



**Cedar Rapids
Community School District**

Every Learner: Future Ready

The CRCSD Way

Office of Teaching and Learning

TABLE OF CONTENTS

| | |
|--|-----------|
| Introduction | 4 |
| Art..... | 5 |
| Career and Technical Education (CTE)..... | 8 |
| Early Learning..... | 11 |
| English Language Arts..... | 13 |
| Mathematics | 17 |
| Music | 20 |
| Physical Education..... | 23 |
| Program for Academic and Creative Talents (PACT)..... | 25 |
| Science | 28 |
| Social Studies | 31 |
| World Languages..... | 34 |

The CRCSD Way: Introduction

The Office of Teaching and Learning exists to support excellent teaching and learning across grades PK-12 via standards-based, grade-level curriculum; content-specific professional learning; and standards-aligned assessments.

As a part of that mission, The CRCSD Way was developed to define “excellent teaching and learning,” and those definitions are distinct for each content area we teach. Based on The CRCSD Way, all administrators, teachers, students, and community members can share a common understanding of the definitions, beliefs, and expectations related to teaching and learning in CRCSD.

Each content area’s Way document includes the following categories:

- ***Mission***
- ***Core Beliefs***
- ***Instructional Approach***
- ***Student Competencies***
- ***Teacher Competencies***
- ***Access and Equity Principles***

Our goal is to ground the work of each content area in a common understanding of the above categories so we can provide everyone in our community with clarity, key information, a shared sense of purpose, and a uniform set of content-specific practices, enabling CRCSD to fulfill its commitment of Every Learner: Future Ready.

Best,

John Rice
Executive Director, Teaching and Learning



The CRCSD Way: Art

Mission

Visual and Graphic Arts in Cedar Rapids Community School District empowers students to become inquisitive, informed, and engaged problem-solvers who use critical thinking, inquiry, and visual literacy to prepare for the future.

Core Beliefs

We believe:

- Visual and Graphic Arts education prepares young people to be future ready.
- Visual Literacy is at the heart of Art Education.
- Visual and Graphic Arts is a core subject that must be taught in every grade from K-12 using methods that align to the best practices of the discipline.
- Every student needs to engage with an integrated approach to learning the content and skills of art through meaningful interaction with diverse media.
- Developing Visual Arts content knowledge and visual literacy enables students to be stronger independent thinkers and problem solvers.
- Art emphasizes skills and practices as preparation for problem-solving and decision-making.
- Art education should have direct and explicit connections to the Common Core State Standards for Visual Arts Studies.

Instructional Approach

- Art instruction centers on Iowa Core standards, National Art Standards, and Studio Habits of Mind.
- Assessments are priority standards-based, delivered throughout the academic year, and focus on growth towards mastery of the standards and beyond.
- Daily instruction aligns to CRCSD Priority Standards, emphasizing growth towards mastery over time (i.e. the “Backwards Design” process).
- Student self-reflection, as part of a continuous system of assessment, helps students track progress, celebrate learning, and plan for future growth.
- Cross-curricular connections and applications of learning support learning across all disciplines.
- Specific research or framework used.

Student Competencies

In order to become empowered as inquisitive, informed, and engaged citizens who use critical thinking, inquiry, and visual literacy to prepare for college, careers, and civic life, CRCSD students must:

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.
- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Teacher Competencies

In order to empower students to become inquisitive, informed, and engaged citizens who use critical thinking, inquiry, and visual literacy to prepare for college, careers, and civic life, CRCSD teachers must:

- Excite the imagination of students, prompting a respect and desire for art and visual experiences.
- Enable students to develop compelling and supporting questions to spark and sustain a creative inquiry.
- Cultivate and nurture collaborative creative spaces for students to engage in artwork.
- Create opportunities for students to create art that is informed by personal experiences.
- Require students to use research from a variety of sources to support their artistic explorations.
- Activate students' prior knowledge and establish relevant connections between students' lives and the content.
- Create an environment that encourages respectful critique by peers in which students can perceive and analyze artistic work, interpret intent and meaning in artistic work, and apply criteria to evaluate artistic work.
- Provide guidance and knowledge in creating and conceptualizing personal artwork using a variety of art processes in both two-dimensional and three-dimensional media.
- Integrate various historical methods (e.g., golden mean, hierarchical organization, perspective) and contemporary approaches (e.g., juxtaposition, appropriation, transformation) to creating art.
- Encourage presenting artwork for public display.

Access and Equity Principles

In order to empower students to become inquisitive, informed, and engaged citizens who use critical thinking, inquiry, and visual literacy to prepare students to be future ready, CRCSD must:

- Ensure that all children – regardless of circumstances – are receiving high-quality, grade-level, standards-aligned instruction with access to high-quality materials and resources.
- Partner with teachers to develop and consistently update a high-quality curriculum that: integrates National Art Standards, Common Core State Standards, and the Studio Habits of Mind; balances guidance with flexibility; strives for skill development and creative expression; and considers and values the variety of student backgrounds and experiences.
- Develop assessments that: are aligned to the best practices of assessment in visual studies; avoid trivializing content; strike a purposeful balance of creativity, skills, and reflection; and are used to build a vision of excellence and rigor as part of an aligned approach to standards, curriculum, and professional learning.
- Plan and facilitate a unified system of professional learning that: consistently models the best practices of visual arts instruction; makes explicit connections to the Studio Habits and National Standards; uses student work to reflect and change practice; measures mastery; and encourages reflection.
- Ensure that CRCSD schools meet the following minimum requirements:
 - Students in K-5 will be scheduled for at least 45 minutes of visual art instruction once every three days for the entire school year.
 - Students in 6-8 will participate in art instruction daily, for 1 quarter of the school year.
 - Students in high school will be encouraged to explore visual arts, starting with Foundations of Art.
 - Students in high school will have the opportunity to earn college credit in the visual arts through Kirkwood Academy Courses and Concurrent Courses.
 - Visual art instruction will occur independent of other content areas with a dedicated teacher proven highly qualified in the discipline.
 - Provides opportunity for students to explore the arts in a non-school setting (i.e. Third grade field trip to the Cedar Rapids Museum of Art)

