

# LURA SHARP CLASSROOM PROCEDURES 2024-2025

1. Learning Environment
2. Differentiated Instruction
3. Practice (Guided/Independent)
4. Feedback and Assessment
5. Reteach and Relearn
6. Standards-Based Grading

# LEARNING ENVIRONMENT

**DEFINITION:** A student-centered, safe and engaging environment that uses evidence-based practices.

## **PURPOSE:**

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- Facilitate and enhance student learning
- Support student well-being and safety
- Encourage engagement
- Promote equity
- Build and maintain positive connections within the school environment

## **PROCEDURES:**

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- Implement Responsive Classroom practices and Second Step curriculum
- Use of logical consequences vs. punishment

## **EVIDENCE:**

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- Celebrating student achievement and growth
- Positive behavior and engagement
- Student connections
- Student surveys reflect student safety and inclusion
- Organized learning environment

# DIFFERENTIATED INSTRUCTION

**DEFINITION:** The process of tailoring lessons to meet individual needs for all learners. Teachers differentiate content, process, products, learning opportunities, and environment.

## **PURPOSE:**

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- To compliment direct instruction
- To encourage students to pursue further study of subjects of personal interest
- To promote higher level thinking
- To meet students at their instructional levels and extend their learning
- To increase student engagement

## **PROCEDURES:**

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- Use data to drive instructional practices
- Utilize whole group and small group instruction

## **EVIDENCE:**

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- Differentiation reflected in planning
- Small group instruction varied by needs
- Computer based learning
- Student Choice
- Appropriate leveled materials and resources provided for student use

# PRACTICE *(guided & independent)*

**DEFINITION:** Practice occurs when the teacher has demonstrated a task or process and then gives students the opportunity to model behavior or task on their own.

## **PURPOSE:**

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- To give students multiple opportunities to demonstrate their understanding of the content, skills, or concepts
- Formative assessment

## **PROCEDURES:**

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- Monitor student progress and offer suggestions and guidance as the student attempts to replicate the modeled behavior or task
- Assigned at student's instructional and/or independent level
- Makes appropriate accommodations for students to ensure equity
- Communicate with the student & home to determine "the why" if a pattern of missing work is evident

## **EVIDENCE:**

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- Guided classwork
- Independent work
- Collaborative work
- Homework

# FEEDBACK AND ASSESSMENT

**DEFINITION:** **Feedback** refers to information provided by an instructor, peer, or self-assessment regarding aspects of one's performance or understanding. **Assessments** are the set of procedures that samples skills from a student's curriculum to determine instructional needs.

## PURPOSE:

- To inform instruction
- To help students understand the progression of knowledge they are expected to master
- To document students' progress

## PROCEDURES:

- Clearly define and communicate learning goals and objectives
- Provide multiple opportunities for students to receive and give feedback on learning
- Routine use of formative and/or summative assessments
- Adhere to the Lura Sharp Comprehensive Assessment Plan
- Use data from assessments to inform and adjust instruction
- Teacher teams regularly interact to address common issues regarding instruction and assessments

## EVIDENCE:

- Maintain a grade book
- Checks for understanding included in lesson plans
- Attendance and participation during grade level meetings and monthly data meetings

# RETEACH AND RELEARN

**DEFINITION:** Reteaching and relearning involves presenting material again using different methods or approaches to ensure students understand and master the content.

## **PURPOSE:**

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- To meet student needs based on data
- To address misconceptions and to provide clarity
- Move students towards progress and achievement
- Students can reflect on mistakes and revise their thinking and performance

## **PROCEDURES:**

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- Provide multiple opportunities for students to progress
- Utilize various teaching strategies and assessments to address student learning preferences

## **EVIDENCE:**

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- Data shows improvement in student performances
- Impromptu and/or planned adjustments in instruction

# STANDARDS-BASED GRADING

**DEFINITION:** Standards-based grading is an assessment and reporting system that measures students' mastery of specific learning standards with a predetermined set of expectations.

## **PURPOSE:**

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- For students to demonstrate a continuum of knowledge based on specific learning standards
- To measure and document a student's proficiency in defined standards

## **PROCEDURES:**

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- Utilize proficiency scales to analyze student performance
- Provide ongoing formative assessment and/or summative assessments
- Teacher team discussions for agreed upon scores based on clear criteria

## **EVIDENCE:**

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- Use of proficiency scales
- Student understanding and improvement on their continuum

