students to write for real audiences, (i.e., peers, class, and a wider community).
- Ensure that students write for a variety of purposes (i.e., persuade, enjoy, entertain, learn, inform, record, respond to reading, solve problems, notetaking).
- Provide opportunities for students to write on self-selected topics in a variety of literary forms.
- Provide writing notebooks and writing folders for different materials or references.
- Provide resources (print and non-print) to enhance writing.
- Encourage student use of the library media center as a critical resource.
- Ensure that students understand and apply the rules of plagiarism when researching and writing.
- Ensure that every student attempts to synthesize information from multiple sources (i.e., speaking, listening, reading, and viewing).
- Provide opportunity for students to work cooperatively with others to accomplish a task.
- Encourage students to provide constructive criticism to others within their peer group.
- Provide time for students to conference with peers and/or teacher to revise content, organization and other aspects of writing to improve their work.
- Demonstrate appropriate response to constructive criticism.
- Provide students time to edit writing for developmentally appropriate syntax, spelling, grammar, usage, and punctuation.
- Publish or display writing pieces in a variety of formats.
- Celebrate students' writing.

Speaking

Revised Best Practice Indicators:

- Teacher will encourage students to converse effectively with peers and adults.
- Teacher will provide opportunities for students to effectively present ideas, opinions, research, and work products to their peers and other audiences.

Looks like/Sounds like:

- Model best presentation practices (i.e., voice projection, eye contact, poise, gesturing, body language, etc.).
- Provide opportunities for students to share their ideas and writings with the class.
- Ensure that every student attempts to utilize the latest technologies to make effective presentations.
- Coach students to communicate orally for different purposes (persuade, inform, and/or describe) and audiences.
- Encourage students' participation in collaborative speaking activities (i.e., Reader's Theatre, choral reading, plays, and reciting poems).
- Encourage students' speaking before a group to express thoughts and ideas, convey an opinion, present information and/or tell a story.
- Promote students use of proper English.
- Hear students reading aloud with meaning from various genres.
- Listen as students give directions, instructions, summaries, and paraphrase ideas orally.
- Observe students using visual aids and nonverbal behaviors to support spoken messages.

Listening

Revised Best Practice Indicators:

- Teacher will model and guide students to listen actively for a variety of purposes and to different speakers.

Looks like/Sounds like:

- Observe students looking at the speaker.
- Control classroom environment.

- Encourage students' active engagement.
- Model skills for listening attentively and critically to a variety of speakers (i.e., eye contact, body language).
- Provide opportunities for students to develop listening strategies (i.e., asking relevant questions, note-taking, and making predictions) to understand what is heard.
- Provide opportunities for students to follow oral directions.
- Ensure that every student attempts to critically evaluate the content of oral media presentations (i.e., television, news reports, speeches) to identify propaganda, persuasion, bias, etc.

Viewing

Revised Best Practice Indicators:

- Teacher will provide opportunities for students to view various types of media (picture books, non-fiction, tables and graphs, maps, movies, computers, etc.) to enhance student critical thinking skills and comprehension.

Looks like/Sounds like:

- Demonstrate how information is gained from a variety of media.
- Encourage understanding of different media forms and how these contribute to communication.
- Analyze and evaluate illustrations to support text.
- Utilize symbols, drawings, and/or illustrations (i.e., simple charts, graphs, diagrams, map keys and icons) to represent information that supports and/or enhances writing when appropriate.
- Ensure that every student attempts to distinguish between factual and fictional visual representations.
- Observe students taking notes on visual information from film, presentations, observations, and other visual media, and reporting that information through speaking, writing, or using their own visual representations.

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Design Element 10: The Fine and Performing Arts

Revised Best Practice Indicators:

- Teachers will emphasize student originality, choice and responsibility and support for every student's individual quest.
- Teachers will integrate the arts across curriculum using art as a tool of doing, thinking and learning.
- Teachers will develop a partnership with local artists, performers, arts organization, school and local community.
- Teachers and students will promote and develop skills and techniques to produce and reproduce fine and performing arts.
- Students will be able to effectively communicate about fine and performing arts.
- Students will evaluate, assess, and respond aesthetically to existing art and personal works of art.
- Students will explore of the whole array of art forms, from Western and non-Western sources, different time periods, cultures, and ethnic groups.
- Students will connect historical and cultural perspectives about the arts, bring relevance to the past, and enable students to relate the arts to present cultural environment.
- The community will develop an appreciation for the value of the arts.

