

DRAFT

Upholding Evidence-based Teaching and Learning Practices in Board Policymaking

As defined by the National School Board Association, policies “establish direction for the district, set goals and assign authority.”

With regard to teaching, curriculum content, assessment, program evaluation, professional development, and other areas of schooling, school boards can create policies that establish criteria for practices associated with evidence-based education reform. District administrative procedures further define the policy and provide guidelines for its implementation. To avoid role confusion, the school board establishes policies, and the Superintendent and professional staff execute the administrative procedures and teaching protocols to execute policy. Policy development should be the product of collaboration between professional educators and the school board with participation structures that engage parents and members of the broader community. It should be created based on the best evidence and collective wisdom at the time of formulation with a process for revision to accommodate new knowledge in the specific policy arena.

Teaching and Learning Elements to Incorporate into District Policy:

- Assessment methodologies
- Instructional time
- Instructional grouping and scheduling
- Instructional materials
- Instructional practices
- Professional development
- Administrative practices
- Evaluation methodologies
- Curriculum content
- Affective curriculum