

Instructional Practices Policy

We believe that students learn best when they:

- Are actively involved in their own learning.
- Have some ownership over what is being learned.
- Communicate with peers about what they are learning.
- Study subjects in a way that shows them applications to life.
- Are able to make connections among content.

Each day, each student shall:

1. Read books or materials on their own or with a partner.
2. Write in response to a prompt, in a journal, or free writing.
3. Primary students participate in hands-on math.

Each week, each student shall:

1. Participate in a hands-on science activity.
2. Participate in an active music or visual arts activity.
3. Respond in writing to open-ended question (Open Response Item).
4. Participate in a peer writing or reading conference.
5. Intermediate students participate in hands-on math.

Each month, each student shall:

1. Speak in front of a group.
2. Participate in a one-on-one reading or writing conference with a teacher.
3. Produce a proficient piece of writing.

Annually, each student will produce four portfolio pieces that reflect:

1. Transactive writing – writing in the form of a feature article, editorial, persuasive letter or book review
2. Personal Expressive – writing in the form of a personal narrative or memoir
3. Reflective – writing in the form of a letter to the teacher (or portfolio reviewer) that reflects on the author's growth as a writer and discusses the specific pieces in the portfolio
4. Literary – writing in the form of a short story, poem or play script

Students will learn the purposes for writing:

1. Writing to learn
2. Writing to demonstrate learning and
3. Writing for an authentic purpose

Students will be taught to evaluate the quality of their own writing through:

1. The use of rubrics to evaluate open response answers
2. The use of the Kentucky Writing Assessment Holistic Scoring guide to evaluate portfolio writing, and
3. Critical discussions

Adpoted: November 2002