

STANDARD 3

Standard 3.1

Liberty is at a level two. Most teachers strive to create a classroom with equitable access to materials. However, not all students are given challenging and individualized learning opportunities. Advancement for accelerated students is lacking. The school does seek to assist special-needs students.

Standard 3.2

Liberty is at a level two. Liberty Academy does not currently have a school-wide system in place for reviewing curriculum, instruction, and assessment practices. Individual teachers have taken the responsibility of reviewing practices. School personnel individually use data to assess and adjust curriculum as needed. As personnel engage in PLC's, collaborative efforts for student learning will improve.

Standard 3.3

Liberty is at a level three. Teachers actively use various instructional strategies, including technology that promote critical thinking skills and a deeper understanding of the material. Improvements may be made, but by collecting lesson plans and teaching materials, it is evident that a variety of strategies are employed.

Standard 3.4

Liberty is at a level two. School leaders monitor teacher instructional practices in a formal environment, although in previous school years there has been a lack of consistency. Improvements have been made, but increased evidence is required for a higher score.

Standard 3.5

Liberty is at a level two. All teachers participate in weekly formal and informal collaboration. All teachers are trained in collaborative processes, although meeting minutes are not kept on a consistent basis. Standard teams have helped build collaboration among school members, allowing for a safe exchange of dialog for all team members.

Standard 3.6

Liberty is at a level two. Most teachers use models, examples, and rubrics to communicate expectations and standards of performance. Most teachers post objectives or goals prior to instruction. Last year's work has encouraged a change among math and reading programs.

Standard 3.7

Liberty is at a level one. Liberty Academy does not have a formal mentoring, coaching, or induction program in place. Teachers receive a "teacher packet" at the beginning of school year containing information on absence requests, field trip requests, and supply requisition. Also included is a Quick Guide Reference containing a list of the administrative chain of command.

Standard 3.8

Liberty is at a level three. The school actively informs families of school functions and of student progress, via email, school newsletter, and personal contact. Teachers are expected to communicate immediately with parents in the event of failing grades or behavior concerns.

Standard 3.9

Liberty is at a level two. School personnel serve as advocates in their homeroom classes. There

is no consistent schedule for delivery of character education curriculum. The school has recently adopted *Lindon Character Education*.

Standard 3.10

Liberty is at a level two. Grade levels are required to use a specific mark-set for report cards. All teachers are required to supply a disclosure document with classroom expectations and policies to students and guardians. While expectations are in place, school-wide consistency is not standardized.

Standard 3.11

Liberty is at a level two. All teachers participate in professional learning based on current school needs. The program is regularly but informally evaluated by instructor and team members.

Standard 3.12

Liberty is at a level two. Liberty Academy is currently building an infrastructure to coordinate and support differentiated practices and instructional programs to meet the unique educational needs of all students. School personnel use various forms of data to identify special needs of students for referral to response to intervention (RTI) programs.