

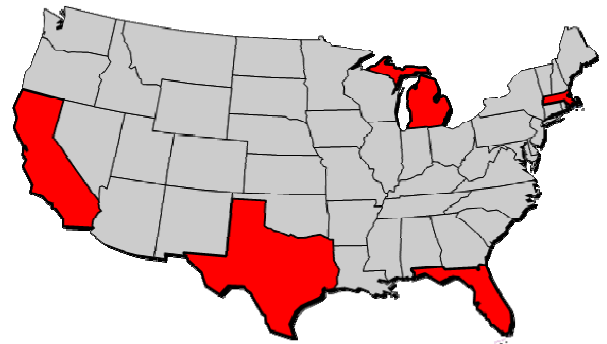


CASE STUDY

Core Practices in Math & Science: An Investigation of Consistently Higher Performing Schools in Five States

Lawndale High School

Centinela Valley Union
High School District
(California)



Introduction

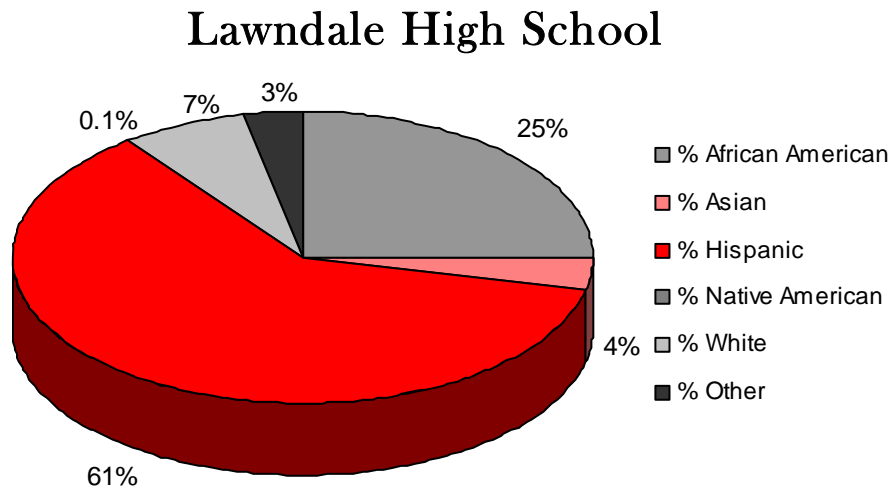
Since 1999, the National Center for Educational Achievement (NCEA) and its affiliated research teams have studied over 500 public schools across the country in an effort to identify and disseminate effective practices embraced by higher performing schools that distinguish their campuses from their average-performing peers. Building on the foundation established by this previous research, NCEA sought in the current study to focus specifically on educational practices in the areas of mathematics and science in five states: California, Florida, Massachusetts, Michigan, and Texas.

Criteria used in school selection in the current study included three years of state assessment data in mathematics and science (2004, 2005, and 2006), campus demographic make-up, percentage of economically disadvantaged students, school size, and geographic location. In addition, all of the schools selected for participation met the state and federal requirements for Adequate Yearly Progress (AYP) in 2006. Schools categorized as higher performing based on the selection criteria were those “beating the odds” with consistently better student achievement over three years, when compared to peer campuses with a similar student population. Therefore, a list of the state’s highest performing schools may contain schools different from those selected for this study.¹

In order to illuminate the roles of different members in a school community, for each selected school, NCEA researchers interviewed district-level administrators, school administrators, and classroom teachers. To supplement the interview data, researchers collected pertinent documents, observed secondary level algebra classes, and invited participants to take part in the NCEA *Self-Assessment* online.

¹ For more detailed information about the school identification process and the list of higher performing schools included in the study, please see the full cross-case report at <http://www.nc4ea.org>.