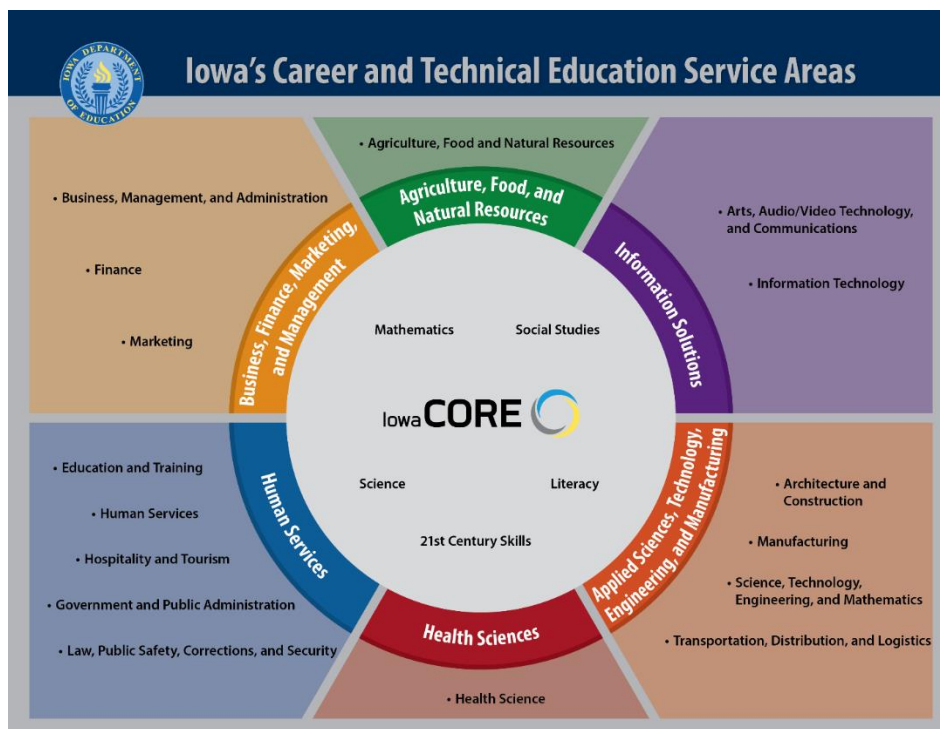
The CRCSD Way: Career and Technical Education (CTE)

Mission

Career and Technical Education (CTE) in Cedar Rapids Community School District provides quality CTE programming aligned with workforce needs, developed in partnership with relevant stakeholders, and engages students in the application of other academic content. CTE courses assist students in making educational and career decision and developing skills in communication, critical thinking, leadership and citizenship.

Foundation

At the secondary level, the six service areas are aligned with the [National Career Clusters Framework](#). Iowa's service areas are Agriculture, Food, and Natural Resources; Information Solutions; Applied Science, Technology, Engineering, and Manufacturing; Health Sciences; Human Services; and Business, Finance, Marketing, and Management. School districts are required to offer and teach a minimum of three sequential units in four of the six service areas. CRCSD's four of the "offer and teach" high school service areas are Applied Sciences, Technology, Engineering and Manufacturing; Business, Finance, Marketing and Management; Human Services; and Information Solutions. CRCSD Middle Schools offer the exploratory classes in Computer Science, Project Lead the Way Engineering, and Wellness/Consumer Science in the CTE pathway. <https://educateiowa.gov/adult-career-and-community-college/career-and-technical-education>



Core Beliefs

We believe:

- in valuing the diversity of each student.
- career exploration and knowledge must begin in elementary school and continue through high school.
- partnerships with business & industry, post-secondary institutions, the community, and parents will benefit students and their learning environment.
- change is an ongoing process, not an event, and is fundamental for building quality programs of study.
- career and technical education is a critical component of workforce development.

Instructional Approach

- CTE instruction centers on Cedar Rapids Community School District priority standards, which are based on state and national standards.
- Assessments are priority standards-based, delivered throughout the academic year, and focus on growth towards mastery of the standards and beyond.
- Daily instruction aligns to CRCSD Priority Standards, emphasizing growth towards mastery over time (i.e. the “Backwards Design” process).
- Student self-reflection, as part of a continuous system of assessment, helps students track progress, celebrate learning, and plan for future growth.

Student Competencies

In order to achieve our mission to empower students to be critical thinkers and effective citizens for college, career, and civic life, CRCSD CTE students must be able to:

- solve real-world and career-related problems.
- apply current and emerging technologies.
- demonstrate critical and creative thinking skills to address problems in diverse family, community, and work environments.
- develop workplace skills including soft skills, safe and healthy work environment, work ethics and behavior.
- explore career pathways through CTE courses while engaging in work-based learning opportunities.

Teacher Competencies

In order to achieve our mission to empower students to be critical thinkers and effective citizens for college, career, and civic life, CRCSD CTE teachers must be able to:

- provide focused and intentional instruction centered on CRCSD CTE Priority Standards, which are based on the state and national standards.

- demonstrate knowledge of current curriculum, participate in professional development opportunities to enhance teaching and learning, and work closely with all programs of study.
- design course content comprised of competency-based, contextual learning contributing to academic knowledge, problem-solving, technical skills, and career exploration and development
- identify, develop, implement and interpret multiple assessment tools and measure demonstrating student proficiency of standards.
- create learning environments characterized by fairness, equity, and a respect for diversity.
- engage labor, business, and community organizations in the development and delivery of a comprehensive CTE program.

Access and Equity Principles

In order to achieve our mission to empower students to be critical thinkers and effective citizens for college, career, and civic life, CRCS D teachers and administrators must be able to:

- Ensure that all children – regardless of circumstances – are receiving high-quality, grade-level, standards-aligned instruction with access to high-quality materials and resources.
- Engage Professional Learning Communities to focus on the instructional cycle with a focus on the four PLC questions.
- Use inclusive teaching practices, culturally responsive curricula, and advocate to ensure that all students receive a quality career and technical education.
- Plan and facilitate a system of professional learning that: models best practices, reviews labor market forecasts, engages stakeholders, and examines enrollment demographics.



The CRCSD Way: Early Learning

Mission Statement:

Early Learning is future ready when all students and families engage in quality preschool experiences.

Core Beliefs:

- Play is fundamental to a child's future success
- Staff and students build and maintain trusting relationships that are essential to a child's learning and development
- Promote long term academic and social-emotional development and success of all children
- Each student is actively engaged in learning and is connected to school
- Each student has access to personalized learning and is supported by caring adults

Instructional Approach:

Early Learning instruction:

- Centers on play-based experiences
- Selects research-based, high-leverage teaching strategies to educate diverse student learners
- Aligns to CRCSD Priority Standards, emphasizing growth towards mastery over time
- Uses ongoing formative assessment to make instructional decisions
- Integrates specially designed instruction that is planned, systematic, and embedded throughout the child's day

Student Competencies:

Students will grow in their development in the following areas:

- Social emotional skills, related to self, self-regulation, and building relationships with adults and other children
- Physical well-being and motor skills, related to healthy and safe living practices, large and fine motor skills
- Approaches and learning related to curiosity, initiative, engagement, persistence, reasoning and problem solving, play and using their five senses
- Social studies, by developing an awareness of family and community, culture, environment and past
- Creative expression related to art, music, rhythm, movement and dramatic play
- Literacy, through building language understanding and use including early reading and writing experiences

- Math, by using numbers, operations, patterns, shapes, spatial relationships, measurement and data analysis
- Science, through scientific investigation, reasoning and communication

Teacher Competencies:

Early Learning teachers must:

- Possess deep knowledge and understanding of the Iowa Early Learning Standards
- Execute planned and systematic instruction that aligns to the Iowa Early Learning Standards and the Cedar Rapids Early Learning Priority Standards
- Determine best lesson design for the purpose of the learning task
- Maximize opportunities for access and engagement in daily routines
- Ensure students are engaged in play-based learning
- Demonstrate competency and respond to student data analysis (Plan, Teach, Analyze, and Reflect)

