

Positive Relationships:

- Ensure each individual feels respected, acknowledged, and valued for their uniqueness;
- Cultivate a sense of community through caring, nurturing, and compassionate connections; and
- Demonstrate empathy and teamwork that supports the well-being of oneself and others.

Environments:

- Prioritize the physical and psychological safety and security of each individual;
- Adapt for site and situation;
- And are intentionally-organized for support, inclusiveness, & flexibility (e.g., app or online layout, audio, lighting, seating, displays, & materials).

Communication:

- Encourages respect, dialogue, and participation with positive tone, language, requests, and responses;
- Is two-way (reciprocal), ongoing, and interactive;
- Values multiple perspectives and each person's identity;
- And uses various methods.

Engagement:

- Is fostered through culturally responsive, meaningful, two-way, and differentiated learning experiences and communication;
- Includes emotional, behavioral, and cognitive types; and
- Is reflected in improved outcomes across indicators.

Prevention:

- Reduces challenges and obstacles to learning with procedures and settings that are conducive to learning, build readiness, and promote prosocial behavior.
- Procedures, routines, roles, and expectations are explicitly taught, mutually agreed upon, modeled, predictable, and reinforced.

Conditions for Learning

Thompson Educational Expectations

Learning Design

- Plans for each learning experience define supportive, differentiated approaches to ensure responsiveness to the performance, needs, and cultures of each learner.
- Measurable learning goals are defined and communicated for continuous growth.
- Collaborative and intentional backwards planning is driven by standards and evidence-based practices.
- Clear connections are made between units of study, content, and life.
- Technology is embedded.

Learning Delivery

- Learning experiences are student-centered.
- Opportunity and access is provided so that each learner is included and can excel.
- All Universal, Targeted, and Intensive supports include:
 - ~ Connections to prior learning;
 - ~ Established routines;
 - ~ Efficient transitions;
 - ~ Technology integration;
 - ~ Stating & revisiting learning targets;
 - ~ Timely, specific, and actionable feedback;
 - ~ Skill development and practice application;
 - ~ Balancing collaboration and independence;
 - ~ Active educator and family partnering and support;
 - ~ Culturally relevant pedagogy (CRP);
 - ~ Adaptive instruction to match each student's needs; and
 - ~ Differentiation.

Evaluations of Learning

- Regular monitoring of student performance, progress, and growth is a responsibility of each stakeholder.
- Measures of knowledge and skills are aligned to the Colorado Academic Standards and success criteria.
- Checks for Understanding are varied, matched to targets, and allow for immediate adjustments.
- Meaningful information is collected for next steps.