Looks like/Sounds like:

- Demonstrate originality and inventiveness in work.
- Advance skill levels to demonstrate initiative towards a professional level.
- Collaborate and integrate to form interdisciplinary units.
- Utilize technology, local expertise, and research documents to make connections.
- Create art to illustrate ideas and concepts.
- Act on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.
- Collaborate between and among groups.
- Provide a safe and encouraging venue to perform, exhibit or publish their work.
- Collaborate across disciplines.
- Create authentic assessments.
- Use interpersonal and problem-solving skills.
- Create and utilize authentic documents.
- Articulate thoughts and ideas clearly and effectively through speaking and writing.
- Critique and provide constructive criticism of own and others' work of art.
- Develop, implement, and communicate new ideas to others.
- Respond in an open manner to new and diverse art forms.
- Access information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively.
- Understand the interconnections among diverse art forms.
- Bridge cultural differences and using different perspectives to increase innovation and the quality of work.
- Allow time for the arts in the school day.
- Supply financial support for the arts programs.

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Design Element 10: Social Studies

Revised Best Practice Indicators:

- Teachers will engage students in inquiry and problem-solving activities about significant human and global issues.
- Teachers will integrate social studies with other areas of the curriculum with use of real-world reading and documents/resources.
- Teachers will approach historical content from a global perspective.
- Teachers will promote active student learning through reading, writing, debating, critical thinking, and relevant problem-solving activities.
- Students' experiences will be related to prior knowledge, social institutions, and problems of everyday living.
- Students will participate in community affairs building a sense of civic responsibility to their schools and community.
- Students will use authentic assessments and self-evaluations to further learning and promote responsible citizenship, connectivity/transfer, and open expression of ideas and personalization of the learning process.
- Students will participate in interactive and cooperative classroom study processes.
- Students and teachers will integrate technology into learning.

Looks like/Sounds like:

- Use current global events to foster student learning.
- Establish connections between the past and present.
- Collaborate for interdisciplinary units.
- Utilize technology, local experts, and research documents to make connections.
- Appreciate a global perspective for students to appreciate a global point of view.
- Develop an understanding of social justice, morality and ethics.
- Ask significant questions that clarify various points of view and lead to better solutions.
- Experience in-depth study of topics in each social studies field.
- Introduce richer content in elementary, middle, and high school grades in psychology, sociology, economics, political science, current events, as well as history and geography.
- Participate in local, community, and school efforts.
- Implement the process of making informed decisions.
- Exercise choice and responsibility by choosing their own topics for inquiry.
- Explore open questions that challenge students' thinking.
- Articulate thoughts and ideas clearly and effectively through speaking and writing.
- Demonstrate ability to work effectively with diverse teams.
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal.
- Assume shared responsibility for collaborative work.
- Bridge cultural differences and using differing perspectives to increase innovation and the quality of work.
- Use multimedia presentations.
- Integrate technology in the delivery of instruction and the final student product.
- Use digital technology, communication tool and /or networks appropriately to access, manage, integrate, evaluate, and create information.

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Design Element 11: Vision/Leadership Characteristics

Vision

Revised Best Practice Indicators:

- School administration develops and maintains a clear mission with all stakeholders.
- School leaders create an environment that is considerate of and responsive to changing global conditions.
- School administration works with all stakeholders and uses data to collectively develop vision.
- School leaders create an environment conducive to allowing engagement of all stakeholders in attaining established vision.

Looks like/Sounds like:

- Monitor and adjust district's vision with changing global conditions.
- Commit to instructional goals, priorities, assessment procedures and accountability practices that align with attainment of the mission.
- Communicate with and invite stakeholders to participate and support the vision of the district.
- Involve local business and community leaders in monitoring or adjusting curriculum with changing global demands.

Leadership

Revised Best Practice Indicators:

- Board of education works with the central office administration and community stakeholders to establish and promote the criteria for success.
- School leaders are instructional leaders and experts.
- Principals efficiently manage and lead in all operations of the school.