



LKSD Best Practices

These Best Practices underlie the overall educational philosophy that underpins the instructional mission of the Lower Kuskokwim School District: that all instruction is Challenging, Interactive, and Authentic.

1. Teacher creates student- centered classrooms
2. Teacher instructs all students at the level of the top 25% of the class
3. Direct teaching is limited to no more than 15 to 20 minutes **at a time**
4. Lessons go from comprehension level to application or higher in all content areas
5. Grade level instruction to ALL students during core content time
6. Use of district provided curriculum and supplemental materials
7. Planned lessons result in challenging, interactive and authentic instruction
8. Teachers utilize conceptual refinement (CR)
9. Teacher is primarily a “facilitator” versus a “teacher”
10. Increase use of Project-Based Learning (PBL) and/ or inquiry- based instruction
11. Students are immersed in language both through instruction and classroom environment
12. All instruction is “sheltered” with use of visuals, objects and hands- on learning (SIOP)
13. Lessons are interesting, meaningful, culturally relevant and relate to real- life (authentic)
14. Robust vocabulary development through:
 - a. Elementary: classroom labels, student generated alphabets, word walls, content boards
 - b. Secondary: word walls and content boards
15. Student generated work (e.g. blank paper, foldables) and curriculum- supplied worksheets
16. Students engage in writing in all subjects, every day
17. Teacher and students communicate in complete sentences (when capable)
18. Extensive use of cooperative grouping (minimize use of ability grouping)
19. Extensive use of bilingual/ academic pairs or groups throughout the entire lesson
 - a. Pairing students (H/M, M/L)
 - b. Students asked to share what their partners said in pair/share opportunities
 - c. Students asked to explain their rationale for answers derived from pair/ share activities
 - d. Students provide “guided-practice” to each other
 - e. Pairs support each other; teacher maintains role of facilitator