

## PLANNING

- Focus for learning**  
 The teacher plans and provides students with content-related learning activities/tasks at an appropriate level of difficulty.  
 Students perform tasks or respond with or without teacher assistance and/or scaffolding.  
 The teacher preplans a series of questions with the learning goal in answers.  
 Students use instructional material to find evidence to support their answers.
- Analysis of assessment data**  
 The teacher uses both formative and summative assessments to drive instruction.  
 Students perform assigned tasks and articulate understanding of concepts and skills.
- Knowledge of students**  
 The teacher draws upon an accurate analysis of the students' development, readiness for learning, preferred learning styles, backgrounds and prior experiences.  
 Students experience a high frequency of successful learning experiences.
- Choosing appropriate instructional goals that are measurable**  
 The teacher places a clear focus on appropriate academic goals.  
 Students demonstrate mastery of new skills and concepts.

### Professional Learning Courses

- ▶ Accessible Literacy Framework
- ▶ Beginning Reading Instruction
- ▶ English Language Learners 101
- ▶ Foundations of Effective Teaching
- ▶ Instructional Strategies That Work for All Disciplines
- ▶ Making Data and Classroom Assessments Work for You
- ▶ Managing Behavior in School Communities
- ▶ Meeting Writing Expectations
- ▶ Mind in the Making
- ▶ Reading Comprehension Instruction
- ▶ Thinking Mathematics K-2
- ▶ Thinking Mathematics 3-5
- ▶ Thinking Mathematics 6-8: Journey to Algebra

### SSS Modules

- ▶ Assessing Teaching and Learning
- ▶ Coherent Cohesive Teaching and Learning
- ▶ Culturally Responsive Pedagogy
- ▶ Differentiating Instruction
- ▶ Social Media, Students, Technology and Learning
- ▶ Student Engagement
- ▶ Supporting English Language Learners
- ▶ The Game Factor
- ▶ Tools for Teachers from Brain Researchers
- ▶ Using Questions to Teach and Learn
- ▶ Working with Students with Challenges

## CLASSROOM ENVIRONMENT

- Promoting positive student behavior**  
 The teacher develops caring, respectful relationships at the beginning of the year.  
 Students feel at ease in the classroom and feel comfortable asking questions.
- Classroom management**  
 The teacher acknowledges adherence to rules and procedures consistently and fairly.  
 Students follow classroom procedures and routines with little or no direction from the teacher and take ownership and responsibility for their actions.
- Safety**
- Procedures and routines/Transitions**  
 The teacher is organized, and all materials are ready.  
 Students locate supplies, materials, books and manipulatives without assistance, and transition easily from independent work to group work.  
 The teacher has clear, specific procedures for activities.  
 Students follow classroom procedures and routines with little or no direction from the teacher.

### Professional Learning Courses

- ▶ Foundations of Effective Teaching
- ▶ Instructional Strategies That Work for All Disciplines
- ▶ Managing Behavior in School Communities
- ▶ Meeting Writing Expectations

### SSS Modules

- ▶ Beyond Classroom Management
- ▶ Culturally Responsive Pedagogy
- ▶ Essential Supports for the Social-Emotional Context of the Classroom
- ▶ Learning Communities
- ▶ Peer Tutoring
- ▶ Rethinking Punishment
- ▶ Words Can Nurture or Hurt

# MAKING CONNECTIONS BETWEEN TEACHING AND LEARNING



## INSTRUCTION

- Lesson delivery**  
 The teacher plans lessons to include high levels of student participation.  
 Students complete assignments with more accuracy and verbalize their excitement or enjoyment in the lesson activity.  
 The teacher generates enthusiasm for content.  
 Students eagerly attend class.
- Differentiation**  
 The teacher provides cognitive strategies to support student learning, leading to mastery of content.  
 Students articulate what they know and what they want to know about a particular concept and apply strategies modeled by the teacher.
- Resources**  
 The teacher and students use technology and digital media strategically and capably.
- Assessment of student learning**  
 The teacher provides students with specific, timely feedback.  
 Students use feedback to correct work and reflect upon their own performance and self-correct as needed.
- Pacing**  
 The teacher actively teaches content through presentation, demonstration and interactive discussions with students.  
 Students listen, respond, discuss and interact with the teacher and/or peers during a large percentage of instructional time.
- Building strong content knowledge**  
 The teacher plans and provides students with content-related learning activities/tasks at an appropriate level of difficulty.  
 Students perform tasks or respond with or without teacher assistance and/or scaffolding.

### Professional Learning Courses

- ▶ Accessible Literacy Framework
- ▶ Beginning Reading Instruction
- ▶ English Language Learners 101
- ▶ Foundations of Effective Teaching
- ▶ Instructional Strategies That Work for All Disciplines
- ▶ Making Data and Classroom Assessments Work for You
- ▶ Managing Behavior in School Communities
- ▶ Meeting Writing Expectations
- ▶ Reading Comprehension Instruction
- ▶ Thinking Mathematics K-2
- ▶ Thinking Mathematics 3-5
- ▶ Thinking Mathematics 6-8: Journey to Algebra

### SSS Modules

- ▶ Activating Learning in All Disciplines
- ▶ Culturally Responsive Pedagogy
- ▶ Differentiating Instruction
- ▶ Engaging Students' Long-Term Memory
- ▶ Social Media, Students, Technology and Learning
- ▶ Supporting English Language Learners
- ▶ Teach Them to Think
- ▶ Using Questions to Teach and Learn

## PROFESSIONAL RESPONSIBILITY

- School/home connection**  
 The teacher establishes two-way communication between home and school, especially about homework expectations, the curriculum content, student progress and ways in which a parent can help.  
 Students receive assistance at home as needed.
- Collaboration with colleagues**  
 The teacher collaborates with colleagues.
- Following district and state policies**  
 The teacher maintains accurate records.
- Reflecting on teaching**  
 The teacher's assessment of the lesson is thoughtful and includes specific indicators of effectiveness.  
 The teacher's suggestions for improvement include an extensive repertoire.
- Growing and developing professionally**  
 The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice.

### Professional Learning Courses

- ▶ Accessible Literacy Framework
- ▶ Beginning Reading Instruction
- ▶ Community Schools 101: the Nuts and Bolts
- ▶ English Language Learners 101
- ▶ Foundations of Effective Teaching
- ▶ Instructional Strategies That Work for All Disciplines
- ▶ Making Data and Classroom Assessments Work for You
- ▶ Managing Behavior in School Communities
- ▶ Meeting Writing Expectations
- ▶ Mind in the Making
- ▶ Reading Comprehension Instruction
- ▶ Thinking Mathematics K-2
- ▶ Thinking Mathematics 3-5
- ▶ Thinking Mathematics 6-8: Journey to Algebra

### SSS Modules

- ▶ Assessing Teaching and Learning
- ▶ Is My Teaching Effective?
- ▶ Learning Communities
- ▶ Making Parents and Guardians Partners in Educating Students
- ▶ Social Media, Students, Technology and Learning
- ▶ Words Can Nurture or Hurt
- ▶ Working with Students with Challenges