Access and Equity Principles:

In order to achieve our mission of all students and families engaging in quality preschool experiences, Cedar Rapids Community School District teachers and administrators must be able to:

- Ensure that all children – regardless of circumstances – are receiving high-quality, grade-level, standards-aligned instruction with access to high-quality materials and resources.
- Engage in Professional Learning Communities to focus on the instructional cycle
- Embrace culturally responsive curricula that considers and values the variety of student backgrounds and experience
- Facilitate inclusive instruction and assessment practices with attention to differentiation and removing barriers to achieving proficiency for English Language Learners, underserved populations, and students with special needs
- Align daily instruction to the Iowa Early Learning Standards, emphasizing growth towards mastery over time (i.e. Backward Design)
- Provide daily instruction in areas of social emotional development, physical well-being and motor development, approaches to learning, creative arts, math, social studies, science, and communication, language and literacy



The CRCSD Way: English Language Arts

Mission

English Language Arts in Cedar Rapids Community School District provides a progression of learning across PK-12 classrooms that supports and propels students' academic and personal growth in foundations of reading, writing, speaking, and listening. Research-based approaches and professional best practices frame our ways of teaching and engaging students in literacies. Teachers nurture development of student skills and habits as lifelong readers, writers, and communicators, promoting literacies as meaningful and joyful, as well as essential to better understand one's self, others, and the world.

Core Beliefs

We believe:

ELA is the foundation of all students' learning.

- Reading, writing, speaking, and listening skills are essential for students' life-long abilities to comprehend, communicate, create, and think critically.
- ELA coursework develops and enriches students' approaches to think creatively, critically, and problem-solve in an increasingly complex society.
- Literacies are participatory, in that students engage with peers to deepen understanding, construct knowledge, and extend meaning.
- ELA must be offered in every grade from pre-kindergarten through 12th grade.

ELA must include a variety of texts and technologies.

- Multiple genres, modalities, and a complexity of texts are significant for depth and breadth of learning, particularly as students prepare for a postsecondary workplace, education, and career.
- Students benefit from exposure to texts inclusive of contemporary and diverse authors, as well as text representing contemporary issues, perspectives, and topics.
- Evolving technologies impact processes and products of writing, reading, speaking, and listening. As such, classroom instruction must be aware of and responsive to society's digital tools and digital literacies.

ELA develops students' understanding of self, others, and the world.

- ELA courses help students better understand themselves and connect with the broader world to develop personal confidence and compassion for others.
- Whether in-person or online, purposeful inclusion of peer discussion affords practices in civil discourse and opportunities for students to grow as active listeners and speakers.
- Basic understanding of rhetorical frameworks shape students' understandings about the functions and power of language and communication.

ELA writing and reading practices develop students as critical thinkers and informed citizens.

- Writing regularly, and for various tasks, purposes, and audiences, develops students' capacities to think deeply and critically, examine and analyze, craft and create, respond and reflect.
- Reading proficiency matters; all students have potential to read on grade level in a system of high-quality instruction.
- Writing and reading practices develop students' depth of abilities to think critically and to become citizens aware of literacies as powerful tools to access, understand, and communicate information.

Instructional Approach

Beginning with elementary grades (PK-5), instruction builds students' phonological awareness and phonics skills. Students gain and develop reading and writing skills that contribute to deep comprehension of texts and ideas. Learning experiences in PK-5 emphasize growth in vocabulary, background knowledge, verbal reasoning, and knowledge of literary structures and conventions.

Secondary grades (6-12) advance student literacies through an increasingly complex curriculum and a depth of literacy practices. Students gain exposure to diverse authors, genres, and text modalities. Reading, writing, and discussion experiences lead students to explore, examine, and analyze a range of topics, issues, and perspectives. Instructional practices guide student uses of digital technologies to help comprehend, communicate, and collaborate. In grades 9-12, students may select exploratory courses in addition to required grade-level courses.

- ELA instruction centers on CRCSD priority standards which are drawn from the Iowa Core Standards and Iowa Early Learning Standards.
- Assessments are priority standards-based, delivered throughout the academic year, and focus on growth towards mastery of the standards and beyond.
- Daily instruction aligns to CRCSD Priority Standards to emphasize growth toward mastery over time (i.e. the "Backwards Design" process).
- Student self-reflection, as part of a continuous system of assessment, helps students track progress, celebrate learning, and plan for future growth.
- Research, policy, and professional practices of the National Council Teachers of English, and the *National Reading Panel Report: Teaching Children to Read* and *International Dyslexia Association Knowledge and Practice Standards for Teachers of Reading*, inform curriculum and instruction.

Student Competencies

Students must be able to:

- Demonstrate independence when comprehending and evaluating complex texts, constructing effective arguments and building on the ideas of others.
- Engage in collaborative discussions as a means toward deepening understanding of ideas, viewpoints, and information.
- Read and listen purposefully to gain strong content knowledge and discipline specific expertise.
- Read with a critical lens to both determine the author's intent and question the author's or speaker's assumptions and premises.
- Respond to the varying demands of audience, task, purpose, and discipline when speaking and writing.
- Value evidence when reading and when explaining, and when drawing inferences, or supporting analysis.
- Use technology and digital media strategically and capably, selecting those best suited to learning goals
- Come to understand other perspectives and cultures when actively seeking to understand ideas as presented and evaluating other points of view critically and constructively.
- Track learning progress on standards-based assessments, set goals, and make plans for future growth.

Teacher Competencies

Teachers must be able to:

- Demonstrate knowledge of the progression of foundational skills within their grade level band.
- Apply CRCS priority standards to guide decision-making and design of units, learning objectives, and assessments.
- Model ways of engaging with texts; for example, in processes of reading texts, ask compelling questions that include an exploration of essential questions and encourage authentic questions to think about ideas, viewpoints, and information.
- Facilitate discussions among students to develop and strengthen students' abilities to examine and question information or ideas within and across texts.
- Plan and create multiple and regular opportunities for students to write, with experiences that reflect varied tasks, purposes, and audiences.
- Plan and deliver instruction that illustrates reciprocal relationships among oral language comprehension, reading comprehension, and written expression.
- Design lessons that help students determine what the text says, how the text works, and integrates information from multiple sources.
- Demonstrate deep understanding of subskills/elements that contribute to students' comprehension, including reading foundational skills, vocabulary, background knowledge, verbal

reasoning ability, knowledge of literary structures and conventions, and use of skills and strategies for close reading.

- Provide instruction to support and scaffold students' abilities to transfer knowledge and individually understand complex texts.
- Provide a range of experiences for students to practice literacies as whole group, small group, and through individual instruction.
- Facilitate student efforts to reflect, self-assess, and track progress towards mastery of literacy standards.

