

SOUTHERN ELEMENTARY INSTRUCTIONAL PRACTICES POLICY



INSTRUCTIONAL BEST-PRACTICE PRINCIPLES

In order to provide an environment where all students perform up to their potential and are prepared for the future, we will make sure students:

- Are actively involved in their own learning.
- Use writing as a way to learn.
- Have some ownership over what is being learned.
- Communicate with peers about what they are learning.
- Use technology in meaningful ways.
- Study subjects in a way that shows them applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways that help all students learn the standards, which Kentucky has determined are essential for all students to know and be able to do.

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure our instructional practice principles are implemented:

Each week, students will have the opportunity to:

- Receive appropriate and meaningful feedback for improved learning.
- Work with other students in pairs, small groups, and teams.
- Participate in hands-on activities.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner.
- Listen to an adult read aloud.
- Discuss different ways to solve problems.

Each month, students will have the opportunity to:

- Read and write in content areas.
- Complete short answer, extended response, **and** on-demand items in content areas.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide or rubric.
- Use resources other than a textbook or a worksheet.
- Use manipulatives or equipment to solve problems.
- Be exposed to real-life examples that relate to content areas.
- Discuss or read about current events, issues, or topics.
- Watch the teacher do a demonstration.
- Perform or create in an area of the arts and humanities.

Each grading period, students will have the opportunity to:

- Participate in a one-on-one reading and writing conference with a teacher.
- Do projects and investigations.
- Participate in a peer reading or writing conference.
- Read novels, short stories, dramas, and/or poems.
- Read news articles.

- Use technology for research.
- Do real-life activities or projects.
- Speak in front of a group.

TEACHER ROLE

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

1. Use a wide variety of student-centered, culturally responsive instructional strategies to address various learning styles.
2. Use activities where all students use high-order thinking and problem-solving skills.
3. Assign tasks similar to those used for state assessments.
4. Provide opportunities for students to connect their learning to other topics and subjects and real-life experiences.
5. Ensure integration of program review areas across the curriculum.
6. Use technology for appropriate and varied learning activities to extend the classroom into the community and the world.
7. Use instructional resources that are developmentally appropriate, culturally diverse, and varied.
8. Provide students with opportunities to evaluate their performance and use the feedback to reflect on and improve classroom practice as needed.
9. Complete required documentation to show evidence that guidelines have been followed.

PRINCIPAL ROLE

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

1. Ensure integration of program review areas throughout the school across the curriculum.
2. Encourage and support teachers in their role.
3. Encourage professional development that supports the implementation of this policy.
4. Document implementation of instructional practices through classroom observations, walk-throughs, and teacher checklists.

Teachers of Program Review areas have access to professional development that supports and improves their content knowledge and teaching skills specific to instruction in their respective disciplines.

POLICY EVALUATION

We will evaluate the effectiveness of this Instructional Practices Policy through our School Improvement Planning Process.

Date Adopted: June 27, 2016

Date Reviewed or Revised: _____

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