

Use of Instructional Time

Use of Instructional Time

The TPCA Board is ultimately responsible for the focus and prioritization of instructional time and curriculum. Recommendations for scheduling of instructional time will be made by the Principal and consented by the TPCA Board of Directors.

I. Language arts, mathematics, science, and social studies will be the primary focus of instruction.

II. Variables that must be accounted for and are semi-flexible include resources and instruction.

A. Resources include the people and materials used to transmit instruction. Decisions about the use of personnel are flexible and made by the principal. Recommendations for programs and texts will be made by the curriculum committee and consented by the TPCA Board of Directors.

B. Instruction is the method by which knowledge and skills are imparted to students. Decisions regarding the delivery of instruction are the responsibility of the teacher. It is assumed that high quality, research based methods will be implemented, the effectiveness of which will be measured through the accountability process.

III. Variables that TPCA must be accountable for but are not flexible are standards, student performance and time.

A. A standard is a body of knowledge or level of skill as defined by district proficiencies and state standards. Focus proficiencies have been defined by the District in language arts and math.

B. Student performance is defined as an observable and/or measurable body of evidence or knowledge and skills that includes, but is not limited to, state and district assessments. TPCA will use additional assessments to ensure that we meet or exceed state standards and meet the Core Knowledge content expectations.

C. Instructional time is defined as time appropriated for instruction and student learning.

i. Language arts instruction will include:

1. reading using Core Knowledge literature and other materials (including systematic phonemic awareness and phonics instruction in grades K-2, vocabulary, fluency, and comprehension)

2. writing (including grammar and spelling)
3. handwriting instruction, using traditional Manuscript and Cursive forms, as specified:

- a. Kindergarten – 6th Grade – Introduction and maintenance (see school’s Scope and Sequence instructional plan for specific grade level assignments)
- b. 7th-12th Grade – *Legibility a factor when grading student work*

ii. Systematic mathematics instruction will include:

1. memorization of math facts (procedural fluency)
2. development of “number sense” (conceptual understandings)
3. problem solving skills (application)

iii. Subject area content is valued for its own sake as well as a vehicle for improving language arts and math instruction.

The content and vocabulary learned in these areas support cultural literacy and enhance a student’s vocabulary.

Instruction will include:

1. Social Studies (history and geography)
2. Science (Core Knowledge content coupled with scientific inquiry)
3. Art and music

iv. Instructional time shall be used for integrated character education and second language instruction and may be used for additional specials and/or electives not included in the Core Knowledge sequence at grade levels determined by the TPCA Board of Directors. The following criteria shall be used annually by the TPCA Board of Directors in determining the appropriateness of including any noncurricular program or activity within the instructional day:

1. The program/activity has a tie to a TPCA focus.
2. There is a compelling instructional reason to implement the program/activity.
3. There is a significant community support for the program/activity.
4. There is an additional value offered to the school

or

students that may not be addressed in another way.

The TPCA Board will have final approval of program additions. Daily activity

additions will be at the discretion of the Principal.

Adopted: November 29, 1999

Revised: December 17, 2008

Revised: May 1, 2014

CROSS REF: T-IF, T-IA