Access and Equity Principles

Teachers and administrators must be able to:

- Ensure that all children – regardless of circumstances – are receiving high-quality, grade-level, standards-aligned instruction with access to high-quality materials and resources.
- Engage Professional Learning Communities to focus on the instructional cycle.
- Embrace culturally responsive curricula that considers and values the variety of student backgrounds and experiences.
- Facilitate inclusive instruction and assessment practices with attention to differentiation, and to removing barriers to achieving proficiency for English Language Learners and students with special needs.
- Participate in professional learning and coaching support in self-identified areas for growth oriented to CRCSD short-term and long-term goals (i.e. Future-Ready Learning, Academic Roadmap).
- Provide daily instruction in ELA/Literacy.
 - PK: Daily read-alouds and planned literacy opportunities throughout the day
 - K-5: Daily 90-minute literacy block in addition to 30 minutes of writing instruction and a read-aloud
 - 6-12: Daily language arts and literacy instruction.



The CRCSD Way: Mathematics

Mission

Mathematics in Cedar Rapids Community School District empowers learners to be future ready. Math presides in a culture of equity where every student has access to high-quality curriculum and instruction empowered by the opportunities to collaborate, communicate and showcase their understanding of mathematical content in diverse ways. (National Council of Teachers of Mathematics, 2018)

Core Beliefs

We believe:

- ALL students can learn math at rigorous levels with appropriate supports and enrichments.
- Excellent math instruction balances procedural work, conceptual understanding, and application.
- Math is best learned through active engagement with the content and meaningful experiences designed to foster students' development of problem solving and creative thinking.
- Content and practice standards, rather than a textbook, should drive instruction provided in all grades.
- Math instruction includes whole group, small group, and independent practice.
- Math instruction must be centered around CRCSD's priority measurement topics, which are drawn from the Iowa Core standards and the Iowa Early Learning standards.
- Multiple data sources (such as formative, summative and diagnostic assessments) guide instructional decision making that leads to student mastery of content and math practices.
- Instructional time for math instruction PK-12 must be provided every day.

Instructional Approach

- Math instruction centers on Cedar Rapids Community School District priority standards which are drawn from the Iowa Core Standards and the Iowa Early Learning standards.
- Assessments are priority standards-based, delivered throughout the academic year, and focus on growth towards mastery of the standards and beyond.
- Daily instruction aligns to CRCSD Priority Standards, emphasizing growth towards mastery over time (i.e. the "Backwards Design" process).
- Student self-reflection, as part of a continuous system of assessment, helps students track progress, celebrate learning, and plan for future growth.

(<http://www.corestandards.org/other-resources/key-shifts-in-mathematics/>)

Student Competencies

In order to fulfill our mission, CRCSD students must be proficient in mathematical practices:

- Make sense of problems and persevere in solving them by approaching problems or mistakes creatively and as opportunities for learning.
- Reason abstractly and quantitatively through the ability to contextualize and decontextualize math problems and situations.
- Construct viable arguments and critique the reasoning of others through clearly articulate and justify thinking through sophisticated, academic language
- Model with mathematics
- Use digital and concrete tools strategically (ex: apps, calculator, models, ruler, websites) and decipher when a given tool is appropriate, necessary, and efficient for solving a problem
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning.
- Take ownership of their own learning progress through data analysis and goal setting
(Iowa Core Mathematics- Standards for Mathematical Practice)

In order to fulfil our mission and empower students to be future ready, CRCSD teachers must:

- Possess deep knowledge and understanding of Iowa Core standards and the Iowa Early Learning standards
- Provide intentional instruction centered on CRCSD Mathematics Priority Measurement Topics
- Determine best lesson design for the purpose of the learning task (Launch/Explore/Summarize, Direct Instruction, Stations)
- Establish mathematical goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate meaningful mathematical discourse
- Pose purposeful questions
- Provide experiences which build procedural fluency from conceptual understanding
- Support productive struggle in mathematics
- Elicit and use evidence of student thinking
- Facilitate students' data analysis and goal setting as they move toward mastery of content
(NCTM- Principles to Action)

Access and Equity Principles

In order for **ALL** students to become future ready, CRCSD staff must:

- Ensure that all children – regardless of circumstances – are receiving high-quality, grade-level, standards-aligned instruction with access to high-quality materials and resources.

- Collaborate to develop, update, and implement a guaranteed and viable curriculum.
- Engage Professional Learning Communities to focus on the instruction cycle.
- Participate in unified professional learning and coaching cycles based on self-identified, building identified, or district identified goals. (Ex: Balanced math, assessment use, instructional strategies and routines, and MTSS)
- Provide quality core, targeted, and intensive instruction that emphasizes growth toward mastery over time and is aligned to the CRCSD Priority Measurement Topics.
- Facilitate inclusive instruction and assessment in order to remove barriers for students with special needs or English Language Learning needs.
- Optimize the use of technology to provide equity across the district.
- Provide learning pathways that are accessible to ALL CRCSD students
- Provide daily instruction in mathematics PK-12
 - Planned math opportunities throughout the day in PK
 - 90 minutes in grades K-5
 - 45 minutes in grades 6-12



The CRCSD Way: Music

Mission

Music in Cedar Rapids Community School District fosters lifelong learners and consumers of music by providing high quality music programs that promote essential opportunities for all students, teach the whole child, develop 21st Century Skills, and instill a love and joy for music.

Core Beliefs

We believe:

- All students in CRCSD deserve the opportunity to participate in inclusive, high-quality music programs at each of our 30 comprehensive schools.
- As a core subject, music must be offered in each grade from Kindergarten through 12th grade. A well-rounded music education is offered in Cedar Rapids Community School District through General Music, Band, Choir, Orchestra, and Advanced Placement Music Theory.
- Participation and instruction in music is an integral part of a well-rounded education, social and emotional development, and the enhancement of vital life skills.

Instructional Approach

- Instruction in music, through both large and small group, adheres to the National Association for Music Education and Iowa Core standards in emphasizing creation, performance, responding to works of music, and understanding the cultural dimensions of music.
- Assessments are priority standards-based, delivered throughout the academic year, and focus on growth towards mastery of the standards and beyond.
- Daily instruction aligns to CRCSD Priority Standards, emphasizing growth towards mastery over time (i.e. the “Backwards Design” process).
- Student self-reflection, as part of a continuous system of assessment, helps students track progress, celebrate learning, and plan for future growth.
- Cross-curricular connections and applications of learning support learning across all disciplines.

Student Competencies:

In order to achieve our mission, CRCSD music students must be able to:

- Develop an understanding of the creative and artistic processes of music as outlined in the National Association for Music Education and Iowa Core standards.
- Demonstrate commitment, responsibility, and accountability to a group, both in daily classes and performances.

- Analyze, evaluate, and refine performance over time through openness to new ideas, persistence, creative problem-solving, and teamwork.
- Track their progress on standards-based assessments, set goals, and make plans for future growth.

Teacher Competencies:

In order to achieve our mission, CRCSD music teachers must be able to:

- Provide intentional and focused instruction based on the National and State Core Arts Standards.
- Display passion and knowledge for the academic, performance, and cultural aspects of music.
- Nurture social and emotional development through musical expression and positive group dynamics.
- Foster confidence and pride through high-quality musical performances.
- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- Model professional stage presence through poise and articulate communication.
- Engage in professional development and Professional Learning Communities at the building, district, and regional/state levels.
- Facilitate student efforts to track their progress toward mastery of the standards.

