

INSTRUCTIONAL PRACTICES POLICY

GUIDING PRINCIPLES FOR INSTRUCTIONAL PRACTICES

Instructional Practices used in the classroom will be based on evidence, quality research, and address:

1. Positive Learning Culture

- an environment of respect and rapport — teacher-student and student-student
- belief in the ability of every student to learn and achieve
- dedication to the learning opportunities and support needed for each student to learn

2. Understanding of the Science of Learning

- recognizing and responding to individual needs, interests, and cultural heritage
- aligning activities, lessons, and assessments with the Kentucky Academic Standards
- clarifying expectations for student learning
- engaging students actively and intellectually in the learning process
- using questioning and discussion techniques effectively with students
- monitoring student learning with formative assessment and self-assessment
- providing actionable feedback and multiple opportunities for students to improve and learn

3. Communication with Families

- information about the instructional program and ways to be engaged
- information about the child's strengths and areas for growth

—Characteristics are based on the Kentucky-adapted version of the *Danielson Framework for Teaching*

The three characteristics above, will be used in the following work:

- a. council, administration, and team/department **planning** of specific expectations
(See KASC's example below. It's important that the school decides the specific instructional practices expected in school.)
- b. teacher/staff **planning** and implementation of instructional practices
- c. discussions of **issues regarding instructional practices**

SPECIFIC CLASSROOM EXPECTATIONS FOR INSTRUCTIONAL PRACTICES

KASC strongly recommends the council works with all school shareholders to develop what everyone can expect in a classroom in your school. This serves many purposes, some of which include:

- Makes it clear what the school values
- Provides an agreed-upon list of the kind of instructional practices deemed to be most effective (this is especially important to address turnover and getting new staff up to speed)
- Gives students and families a better understanding of the learning experiences

KASC has seen this done in various ways. Three optional examples are shown below. **The specifics need to match your school's priorities.**

Student Learning is Vibrant and Memorable	Instruction Guarantee	Student Learning Experiences	
Requires THINKING that leads to learning — Students apply, evaluate, draw conclusions, and solve problems	Some ideas... Student assignments will be grade appropriate	Weekly	Some ideas... Students will receive actionable feedback; use technology in real-life ways; etc
Has MEANING for students — Students learning connects to interests, is relevant, and actively engages them	Learning experiences will be intellectually engaging	Per nine weeks	Some ideas... Students will present to an audience; publish a writing piece; incorporate the performing arts; etc.
Empowers student OWNERSHIP — Students shape the classroom experiences, make learning choices, and take leadership in their learning	Students will have multiple opportunities to learn content	Each semester	Some ideas... Students will complete real-life projects; connect with real-world experts in person or digitally; etc.

In addition to being based on best practices research and reflecting our school values, the *Specific Classroom Expectations for Instructional Practices* will enable our students to meet the Kentucky Learning Goals and ***will not be in conflict with school board policies.***

Kentucky Learning Goals (KRS 158.6451)

(1) ...Schools shall:

(a) expect a high level of achievement of all students.

(b) develop their students' ability to:

1. Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
2. Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, and practical living studies to situations they will encounter throughout their lives;
3. Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility, and selfdiscipline;
4. Become responsible members of a family, work group, or community, including demonstrating effectiveness in community service;
5. Think and solve problems in school situations and in a variety of situations they will encounter in life;
6. Connect and integrate experiences and new knowledge from all subject matter fields with what they have previously learned and build on past learning experiences to acquire new information through various media sources; and
7. Express their creative talents and interests in visual arts, music, dance, and dramatic arts.

POLICY EVALUATION

We will evaluate this policy through our annual policy review process.

Date(s) Reviewed or Revised:

LEGAL REQUIREMENTS:

- This policy is required by law.
- ***Bold italics*** (above) show language directly from the law or addressing a legal requirement.
- Your policy can meet the requirements in ways that differ from KASC's samples, but your policy language can't contradict the law.

LAW IN A BOX:

SBDM Responsibility (SBDM Law — KRS 160.345)

(2)(i) The school council shall adopt a policy that shall be consistent with local board policy and shall be implemented by the principal in the following additional areas:

... 6. Planning and resolution of issues regarding instructional practices; ...