Figure 1: Student Demographics



District and School Profile

Located in Los Angeles County, the Centinela Valley Union High School District serves students in three cities: Hawthorne, Lawndale, and Lennox. Operating three comprehensive high schools and one alternative continuation high school, the Centinela Valley district institutes mandatory placement tests and enrolls students from K-8 feeder school districts in the area. With a diverse student population, the total enrollment in the district is approximately 7,800. The district's Adult Transition Program has earned the Centinela Valley Union High School District the Golden Bell Award and the Grazer Outstanding Achievement in Learning (GOAL) Award for successfully helping older severely handicapped special education students acquire career skills and job opportunities.

One of the three comprehensive high schools in the Centinela Valley school district, Lawndale High School is a Title I school and enrolls 1,356 students, approximately 65% of whom are eligible for the federal free and reduced-price lunch program. Over half (61%) of the students on campus are Hispanic. Without a school attendance boundary, Lawndale High School has an enrollment process that is open to any students within the district boundary and involves a random lottery drawing of received student applications.

As a strong proponent of higher standards, NCEA recognizes school efforts to move more students to the state's higher standard of achievement by accounting for those students in the analysis of consistent higher performance. Tables 1 and 2 summarize performance at both the state's proficient and advanced standards attained by the students at Lawndale High School for the years of 2004, 2005, and 2006. The state averages included in the tables represent student performance

among schools with a student population similar to Lawndale, particularly based on the percentage of economically disadvantaged students.

Table 1: Performance Trends based on Proficiency Standard

	2004	2005	2006
Grade	10	10	10
Mathematics	81%	80%	83%
Science	Not Tested	Not Tested	33%
State Average for Similar Schools (Math)	63%	64%	68%
State Average for Similar Schools (Science)	Not Tested	Not Tested	23%

Table 2: Performance Trends based on Advanced Standard

	2004	2005	2006
Grade	10	10	10
Mathematics	N/A	N/A	N/A
Science	Not Tested	Not Tested	10%
State Average for Similar Schools (Math)	N/A	N/A	N/A
State Average for Similar Schools (Science)	Not Tested	Not Tested	7%

*Math performance data at the advanced standard level were not available because the state assessment is an exit exam that students either pass or fail.

Theme 1

Student Learning: Expectations & Goals

Educators in the Centinela Valley Union High School District espouse aligned academic goals anchored in college readiness.

- Treating student achievement as the top priority in the district, educators in the Centinela Valley school district embrace the goal of college readiness for students upon graduation. Amid a district-wide college-going culture, an administrator shared the district's definition of success as "when students graduate from high school prepared for college and accepted into college." To raise student awareness of and preparation for future options, educators' endeavors have included site-organized College Fairs and the district-wide Summer Bridge program to inform incoming 9th-grade students about high school and college requirements. Academies in areas such as marine science and engineering promote not only internship opportunities but also aspirations to attend college to follow a career path. In addition, educators strive to increase student access to higher level coursework through, for instance,

constant expansion of AP course offerings and partnerships with the local community college to offer concurrent enrollment in math classes on district campuses.

- Alignment throughout the school system characterizes the academic goals established by educators in Centinela Valley. To achieve the district-wide consensus, a leader observed, “You need to never give up. It’s important to articulate goals and the purpose over and over again, without taking the easy way out... We have to make decisions based on what’s best for student achievement, not for ease of administration.” Characterizing the school goals as aligning readily with district goals, an administrator at Lawndale High School described how the district-school consensus moves the entire system forward. “As we achieved the district’s focus on standards-based instruction and accountability measures, we moved on to the pacing and the rubrics, and now we have a college-going culture focus. This is the goal of the district. There is no way students can go four years here and not have had at least a half a dozen people talk to them about going to college, or doing something else beyond high school.” At the classroom level, teachers at Lawndale also embrace the “overarching goals of everyone going to college.” Educators at Lawndale provide incoming 9th-grade students with a five-year plan, communicating that “here’s four years, and here’s what you’re doing the year after you finish high school.” Catering to the “high number of students of color and the high number of students on free and reduced lunch,” in the College Awareness month of November, Lawndale educators offer a series of workshops and opportunities for students to research and present to peers information about admissions and fields of study for various colleges.

Standards-driven and vertically articulated curriculum materials guide educators’ provision of quality education.