Access and Equity Principles:

CRCSD believes that all children – regardless of circumstances – must receive high-quality, grade-level, standards-aligned instruction with access to high-quality materials and resources. In order to meet that commitment and to achieve our mission to empower students to be life-long learners and consumers of music, CRCSD music teachers and administrators must provide the following:

General Music

Every K-5 student participates in General Music class as one of their Specials offerings a minimum of once every three days. In General Music, students learn the basic foundations of music including rhythm and pitch, have the opportunity to sing and perform on instruments in a variety of genres, and study composers and specific musical works. General Music is also offered at several of our middle schools in lieu of participating in one of our performing ensembles.

Band & Orchestra

Beginning in the summer before sixth grade, students have the opportunity to learn a string, wind, or percussion instrument. Middle school band and orchestra meets a minimum of five days over the course of two weeks; high school band and orchestra meets daily. Students focus on proper instrumental technique and performance of a variety of music in public performances. Instrumental students also have the opportunity to participate in a solo and ensemble festival through the Cedar Rapids All-City Music Contest each spring. Standards are taught and assessed through both large-group and small-group lesson instruction.

- **School-Owned Instrument Rental:**
Instruments may be rented through each school at a greatly reduced rate, so every child has the opportunity to learn to play an instrument regardless of socio-economic status.
- **Summer Band and Orchestra Lessons for Incoming Sixth Graders:**
The incoming 6th grade summer band and orchestra lesson program occurs as a replacement for fifth grade band or orchestra (as is outlined as an “Opportunity to Learn” standard by the National Association for Music Education). Students receive twelve lessons at a subsidized cost prior to the start of the school year to get started on their instruments.
- **Weekly Band and Orchestra Lessons:**
CRCS D band and orchestra students participate in weekly small-group lessons of one to four students per 15 minutes. Scheduling of lessons is based on staffing at each building. In these small-group lessons, students receive instrument-specific instruction and are assessed on their grade-level standards.
- **Jazz Band:**
Jazz Band at the middle school level is offered at several of our middle schools as an extra or co-curricular ensemble, but the offering is at the discretion of each middle school and their director. Jazz band is offered at all three comprehensive high schools as a co-curricular ensemble that participates in public performances and district and state contests.
- **Marching Band:**
High school band students participate in marching band during the fall season which includes participation in marching performances and contests. Students learn the basics of marching and show design and delivery. Concert band begins upon the completion of the marching band season.

Choir

Elementary through high school students have the opportunity to participate in a choral music ensemble. Elementary choir ensembles meet both in and outside the school day; middle school meets a minimum of five days over the course of two weeks; high school choir meets daily. Students focus on proper vocal technique and performance of a variety of music in public performances.

- **Show Choir:**
Show choir is offered at both the middle school and high school levels as an extra or co-curricular ensemble. Students participate in public performances and local contests.

Advanced Placement Music Theory

This college-level class is designed to prepare students for the Advanced Placement Exam in Music Theory. It is for students with a strong interest in and aptitude for music. Students develop skills and deeper understanding of music theory, sight-singing, melodic and harmonic dictation, musical form, and composition. AP Music Theory is a year-long course.

The CRCSD Way: Physical Education

Mission

Physical Education in Cedar Rapids Community School District develops physically literate individuals who have the knowledge, skills and confidence to enjoy a lifetime of healthful physical activity within a comprehensive school physical education program.

Core Beliefs

We believe a quality physical education program:

- Provides learning opportunities which positively impact the academic success of students by stimulating brain growth.
- Is an integral component of a student's education as it contributes to the total fitness, growth and development of the whole-child.
- Enhances social development by emphasizing personal achievement, character, integrity through individual, cooperative and team activities.
- Assists in prevention of diseases.
- Promotes fitness, wellness, and a healthy attitude towards daily exercise.
- Promotes respect for the uniqueness and dignity of self and others.

Instructional Approach

- Physical Education instruction centers on Cedar Rapids Community School District priority standards, which are based on national standards.
- Assessments are priority standards-based, delivered throughout the academic year, and focus on growth towards mastery of the standards and beyond.
- Daily instruction ensures that students are engaged at a moderate to vigorous level in physical activity for the majority of the PE class time.
- Student self-reflection, as part of a continuous system of assessment, helps students track progress, celebrate learning, and plan for future growth.

Student Competencies

Physically literate students will:

- Demonstrate competency in a variety of motor skills and movement patterns.

- Apply knowledge of concepts, principles, strategies and tactics related to movement and performance.
- Demonstrate knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
- Exhibit responsible personal and social behavior that respects self and others.
- Recognize the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction.

Teacher Competencies

In order to empower students to live healthy lives, CRCSD teachers must:

- Use instructional practices that support district physical education standards (differentiated instruction, modified activities, self-assessment and self-monitoring).
- Ensure that students are engaged at a moderate to vigorous level in physical activity for the majority of the PE class time.
- Demonstrate competency in instruction and assessment of student physical fitness development and progress within a school year.
- Demonstrate competency in instruction and assessment of progress towards cognitive and social development.
- Adapt activities to ensure maximum participation.
- Incorporate technology within a physical education setting on a regular basis.

Access and Equity Principles

In order for physically literate students to be future ready, CRCSD will:

- Ensure that all children – regardless of circumstances – are receiving high-quality, grade-level, standards-aligned instruction with access to high-quality materials and resources.
- Require physical education that is designed for all students in grade K-12 for the entire school year.
- Partner with teachers to develop and consistently update a high-quality curriculum that integrates National Standards, updates unit plans and assessments.
- Provide professional development opportunities that support and enhance Physical Education National Standards and Curriculum.
- Ensure that students receive a minimum of 120 minutes of physical activity each week.
- Ensure the inclusion of all students and makes necessary adaptations for students with special needs or disabilities with appropriate support services during class time.
- Ensure physical activity is not used for or withheld as a punishment.
- Does not allow waivers or exemptions from physical education class time or credit requirements.
- Class size is consistent with that of other subject areas.



The CRCSD Way: Program for Academic and Creative Talents (PACT)

Mission

PACT in Cedar Rapids Community School District supports the educational needs and develops the talents of high ability students to prepare them to become life-long learners and responsible citizens.

Core Beliefs

We believe:

- Talented and gifted education prepares young people to be future ready.
- Talented and gifted students are unique and are as different from one another as they are from the population as a whole.
- Talented and gifted children exist in all cultural groups, within all economic levels, among populations with other special needs, and in all areas of human individuality.
- Talented and gifted students learn differently and require special educational experiences in order to grow academically and achieve their highest potential.
- Talented and gifted students need support and encouragement from individuals who are trained to recognize, validate, and nurture their giftedness; often this need is exacerbated because of their heightened intellectual and social-emotional intensities.
- All identified talented and gifted students deserve the opportunity to work with like-minded individuals/peers for a portion of the educational day.

