

G. C. Burkhead Elementary School

SBDM Council Policy

Policy Number 13.01

Classroom Instruction Policy

On a regular basis in each class, each teacher will:

1. Use varied student-centered instructional strategies.
2. Address various learning styles and the multiple intelligences.
3. Apply findings from brain research.
4. Use activities where all students use higher-order thinking and problem solving skills.
5. Make active use of interdisciplinary connections.
6. Assign tasks similar to those used for state and local assessments.
7. Provide opportunities for students to connect their learning to real-life experience.
8. Adjust instruction to respond to the diversity of students in that class.
9. Use technology for appropriate and varied learning activities.
10. Use instructional resources that are developmentally appropriate to the students in the class.
11. Use instructional resources that reflect appropriate diversity.
12. Use a variety of electronic and printed instructional resources.
13. Assign homework that extends student learning on class-time subjects.
14. Use multiple, developmentally appropriate, authentic assessments that include open response questions, on-demand tasks, culminating events, performance events and projects, journals, and objective types of testing.

COLLABORATION ON CLASSROOM INSTRUCTION

At least once during each marking period each team, including special area teachers, will meet to:

1. Review the activities they have each used.
2. Discuss successes and challenges.
3. Share possible solutions to challenges.
4. Identify areas needing further work or support.

At the end of the meeting, the teachers involved will send an e-mail summary of their conclusions to the principal (or principal's designee).

PRINCIPAL'S ROLES

The principal (or designee) will:

1. Check for success in implementing this policy as part of regular classroom observation and evaluation of each teacher.
2. Include areas needing added work under this policy in recommendation for individual teachers' professional growth.

Protection of Instructional Time

The G. C. Burkhead schedule will provide the required 1,050 hours of instructional time or more, and students will be actively involved in learning through those instructional hours. To ensure this:

1. Broadcast interruptions from the school office will be limited to homeroom periods and emergencies. Wherever possible, e-mail, telephone, quiet messengers, or waiting until class is done will be used.
2. Students arriving in each classroom will immediately have work to begin without waiting for other students to assemble.
3. When a scheduled activity is unexpectedly delayed or cancelled, students will be given alternative, substantive learning activities to undertake.
4. Videotapes and television broadcasts will be used only when they efficiently convey knowledge and skills called for in the curriculum and are integrated into other

activities that require the students to process and apply the information the video provides.

5. Our school policy safety plan and discipline and classroom management policy will also contribute to ensuring that behavioral problems do not subtract from learning time.

The principal (or principal's designee) will:

1. Ensure that each new staff member learns about these requirements.
2. Check for success in implementing this policy as part of regular classroom observation and evaluation of each teacher.
3. Include areas needing added work under this policy in recommendations for individual teachers' professional growth.

Adopted: 3-8-93

Amended: 11-19-01