

Instructional Practices Policy

Liberty Elementary

Instructional Practice Principles

In order to provide an environment where all students reach their full potential and are prepared for the future, teachers will plan and deliver instruction that:

- Actively involves students in their own learning.
- Follows the 5E Model of Instruction (Engage, Explore, Explain, Elaborate/Extend, and Evaluate).
- Focuses on the Kentucky Core Standards for Assessment.
- Uses writing as a way to learn.
- Requires application to real-world situations.
- Integrates content by creating standard focused units for a higher level of understanding and generalization of skills across all content areas.
- Allows students to inquire about their learning and research their inquiries.
- Allows students the opportunity for collaboration and communication with peers about what they are learning.
- Provides kid-friendly targets for learning.
- Consistently assesses students to drive future planning and instruction.
- Builds independence and problem solving strategies.
- Uses technology to enhance instruction.

Instructional Practice Guidelines

To help ensure our instructional practices are implemented:

Each day, students will have the opportunity to:

- Write about their learning.
- Respond to their reading orally or written.
- Discuss their learning targets.

- Talk with peers about their learning
- Ask questions about their learning

Each week, students will have the opportunity to:

- Receive and discuss meaningful feedback regarding their work/learning.
- Collaborate on an activity with other students in pairs, small groups, or teams.
- Respond to their reading in short answer form.
- Participate in hands-on activities
- Listen to an adult read aloud.
- Use technology to extend or explore learning.
- Choose own books/materials and read independently or with a partner.
- Discuss different ways to solve problems.
- Self- assess their work

Each month, students will have the opportunity to:

- Practice reading extended passages and answering extended responses.
- Use a scoring guide to assess their own learning/writing.
- Perform or create in an area of the arts and humanities.
- Discuss or read about the world around them (current events, issues, topics).
- Be exposed to real-life examples that relate to content areas.
- Use resources other than a textbook or worksheet.
- Use manipulatives to solve math problems.
- Set goals for learning and self-reflect on their progress.

Each grading period, students will have the opportunity to:

- Participate in a one-on-one conference with their teacher regarding their learning.
- Be actively involved in an inquiry-based project or investigation.

- Form an opinion and provide reasons for their opinion (in writing or in conversation with peers).
- Speak in front of a group.
- Research questions they have.
- Take a writing piece through the writing process and evaluate it using 6+1 Traits rubrics.
- Participate in peer conferences.
- Read a variety of texts (novels, short stories, poems, plays, newspaper articles, etc.)
- Design, create, or investigate projects based on their interests.
- Use a computer to research and type.
- Publish their writing.

Teacher Role

To ensure the principles and guidelines above are implemented, every teacher shall:

1. Use a wide variety of student-centered, culturally responsive strategies to address various learning styles and backgrounds of knowledge.
2. Use activities that are engaging, but also require students to use higher-order thinking and problem solving skills.
3. Provide students opportunities to connect their learning to other topics and subjects and real-life experiences.
4. Focus all units/lessons on the Kentucky Core Standards for Assessment and create I-can statements to communicate kid-friendly learning targets to students.
5. Use technology during learning activities to extend learning.
6. Use instructional resources that are developmentally appropriate, culturally diverse and varied.
7. Provide students opportunities for evaluating their performance based on expectations set by the teacher and use feedback to reflect on and improve classroom practice as needed.
8. Plan units and lessons using the 5E model of instruction.
9. Design assessments that give meaningful feedback regarding student learning.
10. Use assessment data to drive future instruction.
11. Create units that integrate content from all areas.

12. Create units that start with a big idea, essential questions, and a writing task using the LDC (Literacy Design Collaborative) model.
13. Design lessons that require students to read extended passages and answer short answer and extended response questions.

Leadership Team Role

To ensure that these instructional practice principles and guidelines are implemented and teachers are able to fulfill their role, the leadership team will:

1. Closely monitor and evaluate whether or not these instructional practice principles and guidelines are taken into account in the interview process, final selection of teachers, and during daily instruction.
2. Encourage and support teachers in their role.
3. Encourage and provide professional development opportunities that support implementation of this policy.
4. Assist in developing areas of strength with teachers and assisting teachers with their areas for growth as they relate to the implementation of the policy.

Policy Evaluation

We will evaluate the effectiveness of this policy through our School Improvement Planning Process.

Date Adopted: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials: _____

Date Reviewed or Revised: _____ Council Chairperson's Initials: _____