Instructional Approach

- PACT instruction is a collaborative effort between talented and gifted endorsed teachers, general education teachers, and administrators.
- Assessments are priority standards-based, delivered throughout the academic year, and focus on growth towards mastery of the standards and beyond.
- Daily instruction aligns to CRCSD Priority Standards, emphasizing growth towards mastery over time (i.e. the “Backwards Design” process).
- Student self-reflection, as part of a continuous system of assessment, helps students track progress, celebrate learning, and plan for future growth.
- PACT programming follows standards from the National Association for Gifted Children.

Student Competencies

In order to become life-long learners and responsible citizens, CRCSD PACT students may:

- Learn rapidly and easily, retaining what they hear or read, and can apply this knowledge to higher level thinking tasks.
- Demonstrate proficiency in basic skills beyond their grade level.
- Be intellectually inquisitive and curious, asking penetrating and searching questions.
- Produce original and unusual ideas or products.
- Think clearly, recognize relationships, comprehend meanings, make accurate generalizations, and think abstractly.
- Make a connection/relationship between their individual self and the bigger world around them.
- Articulate their ideas clearly in a variety of written and oral products.

Teacher Competencies

In order to support the educational needs and the development of talents and gifts of our students to cultivate life-long learners and responsible citizens, CRCSD PACT teachers must:

- Familiarize themselves with instruments and methods of screening/assessing for superior cognitive, academic, creative, and leadership abilities and understand the behavioral signs and environmental variables that can affect these abilities of students.
- Plan and develop a curriculum which will strengthen higher level cognitive processes, develop creativity, and foster leadership skills.
- Incorporate a variety of instructional strategies in response to the individual learning styles, abilities, and interests of talented and gifted students.
- Utilize available technology to enhance the learning of talented and gifted students.
- Foster a culture that will strengthen the affective processes of students, develop their interpersonal skills, and strengthen individual student's self-concept.
- Be able to assist the regular classroom teacher in meeting the needs of their talented and gifted students.

Access and Equity Principles

In order to support the educational needs and develop the talents of high ability students, preparing them to become life-long learners and responsible citizens, CRCSD must:

- Ensure that all children – regardless of circumstances – are receiving high-quality, grade-level, standards-aligned instruction with access to high-quality materials and resources.
- Utilize multiple criteria to make selections of students that will receive talented and gifted services including, but not limited to: state standardized assessments, CRCSD-created assessments, district-wide ability assessments, classroom work performance, teacher recommendation, and past participation in talented and gifted programming.
- Administer a district-wide cognitive ability screener to all students in grades 2 and 5 and then give the full battery to the top 25% in each of the subcategories of student populations.

- Strive to include higher percentages of underrepresented populations in our program utilizing a talent development model.
- Ensure that CRCSD schools meet the following minimum requirements:
 - All students in grades K-1 (ACE Program) are exposed to higher order thinking skills through four classroom lessons per year. All general education teachers will have access to highly trained/qualified K-1 Specialist. The K-1 Specialist will work with individual students as needed.
 - All students in grades 2-3 (Prime Time Program) will be screened twice per academic year for critical/creative thinking skills as well as units on Engineering, Mathematics, and Research. Identified/selected students will meet with a qualified specialist.
 - Students who have shown high achievement or high ability in grades 4-5 (PACT Program) will be screened twice per academic year for a variety of classes in the areas of Mathematics, English Language Arts, Science, or Social Studies. Class participants will meet with a qualified specialist.
 - Students who have shown high achievement or high ability in grades 6-8 (PACT Program) will be offered a variety of quarter long classes and shorter enrichments in the areas of Mathematics, English Language Arts, Science, Engineering, History, Drama, and Leadership. These students will meet with a qualified specialist.
 - Students who have shown high achievement or high ability in grades 9-12 (PACT Program) will be offered effective and academic counseling to prepare them for post-secondary work.

The CRCSD Way: Science

Mission

Science in Cedar Rapids Community School District empowers students to continue to learn in the future by asking questions about the world around them or identifying problems, seeking knowledge and thinking critically to develop and communicate evidence-based explanations or solutions.

Core Beliefs

We believe:

- Scientific literacy is vital to promoting personal and community well-being and preparing students for a competitive, problem-solving workforce that utilizes changing technology.
- Student inquiry, investigations, and collaborative conversations, facilitated by knowledgeable and skilled teachers, drive relevant instruction and meaningful learning.
- Science instruction and assessment is vital at all grade levels to allow concepts to build coherently PK-12.
- Science is a powerful tool to support student attainment of ELA and math standards, providing an engaging need for written and oral communication and number logic. Frequent opportunities must be made for students to read, write, speak, and analyze data within science instruction.
- A body of evidence of student learning should be used to track student growth and guide instructional decision-making.

Instructional Approach

- The Next Generation Science Standards (Iowa Core science standards) guide instruction and student learning outcomes. Science and engineering practices and crosscutting concepts are integrated into instruction around multiple core ideas, taught and reinforced throughout the year with appropriate scaffolding to support student success. These three-dimensions (core ideas, practices, and concepts) of our standards drive instruction.
- Assessments are priority standards-based, delivered throughout the academic year, and focus on growth towards mastery of the standards and beyond.
- Daily instruction aligns to CRCSD Priority Standards, emphasizing growth towards mastery over time (i.e. the “Backwards Design” process).
- Student self-reflection, as part of a continuous system of assessment, helps students track progress, celebrate learning, and plan for future growth.
- Applications of learning and cross-curricular connections support learning across all disciplines.
- Science standards and instructional practices align with *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. This framework is based in current research about science and how students learn. (National Research Council, 2012)

Student Competencies

In order to achieve our mission of future-ready learners, CRCSD students must be able to:

- Ask relevant questions about a phenomenon and accurately define problems to solve.
- Plan and carry out investigations to gather data.
- Develop and use scientific models to help explain or predict phenomena.
- Analyze and interpret data, using mathematics and computational thinking when appropriate.
- Develop explanations or solutions and engage in argumentation that is justified with evidence.
- Obtain, evaluate, and communicate information.
- Take ownership of their own learning progress through data analysis and goal setting.
- Collaborate and communicate with peers.
- Transfer their acquired knowledge and skills to novel situations.

Teacher Competencies

In order to achieve our mission of future-ready learners, CRCSD teachers must be able to:

- Possess deep knowledge and understanding of Iowa Core science standards (NGSS) and use this knowledge to provide appropriate instruction.
- Reflect on instructional practices regularly and seek out professional learning opportunities that align with Iowa CORE standards and district visioning.
- Establish, communicate, assess, and track student growth on standards-based learning targets.
- Facilitate student efforts to track their progress towards mastery of the standards.
- Elicit students' prior knowledge and questions to guide instruction.
- Implement tasks that promote reasoning and problem-solving skills.
- Facilitate discourse that requires students to think, listen, and speak like a scientist.
- Pose purposeful questions.
- Support student sensemaking and utilize iterative modeling that changes based on new learning.
- Elicit and use evidence of student thinking to guide pacing and support student learning.
- Facilitate instruction in analytical writing focused on argumentation and use of evidence.
- Look for opportunities to use current events to increase relevance of instruction around disciplinary content.
- Demonstrate effective communication skills, with attention to reading, writing, and speaking.
- Develop relationships that allow for all students to feel valued and supported to reach high expectations.

