BULLITT EAST HIGH SCHOOL

SITE-BASED DECISION MAKING COUNCIL

INSTRUCTIONAL PRACTICES POLICY

CRITERIA/BEST PRACTICE PRINCIPLES

In order to provide an environment where students perform up to their potential and are college and career 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 Core 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.

- Listen to an adult read aloud.

- 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.

- 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.

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.
   - Integrate program review areas.

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, including but not limited to, program review areas.
   - Provide opportunities for students to evaluate their own performance and to use the feedback to reflect and improve.

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 integration of program review areas throughout the school across the curriculum.

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.

5. Encourage professional development/learning (PD/L) that supports the teachers' Professional Growth Plans and the implementation of this policy, including but not limited to, teachers of the arts/humanities, practical living/career studies, and world language/global competency.

6. Ensure teachers have access to PD/L to help improve content knowledge, teaching skills, and support effective research-based instructional strategies specific to their disciplines.

POLICY EVALUATION

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

Date Adopted: _____

Date Reviewed or Revised: _____
Date Reviewed or Revised: _____