



2018-2019 Da Vinci School for Science and the Arts Instructional Practices

At Da Vinci School for Science and the Arts a variety of instructional practices are implemented to ensure a high-quality education. Our practices include, but not limited to:

- **Lead4ward:** Used to enhance lesson delivery through a variety of ways such as TEKS needs, guidance on resources, strategic approaches, test releases, and data collection.
- **Pre-AP and AP program participation:** Instruction is geared towards College Readiness standards based on the College Board program. These courses prepare our pupils for the college entrance exams through meaningful and relevant instruction. The program benefits students through engaging lessons, effective practices, flexibility, and challenging coursework.
- **DMAC:** DMAC (Data Management Assessment and Curriculum) is used to dissect data to address the learning needs of our students. Data is collected throughout the year for continuous improvement.
- **Professional Development:** Professional development sessions are offered by the district based on the needs of the teacher. This helps enhance teacher knowledge over best instructional practices in their specific content.
- **Differentiated Instruction:** Differentiated instruction is used to target all student populations, tailoring instruction for individual student needs. Teachers receive proper training to adjust instruction by scaffolding without having to lower standards and expectations.
- **SAMR (Technology Integration):** A modeled used to transform integration of technology in the classroom from one level to the next. This model is used to enhance student learning through their content by making it relevant and applicable.
- **SIOP (Sheltered Instruction Observation Protocol):** A model that is research based with validated instruction that has proven effective in addressing the academic needs of English Language Learners throughout their high school years.
- **PBL:** Project Based Learning is a strategy used and is a student-centered pedagogy that involves dynamic classroom approaches in which students will acquire a deeper knowledge through active exploration of real-world challenges and problems. Students are able to produce their project product based on their creativity.
- **Spring Board/Literacy Strategies & District Literacy Plan:** Curriculum and strategies used to address the literacy needs of students through best practices in their English classes to prepare them for advance courses such English 3 (AP English Language) and English 4 (AP English Literature).
- **SLO's:** Student Learning Objectives are designed to target a specific student need in the classroom throughout the year. This helps student growth and is focused on a foundational student skill, tailored to the context of individual students, and refine instruction.

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- **University of Texas at Austin OnRamps /Dual Credit-** students are enrolled in courses developed by UT professors and facilitated by a Da Vinci teacher that has been trained and certified by OnRamps to teach the course. Students who successfully complete the high school version of the course will receive both high school and UT college credit, guaranteed to transfer to any public college or university in Texas.
 - **UT Permian Basin/Dual Credit** – students have the opportunity to enroll in online college courses through a partnership with UT Permian Basin Dual Credit Academy.
 - **TEKS Resource System-** teachers are trained on the use of the resource towards maximizing student engagement and performance