Access and Equity Principles

In order to achieve our mission of future-ready learners, CRCSD teachers and administrators must be able to:

- Ensure that all children – regardless of circumstances – are receiving high-quality, grade-level, standards-aligned instruction with access to high-quality materials and resources.
- Collaborate to develop and continually update a guaranteed and viable science curriculum.

- Develop and administer quality science assessments, aligned to Iowa Core Standards.
- Support student learning with progress monitoring, classroom routines and procedures, and a Multi-Tiered System of Supports (MTSS), facilitated through PLCs.
- Facilitate inclusive instruction and assessment practices with attention to differentiation, removing barriers to demonstrating proficiency for English Language Learners and students with special needs.
- Analyze data consistently across buildings and classrooms.
- Provide quality science instruction in all classrooms, with instruction happening daily from grades 6-12, the equivalent of one semester at the K-5 level, and via planned science opportunities for PK.
- Provide access to professional learning opportunities.
- Embrace culturally responsive curricula that considers and values the variety of student backgrounds and experiences.
- Align daily instruction to Iowa Core Standards, emphasizing growth towards mastery over time.
- Participate in professional learning and coaching to continue to improve learning outcomes.

The CRCSD Way: Social Studies

Mission

Social Studies in Cedar Rapids Community School District is the integrated study of the social sciences and humanities to promote civic competence. Social Studies courses embed the development of critical thinking, effective citizenship, and essential communication skills into the development of historical reasoning skills, as well as geographic and economic literacy to prepare students for college, career, and civic life. (National Council for Social Studies, 2010 & 2013)

Core Beliefs

We believe:

- Informed and active citizens are necessary for sustaining our democratic republic.
- Inquiry and investigation are at the heart of social studies curriculum and instruction.
- Social studies courses promote students taking informed individual and group action to address school, local, state, national, and global issues.
- Students are best engaged in social studies work via an integrated approach including behavioral sciences, civics, geography, history, economics, and personal finance.
- Social studies courses are a vital part of the humanities, through which the literacy skills of reading, writing, speaking, and listening are also developed.
- Social studies, as a core subject, must be offered in every grade from kindergarten through 12th grade and progress must be measured via an assessment system focused on student growth towards mastery of standards.

Instructional Approach

- Social studies instruction centers on Cedar Rapids Community School District priority standards derived from Iowa Core Social Studies Standards, Iowa Core Literacy Standards, and the Iowa Early Learning Standards as required by Iowa Code.
- Assessments are priority standards-based, delivered throughout the academic year, and focus on growth towards mastery of the standards and beyond.
- Daily instruction aligns to CRCSD Priority Standards, emphasizing growth towards mastery over time (i.e. the “Backwards Design” process).
- Student self-reflection, as part of a continuous system of assessment, helps students track progress, celebrate learning, and plan for future growth.
- Social Studies instructional approaches align to *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. (Silver Spring, MD: NCSS, 2013)

Student Competencies

In order to achieve our mission, CRCSD social studies students must be able to:

- Generate both the questions and answers to sustain inquiries, and to spark new inquiries.
- Gather and evaluate sources of information with attention to the creators of sources, the historical context of the sources, and their corroborative value.
- Develop claims and use evidence from collections of diverse types of sources.
- Communicate and critique conclusions, noting consideration of the strengths and limitations of different perspectives.
- Use a range of deliberative and democratic processes to make decisions and take action on local, regional, national, and global levels.
- Collaborate with peers on inquiries related to social studies disciplinary concepts.
- Transfer their acquired knowledge and skills to novel situations.
- Utilize metacognition to enhance reflection and the depth and meaning of social studies learning.
- Track their progress on standards-based assessments, set goals, and make plans for future growth.

Teacher Competencies

In order to achieve our mission, CRCSD social studies teachers must be able to:

- Provide focused and intentional instruction centered on the Cedar Rapids Community School District Social Studies Priority Standards, which are based on the Iowa Core Social Studies Standards, Iowa Core Literacy Standards, and the Iowa Early Learning Standards.
- Foster both the asking and answering of compelling questions to sustain inquiries or spark new ones.
- Guide analysis of diverse sources of information with attention to source info, document content, the context of the sources, and their corroborative value.
- Facilitate instruction in analytical writing focused on argumentation, use of evidence, and diversity of perspectives where appropriate.
- Utilize a flexible and adaptive approach to instruction that allows for consideration of urgent contemporary issues alongside foundational and informative disciplinary content.
- Develop effective complex communication skills, with attention to reading, writing, and speaking, and listening.
- Model the use of deliberative and democratic processes essential for effective decision-making on local, regional, national, and global levels.
- Demonstrate the power of metacognition in promoting reflection, self-analysis, and depth of learning.
- Facilitate student efforts to track their progress towards mastery of the standards.

Access and Equity Principles

In order to achieve our mission to empower students to be critical thinkers and effective citizens for college, career, and civic life, Cedar Rapids Community School District teachers and administrators must be able to:

- Ensure that all children – regardless of circumstances – are receiving high-quality, grade-level, standards-aligned instruction with access to high-quality materials and resources.
- Guarantee frequent practice with complex texts, measured via text-dependent questions, resulting in content knowledge.
- Engage Professional Learning Communities to focus on the instructional cycle.
- Embrace culturally responsive curricula that considers and values the variety of student backgrounds and experiences.
- Facilitate inclusive instruction and assessment practices with attention to differentiation, and to removing barriers to achieving proficiency for English Language Learners, underserved populations, and students with special needs.
- Align daily instruction to Iowa Core Standards and the Iowa Early Learning standards, emphasizing growth towards mastery over time (i.e. Backwards Design).
- Participate in professional learning and coaching support in self-identified areas for growth oriented to Cedar Rapids Community School District short-term and long-term goals (i.e. Future-Ready Learning, Four-Year Plan).
- Provide daily instruction in Social Studies from grades 6-12, one semester’s worth of social studies instruction at the K-5 level, and planned social studies opportunities for PK students.



The CRCSD Way: World Languages

Mission

World Languages in Cedar Rapids Community School District include the integrated study of communication and culture to promote language development and cultural competence in multiple languages. World Language courses promote global literacy and prepare students to be future ready through development of critical-thinking, problem-solving, and collaboration skills.

Core Beliefs

We believe:

- Knowing two or more languages is increasingly essential in an interconnected world.
- Students benefit from opportunities to build skills to communicate effectively in a variety of ways, are empowered and motivated when they can connect language learning with their personal goals, experiences, and interests, and build empathy for other language learners as they work through the challenges of learning a second language.