- Curriculum materials in the Centinela Valley Union High School District align to state standards and provide practical resources. Under the district’s leadership, teachers in Centinela Valley develop documents such as pacing plans and course outlines and include resources useful for implementation. For instance, in science, standards-based lesson plans and lab activities are available to teachers. In addition, by contracting with an outside provider, district leaders add benchmark assessments to available curriculum resources. Other resources include good literacy strategies and the prioritization of the state standards. Through an analysis of the state tests, curriculum developers identify the standards tested with the highest frequency to inform teachers of essential state standards. While teachers try to “cover all standards,” the identification of essential standards directs teachers to areas to emphasize in order to enhance student achievement.
- Vertical curricular alignment is strong within the district, particularly for sequenced subject areas such as math and science. In math, for instance,

according to an administrator at Lawndale High School, “A student needs to master certain skills in order to be successful beyond the current course.” In addition, with numerous feeder schools because of the unique setup of the high school district, educators in Centinela Valley have initiated vertical articulation efforts with their feeder districts. Although participation is voluntary, a leader at Lawndale observed that “the articulation is good because it encourages conversations to take place by looking at expectations and at the different curricula that are taking place at the different school sites.”

Theme 2

Staff Selection, Leadership, & Capacity Building

Staff recruitment and selection in the Centinela Valley Union High School District stress enriching the available pool and upholding high expectations.

- Working with local entities, leaders in Centinela Valley augment their staff recruitment efforts. For instance, to increase the number of qualified candidates in the administrative pool, the district office collaborates with California State University-Northridge and hosts cohorts from the credential program on district campuses. In addition, current associate principals in the district have the opportunity to attend training conducted by the Association of California School Administrators in preparation for principalship. One district leader expressed, “Growing our own is a way to get qualified people into administration.”
- In a manner similar to their administrative recruitment, district leaders establish partnerships and work on “growing” their own candidates in teacher recruitment. In addition to position advertisements and recruitment fairs, a partnership with the University of California-Los Angeles allows district leaders to access qualified teacher trainees, particularly through student teaching placement. To develop internal candidates, the district office has programs in place targeting current paraprofessionals and career changers. The district’s pre-collegiate program focuses on nurturing secondary level students’ ambitions to enter the teaching profession.
- Teacher selection processes at Lawndale High School emphasize maintaining high standards and ensuring “a good fit.” Perceiving that “nothing can take the place of a good teacher,” school personnel conduct interviews that focus on candidates’ strategies for addressing site-specific issues regarding, for example, grading policies, extended class periods, and teacher collaboration. To determine a candidate’s content mastery and rapport with students, interviewers at Lawndale require candidates to demonstrate lesson development and delivery. A current staff member shared, “Teachers know coming here we stand for a higher standard.”

As a means of staff retention, administrators provide ample support and capacity-building opportunities through training and teacher leadership.

- Availability of support contributes to effective staff retention in the Centinela Valley Union High School District. To retain school administrators, according to a district leader, “the major factor is the support from district office staff. We want our principals to truly feel that they’re not alone, that they have the district support.” For instance, regular meetings ensure that principals are able to discuss concerns with district leaders and colleagues. Regarding teacher retention, a leader at Lawndale shared, “If teachers feel supported, they are more likely to stay. So we make sure they have what they need.” Despite budgetary constraints, administrators provide teachers with resources such as instructional coaches and technology. New teachers in the district receive especially extensive support. With the New Teacher Institute focusing on curriculum and policies, additional training for incoming teachers covers topics such as classroom management, parent communication, and scaffolding strategies. New teachers also have access to day-to-day and content-specific support on site from their colleagues and assigned mentors.
- Employees in the Centinela Valley school district have access to continuous professional development. Considering that “teachers feel good when they are constantly learning and given the proper tools to succeed,” district leaders provide focused training every year, such as technology-themed workshops on PowerPoint, Smart Board, and the grading and data systems. In addition, ongoing professional development opportunities focus on “strategies that are going to engage our students and provide them with a rigorous, high-expectation curriculum.” For instance, teachers receive regular training on highly structured instructional and intervention programs as well as on instructional differentiation from the district’s English Language Development Program.
- Teachers in the Centinela Valley school district develop professionally through opportunities to assume leadership roles. Regarding the benefit of teacher leadership, a district leader shared, “It’s important to get teachers involved. Instructional improvement will not be possible without teacher leaders.” For instance, on district-wide professional development days, teachers lead workshops. From these workshops, according to a teacher at Lawndale High School, “you get buy-in because you know the people who are presenting, how long they have been teaching and what they teach... Whatever they’re speaking on, you know that they’ve already implemented it in their classroom and it’s been successful for them. You can try it in your classroom and ask the person for specifics.” Characterizing the campus as “faculty-driven,” a leader at Lawndale further stresses the importance of capacity building “so that even if a teacher who leads a program leaves, that program will continue if it is

