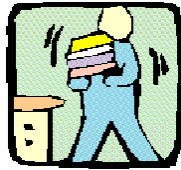


INSTRUCTIONAL PRACTICES POLICY



CRITERIA/BEST PRACTICE PRINCIPLES

Faculty, working within their Professional Learning Communities, and in collaboration with their departments as well as the Instructional Leadership Team, shall meet regularly to increase student learning by implementing the PLAN, DO, STUDY, ACT (PDSA) process.

PLAN: What do students have to know and be able to do?

- Identify the standards and learning targets to ensure clear purpose and direction.
- Share the summative assessment and determine if the questions address the level of rigor required of each standard.
- Develop and share lesson/unit plans with the team that include literacy and high-yield instructional strategies.

DO: What are you doing to help students master the content?

- Discuss what formative assessments are being used to determine if strategies/activities are resulting in student learning.
- Make mid-unit adjustments related to curriculum, instruction, and/or assessments based on ongoing formative assessment results.

STUDY: Did the PLAN and DO steps work? Did you get the expected results?

- Share disaggregated data from the summative assessment.
- Use the Student Assessment Data Analysis Tool to guide the analysis.
- Share longitudinal data and discuss trends.

ACT: Did the data analysis indicate needed changes? How will you respond when students have not mastered the content? How will you respond when they have?

- Determine how to meet the individual needs of students based on the data analysis.

Make needed changes to instruction based on student feedback and performance

Adopted 5/8/2017

In order to provide an environment where students perform to their potential and are transition-ready, we will make sure all 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 and others about what they are learning.
- Use technology in meaningful/real life ways.
- Study subjects in a way that allows for applications to real life.
- Are able to make connections among content areas.
- Are instructed in ways that help them demonstrate the attainment of the Kentucky Academic Standards.

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure our criteria and instructional best practice principles listed in the first section of this policy are implemented:

Each grading period, students will have multiple opportunities to:

- Receive appropriate and meaningful feedback.
- Work with other students in pairs, small groups, or teams.
- Engage in authentic models of learning.
- Use technology as a tool for learning.
- Read books or materials on their own or with a partner.
- Discuss different ways to solve problems.
- Read and write in all content areas.

- Do assessments and/or activities involving short answer, constructed response, on-demand, and multiple choice, which are appropriate for the target.
- Communicate with pictures, charts, graphs, or a web.
- Use a scoring guide or rubric.
- Use resources other than a textbook or worksheet.
- Use manipulatives or equipment to solve problems.
- Be exposed to real-life examples that relate to content areas including but not limited to discussing or reading about current events/issues/topics.

Each grading period, students will have an opportunity to do one of the following:

- Lead or participate in a one-on-one reading or writing conference with a teacher-
- Participate in a peer reading or writing conference.
- Read novels, short stories, poems, newspapers, and magazines.
- Use technology for research.
- Do real-life activities or projects/investigations.
- Speak in front of a group.

TEACHER ROLE

To ensure that the criteria/principles in the first section of this policy are implemented, every teacher will:

1. Make every effort to convey to students his/her high regard for student abilities as well as the importance of learning, hard work, high levels of effort, and the characteristics of high-quality work and that high-quality work is the expectation.

2. Ensure that learning/instructional outcomes:
 - Indicate what students will learn and represent high expectations, rigor, important learning in the discipline, and the varying needs of the different student groups.
 - Lend to various forms of assessment including those used for state assessments.
 - Represent a range of factual/procedural knowledge, conceptual understanding, thinking and reasoning skills, and collaborative and communication strategies.

3. Design learning/instructional activities that:
 - Match intended outcomes, are appropriately challenging, involve problem-solving skills, give students some choice, and provide opportunities for higher-level thinking and/or have multiple correct responses/approaches.
 - Use varied and flexible approaches making use of instructional student groups and building on student strengths.
 - Engage families in student learning as appropriate.
 - Are well-structured, student-centered and culturally responsive, address various learning styles, and have reasonable time allocations.
 - Provide opportunities to connect learning with other topics/subjects and with real life experiences.
 - Provide opportunities for students to evaluate their own performance and to use the feedback to reflect and improve.
 - Intentionally schedule time during the day for writing instruction or experiences.

4. State clearly what students will be learning, at some point during the lesson.

5. Model processes, engage students, invite student participation, and give clear, specific, and timely feedback as well as inviting them to assess their own work and make improvements.

6. Use open-ended questions and wait time to actively engage students in discussion.

7. Enable students to talk to one another, pose questions, and build on student responses.

8. Use age-appropriate, inviting and content/lesson suited vocabulary.

9. Develop a safe classroom space/environment that is arranged to support instructional goals/activities for all students including access to and appropriate use of available technology for learning activities and to extend the classroom into the community and world.

10. Make skillful use of a variety of developmentally appropriate and culturally diverse resources including not only those available in the school/district and beyond the classroom walls, but also incorporating non-instructional assistance both for student use and for his/her own expansion of this knowledge.

11. Make adjustments to lessons when necessary to enhance learning and also to try other approaches when students experience difficulty.

PRINCIPAL ROLE

To ensure that the criteria/principles in the first section of this policy are implemented and teachers are able to fulfill their role, the principal will:

1. Demonstrate knowledge of and encourage the use by all teachers of research-based instructional practices.

2. Make sure that these instructional practice criteria and best practice principles are taken into account in both the interview process and in the final selection of all teachers.

3. Ensure access to high-quality learning experiences throughout the curriculum and in all programs, on a regular and consistent basis.

4. Encourage and support teachers in their role including access to resources, including but not limited to, time, fiscal, and human resources for the successful implementation of effective instructional strategies.

POLICY EVALUATION

We will evaluate the effectiveness of this policy through our school improvement planning process.

Date Adopted: 4.9.18

Date(s) Reviewed or Revised: