

INSTRUCTIONAL PRACTICES POLICY



INSTRUCTIONAL PRACTICE PRINCIPLES

Instructional Practices used in the classroom will be based on quality research and evidence.

The three characteristics guide the following work:

- A. council, administration, and team/department planning of specific expectations (included in this policy)
- B. teacher/staff planning and implementation of instructional practices
- C. discussions of issues regarding instructional practices

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

- recognition and response to individual needs, interests, and cultural heritage
- activities, lessons, and assessments are congruent with the Kentucky Academic Standards
- student understanding of the expectations for learning
- students are actively and intellectually engaged in learning
- teachers and students use questioning and discussion techniques
- monitoring of student learning with formative assessment and self-assessment
- feedback provided to students along with multiple opportunities to 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*

SPECIFIC CLASSROOM EXPECTATIONS

In order to provide an environment where all students perform to their potential and are college and/or career-ready, we will ensure that students have the opportunity to:

- Be 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 other about what they are learning.
- Use technology in meaningful/real life ways.
- Study subjects in a way that allows for applications to real life.
- Make connections among content areas.
- Be instructed in ways that help all students learn the Program Studies and Core Content for Assessment and the Common Core which Kentucky has determined is essential for all students.
- Be instructed in ways that help them demonstrate the attainment of the Kentucky Academic Standards.

The following are brief statements of expectations of the culture and environment that has been established during our inaugural school year.

Cooper High School teachers:

- Focus on student learning and look to the results to inform classroom instruction.
- Complete curriculum maps and curriculum checklists regularly to ensure students the opportunity to compete locally and globally.
- Conduct student learning checks frequently to determine mastery of concepts.
- Provide a strategic intervention approach to students that are not demonstrating mastery as evidenced through learning checks.
- Provide common assessments throughout all required courses for graduation completion.
- Are reading and writing teachers no matter the content area expertise.
- Maintain a website that is relevant to the classroom instruction and activities.
- Work in interdisciplinary teams for vertical and horizontal teamwork, small learning communities.
- Specific professional development and focused flexible in-service to meet the needs of students, teachers and the school as a whole.
- Participate in a Professional Learning Community (PLC) where teachers will collectively enhance their skill through activities such as learning walks, book studies and frequent analysis of student work.

REMEDICATION – CORE BELIEFS ON REMEDIATION AND REASSESSMENT

- The structure of remediation should empower students to initiate their additional learning opportunities, with educator support as needed, rather than enable them to put off learning until the teacher initiates a retake.
- A remediation opportunity should not be the easier option, a backup plan, or a bottomless opportunity.
- A student must complete necessary learning and relearning assignments before receiving the opportunity to reassess.
- Students cannot use class time dedicated to other learning to complete relearning tasks or reassessments.
- Deadlines for work completion and reassessment are necessary.
- Students who are approaching mastery should have the same opportunity to reassess as students who are far from mastery (or fail) a particular assessment.

- Updated assessment scores should reflect current learning, not an average of multiple attempts.
- If all staff are unified in message and practice, most students will adapt their behaviors to meet expectations.

RELEARNING AND REASSESSMENT STRUCTURE – IN-CLASS, TEACHER-DEVELOPED

This is the only option students have to improve a grade in a course while taking the course. Students will have the ability to retake an assessment after a valid first attempt, but they must complete additional learning as agreed to or determined by the teacher. Additional learning may include, but is not limited to: attending tutoring, completion of all relevant assignments, completion of online learning (Canvas module, Edgenuity module, etc.). These relearning assignments must be completed in order to receive feedback before a reassessment is given. Reassessment will be available for any student who desires to increase an assessment score and hasn't yet reached mastery, not just those that fail. The assessment grade recorded should reflect current learning, not an average of multiple attempts. The deadline for completing relearning and reassessing will be determined by department, but will be no shorter than 10 days after the original assessment.

Students will only receive credit in the gradebook for assignments if they complete them before taking the initial assessment. Assignments completed after the assessment did not impact learning before the first attempt at assessment and therefore will not be scored in the gradebook.

Guidance Counselors, administrators, teachers, and other mentors are encouraged to support students specifically by helping them create a "relearning plan" to propose and initiate a reassessment. This relearning plan should focus on the learning rather than the assessment or grade.

Students with IEP's/LEP's will work with staff to develop a remediation plan that aligns with their specific IEP/LEP.

RECONSIDERATION OF INSTRUCTIONAL MATERIALS

1. Complete a Request for Reconsideration of Instructional Materials Form and submit to the principal.
2. Keep the challenged material in circulation until the process is complete.
3. Inform the principal of the challenge, as well as the identity of the complainant.
4. When the complainant returns the completed form, the principal will inform the school superintendent of a request for formal reconsideration.
5. Form a reconsideration committee to include an administrator, two teachers from the appropriate grade levels, the LMS, and two objective community members/parents. Appoint a chairperson.
6. Arrange a meeting of the committee to be held within 10 working days after the form is returned. Here, the committee will read the *Request for Reconsideration of Instructional/Library Materials*, as well as review the material in question.
7. Committee members form an opinion on the resource as a whole and reach a consensus decision to retain or remove the item. In the case that a consensus cannot be reached a vote will be taken and majority rules.
8. The chairperson will complete a report of the committee's procedures and decision. This will be submitted to the principal, with a copy sent to both the superintendent and the complainant.
9. If the complainant would like to appeal the committee's decision to the School Based Decision Making Council (SBDM), he or she may do so in writing within 10 working days of the committee's decision.

INSTRUCTIONAL PRACTICE GUIDELINES

To help ensure our criteria and instructional best practices 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
- 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

Each grading period, students will have at least one opportunity to:

- Lead or participate in a one-on-one reading or writing conference with a teacher.
- Participate in a peer reading or writing conference.
- Do projects/investigations, including but not limited to, designing or investigating projects based on their interests.
- Read novels, short stories, poems, newspapers, and magazines.
- Use technology for research.
- Do real-life activities or projects.
- Perform or create, including in an area of the visual and performing arts.
- 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 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.
 - Lead 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.
 - Are the result of learning experiences that are naturally integrated, cross curricular, authentic, and culturally responsive.

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.
 - Intentionally schedule time during the day for writing instruction or experiences.
4. State clearly what students will be learning.
5. Model processes, engage students, invite student's 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 the 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.
12. Focus on student learning and look to the results to inform classroom instruction.
13. Complete curriculum maps and curriculum checklist regularly to ensure students the opportunity to complete locally and globally.
14. Conduct student learning checks frequently to determine mastery of concepts.
15. Provide a strategic interventions.

PRINCIPAL ROLE

To ensure that the criteria/principals in the first section of this policy are implemented and teachers are not 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 principals 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 in program review areas 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: _____

Date Reviewed or Revised: 07/14/00 Council Chairperson's Initials _____

Date Reviewed or Revised: 09/12/2016 Council Chairperson's Initials _____

Date Reviewed or Revised: 6/12/2019 Council Chairperson's Initials _____

Date Reviewed or Revised: 1/20/2021 Council Chairperson's Initials _____

Date Reviewed or Revised: 1/19/2022 Council Chairperson's Initials _____

Date Reviewed or Revised: 2/9/2022 Council Chairperson's Initials DWN