

The Four Pillars define the practices teachers, school leaders, and district leaders must implement to reach the goals in The Great Commitment. From teachers to operations center staff, we ALL have a role in continuously improving practices to turn our schools around and reach our community-wide goals.

OKCPS teachers will use the strategies in the “Instructional Commitments” to drive continuous improvement of student learning through effective day-to-day classroom instruction.

OKCPS Instructional Commitments

Pillar #1	Pillar #2	Pillar #3	Pillar #4
Culturally responsive, rigorous teaching & learning	Safe climate and strong relationships with families & community	Effective teachers, leaders and staff	Data-informed, needs-based resource allocation
We challenge all students by using rigorous curriculum and effective teaching that is responsive to our students’ varied learning styles, prior knowledge, and cultural background.	We nurture a culture that supports the personal safety of students and adults and sustains trusting relationships and shared responsibility for student success.	We support growth and effectiveness of all employees through continuous professional learning, evidence-based collaboration, and continuous improvement of their practices.	We rely on evidence to make informed choices and drive decisions. We model equity, flexibility and transparency when allocating resources, so that each student has a fair chance at success.
<ul style="list-style-type: none"> Teachers use explicit, high-engagement instructional strategies that show what to do, why, how, and when and provide students choice in how to demonstrate mastery. Teachers increase their knowledge of diverse cultures and utilize rigorous academic standards and practices to adapt and scaffold lessons that reflect the communication and learning styles familiar to the students. 	<ul style="list-style-type: none"> Teachers – working with parents – make a concerted effort to provide a safe, accepting environment free from ridicule and bullying, by challenging negative attitudes and practices, and ensuring all students are honored. Teachers provide time, encouragement, and instructional strategies to connect every student to at least one caring adult to guide and advocate for the student’s academic and behavioral growth. 	<ul style="list-style-type: none"> Teachers use professional learning community (PLC) time to address curriculum scope & sequence and student progress, and to share ideas for enhancing the effectiveness of their instructional practices. Teachers assess their own growth over time by reflecting on instruction and analyzing effectiveness of professional practices relative to student learning. 	<ul style="list-style-type: none"> Teachers guide students in setting and monitoring their own progress toward meeting academic and behavioral goals and teachers advocate for resources to support each student’s individualized learning paths. Teachers meet regularly within and across grade-level/subject teams to review student data, reflect on professional practices, and implement and monitor the instructional improvements.
<ul style="list-style-type: none"> Leadership creates an environment of genuine respect for students and a strong belief in their ability to meet high expectations. Leadership provides resources and support for teachers to question and challenge their own belief and actions about students’ ability to meet high expectations. 	<ul style="list-style-type: none"> Leadership builds links to systems for educators, students, parents & caregivers, and community to create safe, caring schools. Principal/Leadership Team implements structured in-school suspension programs accompanied by behavioral interventions and supports. 	<ul style="list-style-type: none"> Principal schedules and protects ‘sacred time’ for instructional planning and evidence-based collaboration focused on continuous improvement of professional practice and student learning. Principal/Leadership team provides opportunities for targeted continuous professional learning, stimulates collegial accountability, and bases decisions on the highest professional standards. 	<ul style="list-style-type: none"> Principal/Leadership Team ensures that resources (i.e. people, time, money) are aligned to the school’s priorities and are allocated to meet the differentiated needs of students, teachers, and staff. Principal/Leadership Team engages teachers in ongoing professional learning, collaboration, application and reflection regarding research-based engagement, formative assessment, and intervention techniques in their classrooms.
<ul style="list-style-type: none"> District/School Leadership continuously evaluates, coaches, mentors, and models instructional commitments for teachers in order to accelerate student learning. District and School Leadership Team implement a rigorous, standards-based curriculum and use formative assessments to ensure ALL students are prepared for PreK through postsecondary and career opportunities. 	<ul style="list-style-type: none"> The District and Community develop a full continuum of academic and behavioral intervention systems to promote learning and healthy development for all members of the school community. District and School Leadership Team build the principals’ capacity to connect every student to at least one caring adult and to link families with community resources and supports. 	<ul style="list-style-type: none"> The school/district cultivates a cadre of highly skilled coaches and peer-facilitators to guide induction, mentorship, and continuous growth of teachers, teams, and administrators. The school/district defines and monitors effectiveness of implementation of professional practices regarding curriculum, assessment, and instruction by all employees at every level. 	<ul style="list-style-type: none"> School district leadership provides professional development and coaching to all educators regarding analysis and interpretation of data about student learning and professional practices based on evidence. District allocates resources (i.e. time, personnel, materials, equipment) based on student and school needs.

TEACHING PRACTICES

LEADERSHIP PRACTICES

ORGANIZATION PRACTICES