showing results and contributing to the academic achievement of the students.” Teachers at Lawndale frequently participate in decisions regarding, for instance, scheduling, student interventions, discipline and grading policies.

Collaboration within and across campuses in the Centinela Valley Union High School District facilitates instructional improvement.

- With time for collegial meetings embedded in the school schedule, collaboration is prevalent in the Centinela Valley district. At Lawndale High School, teachers vote to “bank in minutes” to create collaborative meetings every two weeks that provide “the opportunity to see not only what’s going on within the department, but also how it connects across the entire school.” Collaboration is instructionally focused, with teachers sharing strategies, aligning curriculum pacing, discussing student performance, and developing lessons and assessments. A teacher shared, “When you walk out of that room, you walk away with something, like ideas of how to check for understanding. It’s productive, not a meaningless informational meeting.” Another teacher further characterized the collegial conversations as “honest, genuine, and courageous.” Viewing “opportunities for communication with other teachers” as beneficial, teachers at Lawndale also collaborate informally outside of the scheduled time.
- As an additional way to learn best practices from colleagues and improve teaching, math and science teachers at Lawndale coordinate peer observations. Describing their departments as “close-knit” without any one member being out of the loop, math and science teachers maintain an open door, claiming, “We don’t have a teacher on this campus who will not allow anybody to come in and ask questions, do observations.” Within their department, science teachers make arrangements to observe colleagues monthly to “learn best practices, what works well. Some teachers are a lot stronger at engagement or assessment. It’s not just subject specific. We observe each other for science skills.” Similarly, math teachers conduct peer observations by “taking one day of our planning period to go and observe another teacher, to see what they do in their classroom in terms of instructional strategies.”
- Educators in Centinela Valley have the opportunity to collaborate with those outside of their campuses and districts to further strengthen instruction. For example, science teachers in the district collaborate to improve benchmark assessments and conduct lab demonstrations. District-instituted collaboration days allow teachers to ensure the same amount of rigor and align pacing in their subject areas across campuses. Teachers at Lawndale shared that, because of the district-wide collaboration, “we’re not just our own little island, but actually work with an array of teachers.” In addition, educators in Centinela Valley also work with colleagues from other school districts. Collaboration among 12 districts led to the creation of a facility for severely

disabled students. As a high school district, the goal “that all students we receive will be ready for geometry” serves to focus the inter-district collaboration between math educators in Centinela Valley and those from the feeder districts.

Theme 3

Instructional Tools: Programs & Strategies

Student placement and course availability in the Centinela Valley Union High School District emphasize college readiness and equal access.