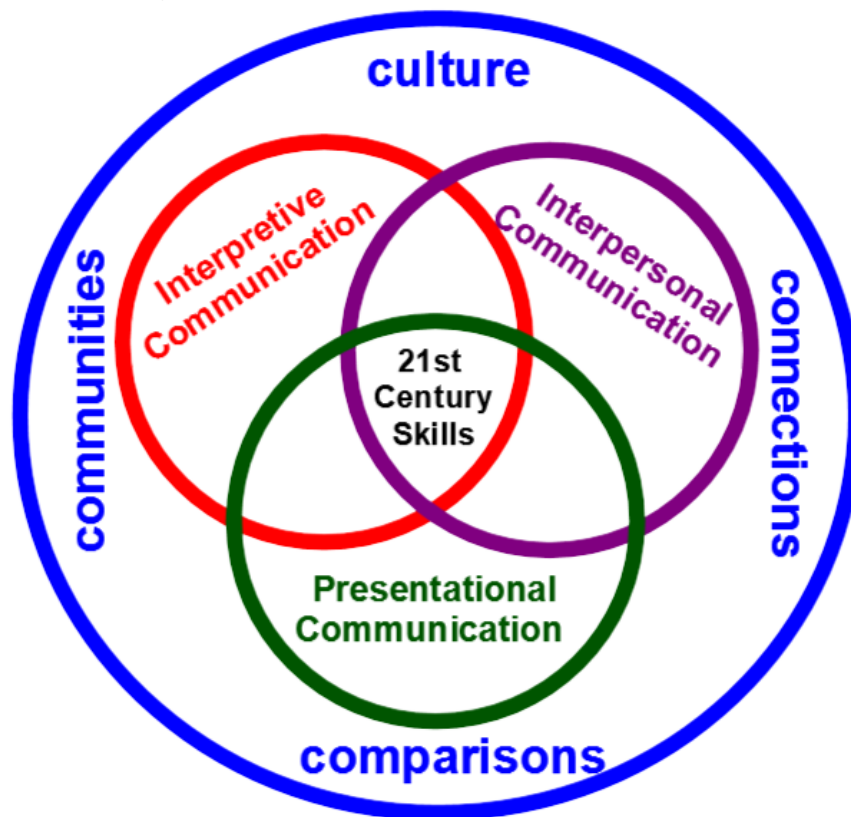
Instructional Approach

- World Languages instruction centers on Cedar Rapids Community School District priority standards, which are drawn from the Iowa Core and the American Council on the Teaching of Foreign Languages (ACTFL) Standards.
- World Language instruction prioritizes communication and culture, provides opportunities for students to develop literacy and other interdisciplinary skills, provides opportunities for students to develop understanding of their native language, and allows students to develop intercultural competence.
- Assessments are priority standards-based, delivered throughout the academic year, and focus on growth towards mastery of the standards and beyond.
- Daily instruction aligns to CRCSD Priority Standards, emphasizing growth towards mastery over time (i.e. the “Backwards Design” process).
- Student self-reflection, as part of a continuous system of assessment, helps students track progress, celebrate learning, and plan for future growth.

Student Competencies

In order to achieve our mission to promote cultural competence and language development in one or more languages, as well as to promote global literacy and to prepare students to be future ready, CRCSD World Language students must be able to:

- Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes (ACTFL World Readiness Standards, 2011, 2016)
Learners will:
 - understand, interpret, and analyze what is heard, read, or viewed on a variety of topics (Interpretive Communication),
 - interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions (Interpersonal Communication), and
 - present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers (Presentational Communication).



CRCSD World Languages Standards: Interpretive Communication, Interpersonal Communication, Presentational Communication, Culture, and 21st Century Skills (June 2015)

- Interact with cultural competence and understanding (ACTFL World Readiness Standards, 2011, 2016)

Learners will

- use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied (Relating Cultural Practices to Perspectives), and
- use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied (Relating Cultural Products to Perspectives).
- Develop insight into the nature of language and culture in order to interact with cultural competence (ACTFL World Readiness Standards, 2011, 2016)

Learners will

- use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own (Language Comparisons), and
- use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own (Cultural Comparisons).
- Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world (ACTFL World Readiness Standards, 2011, 2016)

Learners will

- use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world (School and Global Communities), and
- set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement (Lifelong Learning).
- Communicate and work productively with others, incorporating different perspectives and cross-cultural understanding, to increase innovation and the quality of work during both independent and group work (Iowa Common Core Standards)

Learners will

- collaborate effectively with other teams/team members toward a common goal,
- accept and provide feedback in a constructive and considerate manner,
- work independently or as a part of a team, and
- learn from mistakes and accept feedback.
- Develop skills to become life-long learners (Iowa Core Standards)

Learners will

- assess one's own mastery of skills,
- understand incremental steps for acquiring goals,
- engage in activities to improve skills that are relative to goals,
- reassess process on a regular basis to identify any opportunities for improvement,
- learn from mistakes,
- accept responsibility for errors and correct errors,
- reflect on learning and problem-solve how to better their learning,
- track their progress on standards-based assessments, set goals, and make plans for future growth, and
- transfer their acquired knowledge and skills to novel situations.
- Use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others (Iowa Common Core Standards)

Teacher Competencies

In order to achieve our mission to promote cultural competence and language development in one or more languages, as well as to promote global literacy and to prepare students to be future ready, CRCSD World Language teachers must be able to:

- Design focused and intentional instruction that is centered on the CRCSD World Language Priority Standards, which are based on the Iowa Core and ACTFL Standards and
 - facilitate critical thinking about language structures,
 - facilitate creative use of language structures,
 - facilitate development of effective communication skills, with attention to reading, writing, speaking, and listening,
 - facilitate learning about and comparing languages and cultures,
 - facilitate metacognition and reflection that helps students become better language learners
 - provide opportunities for students to use the language to communicate about topics of interest as well as to learn about new things,
 - provide exposure to the target language and culture,
 - promote literacy and 21st century skills, and
 - promote development of global competence.
- Engage in professional development that
 - improves competence in the language they teach, and
 - keeps them up to date on modern language pedagogy techniques.

Access and Equity Principles

In order to achieve our mission to promote cultural competence and language development in one or more languages, as well as to promote global literacy and to prepare students to be college-, career-, and world-ready, Cedar Rapids Community School District teachers and administrators must be able to:

- Ensure that all children – regardless of circumstances – are receiving high-quality, grade-level, standards-aligned instruction with access to high-quality materials and resources.
- Engage Professional Learning Communities to focus on the instructional cycle.
- Embrace culturally responsive curricula that considers and values the variety of student backgrounds and experiences.
- Facilitate inclusive instruction and assessment practices with attention to differentiation, and to removing barriers to achieving proficiency for English Language Learners and students with special needs.
- Participate in professional learning and coaching support in self-identified areas for growth oriented to CRCSD short-term and long-term goals (i.e. Future-Ready Learning, Academic Roadmap).
- Provide opportunities for daily instruction in World Languages from grades 9-12, as well as 8th-grade students in the Expanding Opportunities (E.O.) program and in The Academy of Science and Language (TASL).