

Teaching Methods

It is the desire of the Board that the best available strategies and methods for bringing about learning be utilized in the district's schools. Programs that have demonstrated student success on standards-based assessments shall be used. The instructional staff shall be expected to keep abreast of new and promising instructional ideas and practices developed in schools throughout the nation and to apply those which have potential for improving the learning program in the district's schools.

Each principal shall be responsible for seeing to it that teaching plans and strategies are developed and implemented by teachers.

These plans shall include but not be limited to the following:

1. A listing of clear, specific, measurable objectives
2. An identification of learning experiences (teaching activities) that serve the identified objectives and that are appropriate to the varying skills and abilities of the students
3. A statement of evaluation strategies that allow measurement of student achievement in relation to the objectives identified
4. An evaluation design utilizing formal and informal assessment and providing for the diagnosis of teaching and learning

The Board recognizes that on occasion a teaching method or strategy may be utilized which some parents/guardians find objectionable. Parents/guardians are encouraged to discuss their concerns with the classroom teacher at the beginning of the school year or any other appropriate time.

Nothing in this policy shall limit a parent/guardian's right to file a complaint to challenge the use of a teaching method, activity or presentation.

Adopted: March 12, 1985
Revised: January 8, 1997
Revised: February 24, 2015

LEGAL REF.: C.R.S. 22-32-109.2

CROSS REFS.: IMBB, Exemptions from Required Instruction
KEF*, Public Concerns/Complaints about Teaching Methods, Activities or Presentations