- Course placement criteria in Centinela Valley emphasize providing equal access and extending students. A district leader shared, “The district office encourages counselors to treat everyone the same. Regardless of the students’ reading level, they should be encouraged to go on the college track.” In line with the district philosophy, educators at Lawndale High School “consider our school a college preparatory school. What that means is that all students have an opportunity to take those classes.” Treating every student as college-bound, educators visit classrooms and organize recruitment fairs to encourage student enrollment in classes that meet college admission requirements or confer college credits. In addition, while “any students can be part of AP classes,” they cannot withdraw from the courses without meeting with their parents and school administrators. Comparing the opportunity available at Lawndale to that at schools with similar demographics, the principal expressed, “When students leave here, they won’t be able to say they weren’t equipped or prepared to move on to college if they so desired.”
- With the same principles of equality and extension, placement for incoming 9th-grade students in the high school district of Centinela Valley aims to create a strong foundation for college preparation. While students arrive from feeder districts with various degrees of academic preparation, the minimum required enrollment in math and science is Algebra I and Earth Science. Without access to student performance data prior to high school, to ensure the availability of appropriate assistance and challenges, educators at Lawndale High School make enrollment adjustments by providing support and advanced courses based on the results of post-admission placement tests and state assessments, while keeping students on the path to college readiness.
- To effectively promote college readiness and a college-going culture, educators in Centinela Valley design course schedules and offerings to enhance opportunities available to the students. To align course offerings with college admission requirements, district leaders eliminated non-college-preparatory classes, particularly in math and science. A teacher at Lawndale High School observed, “A college-bound four-year high school experience is

what we try to work everything into. Whatever class the students take is geared towards education beyond high school.” Without any traditional elective courses, such as home economics or woodshop, which tend to track students into vocational roles, Lawndale educators offer only college preparatory electives to reinforce college readiness. In addition, at Lawndale, “we have created a master schedule that is student friendly to allow students to take the classes they need as well as those they want to take.” For instance, the teacher-driven block schedules prioritize courses and programs that focus on college readiness, such as the Marine Science Academy, the Advancement via Individual Determination (AVID) program, and AP courses.

Instructional practices and arrangements in the Centinela Valley school district focus on student learning and consistency.

- Instructional practices in Centinela Valley aim to promote student engagement in rigorous lessons. An administrator at Lawndale High School shared, “The district focuses a lot on the type of strategies teachers are using to engage all students and scaffold the lower level students without watering down the curriculum.” Adopting district-encouraged practices, educators at Lawndale clearly state lesson objectives, frequently check for understanding, and differentiate to allow “different types of learners to demonstrate that they know and understand the material...[and] keep students engaged because of the block schedules.” To increase participation from students, school administrators make abundant resources available to enable integration of technology into instruction.
- Consistency in instructional practices further characterizes the education provided to students in Centinela Valley. With the standards-based curricular framework, educators “are all within a few days at most [of one another], even across the whole district.” In addition, within the established parameters of standards-driven instruction and essential learning principles, the district administration expects school-level educators to “designate instructional strategies and determine what they are focusing on. What do they expect to see in every single classroom?” At Lawndale, for example, educators practice common instructional procedures that include warm-up and wrap-up activities to facilitate lesson review.
- In math education, teachers in Centinela Valley engage in a consistent instructional model that ensures student learning. With built-in opportunities for students to attain mastery, the district-instituted Quad Model for algebra and geometry allows students multiple attempts to score at least 80% on each unit test within a “quad” before they move on to the next level. Similar to “forced spiraling,” the Quad Model, according to a teacher at Lawndale, “allows students to remember the material a lot more. By the time the students take the final exam or the next course, it’s been engrained in them.” In

addition, teachers enhance instructional consistency within the Quad Model by adopting the same worksheets, unit tests, and assignments.

Theme 4

Monitoring: Compilation, Analysis, & Use of Data

With the involvement from students and parents, educators in the Centinela Valley Union High School District conduct frequent and data-based performance monitoring.

