

Criteria for Promising Practice

*Adapted from New Visions for Public Schools,
Center for School Success*

A school's instructional model should aspire to meet the following criteria in order to be considered a "Promising Practice":

“Promising Practice” Criteria	Existing	Emerging	Non-existent
<p>Curriculum integration is consistent with the school's mission. There are clear and specific goals for the integrative curriculum and they are described in the school's official plan (e.g., Comprehensive Education Plan).□</p>			
<p>Action Plan:</p>			
<p>A broad-based concept, theme, or essential question that goes across two or more discipline areas is the driving force of the curriculum. The curriculum engages students in the "big ideas" of a discipline or disciplines, encompasses critical skills, and fosters habits of mind that will produce lifelong learners.□</p>			
<p>Action Plan:</p>			

“Promising Practice” Criteria	Existing	Emerging	Non-existent
<p>The curriculum has carefully conceived design features: a scope and sequence, a cognitive taxonomy to encourage thinking skills, behavioral indicators of attitudinal change, and a solid evaluation scheme.□</p>			
<p>Action Plan:</p>			
<p>Staff are sufficiently supported to implement curriculum through common scheduling of prep time, professional development, and control over resources. Three to four weekly meetings of at least 30 minutes each is recommended.□</p>			
<p>Action Plan:</p>			
<p>Student scheduling is consistent with goals for integrating curriculum (e.g., there is block programming, or teachers teach the same set of students).□</p>			
<p>Action Plan:</p>			

“Promising Practice” Criteria	Existing	Emerging	Non-existent
<p>The curriculum is aligned to the standards in each of the disciplines involved. There is a process in place for teachers to examine the standards within their discipline and share them with their peers in other disciplines. Together they determine the overlap of knowledge, skills, and habits of mind that cross-cut their disciplines.□</p>			
<p>Action Plan:</p>			
<p>Sufficient time has been provided to pilot, evaluate, and modify curriculum units.□</p>			
<p>Action Plan:</p>			
<p>Teachers have sufficient autonomy to design, shape, and modify the curriculum according to their students' needs.□</p>			
<p>Action Plan:</p>			
<p>There are sufficiently rich resources to support the curriculum.□</p>			

Action Plan:

“Promising Practice” Criteria	Existing	Emerging	Non-existent
<p>Students are engaged in the curriculum. Students have input into identifying topics, developing questions of study, planning the inquiry, assigning tasks, selecting and gathering resources and information, and developing the assessments.□</p>			
<p>Action Plan:</p>			
<p>Parents are informed and understand the curriculum. They know what their children will be expected to know and do, and how they will be assessed.□</p>			
<p>Action Plan:</p>			
<p>A variety of assessments (formal and informal) are incorporated into the curriculum to determine what students know and can do.□</p>			
<p>Action Plan:</p>			