- Increasingly relying on data to effectively address student needs and foster improvement, educators in Centinela Valley enhance data availability. An administrator at Lawndale High School observed, “We talk about closing the achievement gaps and what’s been really effective is to look at the data and to be able to see some of those gaps, so we could work within our departments and school to address the inequities.” Through student information systems, school-level educators have access to performance data and the ability to generate reports disaggregated by class, subgroup, individual student, and state standards. Additionally, the teacher-led district data team analyzes and distributes data to ensure “that everyone knows where they are.” At Lawndale High School, administrators further disseminate data and, according to the principal, “everyone has become more cognizant of disaggregated data use.” For instance, consulting available data and constantly collecting their own, math teachers at Lawndale “know why students are missing those questions. In the past we really didn’t. We knew they struggled in Units 5 and 6 in Algebra and certain units in geometry, but we never really collected and pinpointed where they were struggling and why.”
- In addition to using data in progress monitoring, classroom teachers engage in practices to constantly identify student needs and ensure mastery. Focusing on instructional practices such as frequent comprehension checks and engagement of non-volunteers to provide responses, one district leader expressed, “Teachers could teach wonderful lessons, but if nobody is learning, what good does it do? So we need to make sure all students are learning.” Moreover, with assessment tools such as quarterly benchmark exams and unit tests, teachers are able to determine student progress and weaknesses. Communication among teachers further enhances awareness of student needs. As one math teacher at Lawndale noted, “We try not to let any student fall through the cracks by being in constant communication.” Similarly, science teachers highlight at-risk students on their rosters to share on collaboration days to decide “what to do about it.”
- At Lawndale High School, with educators’ effort to raise student awareness and responsibility, students participate in monitoring their own performance. A school leader shared that one of the reasons for student improvement has

been “the more concerted effort to talk to the students about why their learning is important, what they’re learning, what their accountability is, what the expectations are.” Keeping the students accountable, educators at Lawndale embrace the philosophy that “expecting the students to perform at a higher level and setting higher expectations on them gets them to set higher expectations for themselves as well.” In addition to the Student Standards provided by the district office to inform students of what they need to learn in each course, school-specific policies motivate students to be responsibly aware of their performance. For instance, the “no D” policy pushes students to work toward a grade of C and above in order to be ready for the next class. Students enrolling in AP courses “have to sign a contract saying that if they’re going to take this class, they’re going to be held accountable. They know they can’t just sit in class in fail; our teachers won’t let that happen.”

- Educators in Centinela Valley keep parents informed of and involved in student performance monitoring. To equip parents with the information they need to take part in their children’s education, the district office sponsors annual Parent Conferences with presentations for parents to attend. At Lawndale, beginning with recruitment presentations given at feeder schools, educators concentrate on providing information regarding college readiness. In addition to online access to their children’s grades, parents receive frequent communication initiated by teachers via phone calls, letters, and e-mails. The principal shared, “Parents rarely have a conversation with anyone at the school that doesn’t involve future plans for their child. We want parents to feel supported in getting students through the sequence of courses at Lawndale.” To increase participation in events, educators at Lawndale solicit assistance from bilingual parents to contact non-English-speaking parents.

To ensure effectiveness and student preparedness, educators at the district, school, and classroom levels engage in constant instructional monitoring.

- Leaders in the Centinela Valley Union High School District conduct frequent instructional monitoring through formal and informal classroom visits. While formal evaluative observations last for the entire class period, administrators and instructional leaders at Lawndale High School conduct daily brief classroom walkthroughs to ensure the implementation of curriculum materials and the presence of instructional practices (e.g., checking for understanding and engaging students). In addition, district administrators conduct three annual visits to schools and classrooms to learn firsthand about “what’s going on at the site.”
- Through collaborative efforts, teachers engage in self-monitoring of instruction and hold themselves vertically accountable. A math teacher at Lawndale High School expressed, “When we have time to talk to other teachers, it keeps us all on pace...Even new teachers feel comfortable asking where someone else is on the pacing guide, because they want to help each other out.” In addition,

math and science teachers' efforts in backward-mapping facilitate conversations regarding adequacy of student preparation for the next levels of coursework. In math, for instance, AP calculus teachers share with the colleagues teaching Algebra II the topics not sufficiently addressed in the lower level course. By involving educators from the feeder districts in articulation efforts and in the creation of placement tests, Centinela Valley educators extend vertical responsibility by equipping 8th-grade teachers with an understanding of the instructional rigor required for student success in high school.

Theme 5

Recognition, Intervention, & Adjustment

Based on instructional monitoring, teachers in need of improvement receive opportunities and assistance to adjust their practices.

- Instructional monitoring entails the need to effect improvement. For instance, data synthesized from district-conducted site visits allow educators on each campus to discuss and decide on instructional modifications within their departments. At Lawndale High School, information gathered from informal walkthroughs helps educators identify areas of concern and guide the administrators' provision of professional development targeting specific areas of instructional practices such as checking for understanding.
- For individual teachers, availability of needed assistance complements the timely feedback from administrative and collegial instructional monitoring. At Lawndale High School, new teachers struggling with daily instruction have access to support not only from their mentors but also from more experienced colleagues. For instance, in the math department, "we would call [struggling new] teachers on it, but we would also provide support so they can be up to where we want our students to perform at." Similarly, veteran teachers in the science department provide lesson plans to their novice colleagues. In addition, by collaboratively discussing student performance, teachers in the math and science departments "pinpoint which standards teachers didn't have students do well on, so they can learn what others did."

With minimal interruption to regular instruction, student interventions in the Centinela Valley Union High School District focus on providing support and skills essential for academic success.

- With the high expectation for student performance and the placement of students in challenging courses, educators in Centinela Valley strive to provide support that students need to succeed academically. District leaders provide computer programs focused on math and language arts for online and individualized assistance. "[Making] sure the students have the resources to

do well,” educators at Lawndale High School offer opportunities such as before- and after-school tutoring for struggling students as well as summer programs for credit-deficient students to “get back on track for college preparatory classes.” In addition to adjusting instruction in the classroom, teachers at Lawndale make themselves available to provide extra assistance on their own time during lunch and after school.

- By embedding intervention opportunities in the schedule, educators in Centinela Valley further ensure student access to needed support and minimize disruption to regular instruction. In math, educators double block less proficient students via concurrent enrollment in the “Essentials” classes in algebra and geometry to allow “extra time for practicing and reinforcing the ideas they learn that day.” The double blocking approach is also present in language arts for students reading below grade level. At Lawndale, educators create a common period each week for each grade level, the 4SR, which allows educators to conduct additional math instruction without interrupting regular instructional time.
- Student intervention plans encompass the cultivation of skills beneficial for academic success. With available resources and funding, the district administration exposes incoming 9th-grade students to study skills such as management and organization as part of the preparation for high school academics, through, for example, the Summer Bridge program. At Lawndale High School, to continue the focus on study skills, educators organize a Freshman Success program and work with first-year students at risk of multiple failures and truancy. Moreover, to equip all students with “good study and time management habits,” school counselors conduct presentations during the common 4SR period and classroom teachers review best practices for studying with the students.

Summary of Findings

Student Learning: Expectations & Goals

Sharing clear objectives embedded in college and career readiness, educators in the Centinela Valley Union High School District consistently move the entire school system forward and focus their efforts on elevating student awareness and preparation for post-secondary possibilities. Educators also engage in developing standards-based and vertically articulated curriculum materials to enhance their educational endeavors.

Staff Selection, Leadership, & Capacity Building

With their focus on quality education and high expectations, administrators in the Centinela Valley Union High School District enhance staff recruitment and

retention by collaborating with local organizations, cultivating internal candidacy, focusing on site-specific issues, and providing support and capacity-building opportunities. Collegial collaboration within and outside of the school district further serves to improve staff competence and education quality.

Instructional Tools: Programs & Strategies

Provision of post-secondary readiness and equality in access to rigorous academics characterizes coursework arrangements in the Centinela Valley Union School District, particularly in terms of availability and placement. To further strengthen student learning, educators engage in instructional practices that emphasize consistency and active participation.

Monitoring, Compilation, Analysis, & Use of Data

By enhancing data availability and engaging students and parents, educators in the Centinela Valley Union High School District conduct consistent performance and progress monitoring. In addition, to ascertain educational effectiveness and student learning, educators actively involve themselves in instructional monitoring by means of visiting classrooms and establishing collegial accountability.

Recognition, Intervention, & Adjustment

Based on results of their consistent monitoring efforts, educators in the Centinela Valley Union High School District initiate improvement for a campus, individual teachers, or struggling students. In addition, in providing assistance to students, educators emphasize minimizing disruption to core instruction and cultivating skills essential for academic success.



4030-2 W. Braker Lane, Suite 200 Austin, Texas 78759 512.320.1800 www.nc4ea.org