

POSITIVE LEARNING ENVIRONMENT

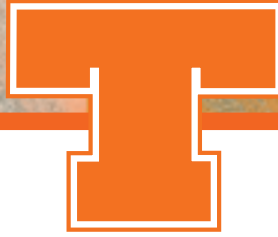
POSITIVE LEARNING ENVIRONMENT: A first step for supporting students' academic and social-emotional development is to embrace a strong belief in themselves and their personal strengths. We should intentionally look for, honor, and acknowledge the values, attributes, and strengths that make every student unique. Creating a positive classroom learning environment requires a focus on relationships and social skills. Students must feel physically and emotionally safe and willing to take risks. Elements characterizing a positive learning environment are:

- Positive relationships are evident among student to student and student to teacher.
- Students have a voice and choice in matters that pertain to them.
- Lessons are made relevant by connecting the curriculum to students' lives.
- The classroom physical environment responds to students' learning preferences and is culturally responsive.
- Routines and procedures are clear and have a predictable rhythm.



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ASSESSMENT

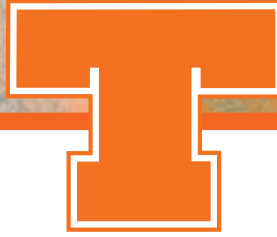
ASSESSMENT/EVIDENCE OF STUDENT LEARNING: Assessment is the broad name for the collection and evaluation of evidence to determine learning. Assessment is an essential component of the teaching and learning cycle. The following are assessment approaches that enable teachers to gather evidence and make judgments about learning.

- **Assessment for learning** involves teachers using evidence about students' knowledge, understanding, and skills to inform their teaching and is referred to as '**formative assessment.**' It usually occurs daily through the teaching and learning process.
- **Assessment as learning** occurs when **students are their own assessors.** Students monitor their own learning, ask questions, set goals, and use strategies to decide what they know and can do.
- **Assessment of learning** assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as '**summative assessment.**' It occurs at defined key points during or at the end of a unit or semester and may be used to rank or grade students.



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DIFFERENTIATION OF INSTRUCTION

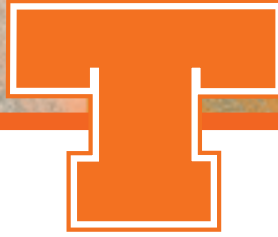
DIFFERENTIATION: Differentiation of instruction occurs through four ways: content, process, product, and learning environment.

- **Content** could be differentiated by designing activities for groups of students at varying ability levels.
- **Process** refers to delivering the content in students' preferred learning styles and includes visual, auditory, and kinesthetic approaches.
- **Product** is what the student creates at the end of the lesson to demonstrate mastery of the content. This can be in many different forms including assessments, projects, reports or other performances and may be based on their learning styles.
- **Learning environment** ultimately sets the stage for optimal learning including physical, psychological, and culturally responsive elements. Incorporating various types of structures to support individual, team, and classroom learning is essential.



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LEARNING OBJECTIVES

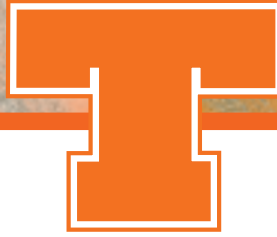
LEARNING OBJECTIVE: By posting and articulating to students, learning objectives set the foundation for all learning.

- Alignment to the Texas Essential Knowledge and Skills (TEKS) and Pre-Kindergarten Guidelines
- Written in student friendly language
- Provide teachers and students with a clear outcome or goal
- Give focus to the purpose of the lesson
- Give students opportunities to take ownership of their learning
- Alignment of student work and activities to the Learning Objective



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INSTRUCTIONAL STRATEGIES

INSTRUCTIONAL STRATEGIES: Research shows that the single greatest factor affecting student achievement is classroom instruction. What teachers do in the classroom on a daily basis matters deeply. Strategic teachers have a tool box of **high yield strategies** such as those identified through research by Robert Marzano and discussed in *Classroom Instruction that Works*.

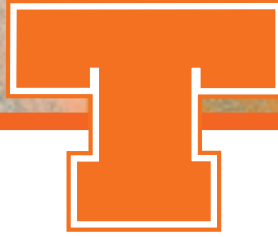
Examples of these strategies include:

- (1) identifying similarities and differences,
- (2) summarizing and note-taking,
- (3) reinforcing effort and providing recognition,
- (4) homework and practice,
- (5) nonlinguistic representation,
- (6) cooperative learning,
- (7) setting objectives and providing feedback,
- (8) generate and test hypotheses, and
- (9) questions, cues, and advance organizers.



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STUDENT ENGAGEMENT

COOPERATIVE LEARNING: Using a teaching arrangement that refers to small heterogeneous groups of students working together to achieve a common goal. Students work together to learn and are responsible for their teammates' learning as well as their own.

Four Principles of Cooperative Learning: P.I.E.S.

1. Positive Interdependence
2. Individual Accountability
3. Equal Participation
4. Simultaneous Interaction

Cooperative Learning principles ensure that all students are fully engaged in the learning process promoting:

- improved social skills and self-esteem;
- increased enjoyment for school and learning;
- improved classroom climate;
- decreased discipline problems;
- increased leaderships skills;
- improved conflict resolution skills; and
- increased empathy and concern for others.



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COMMON INSTRUCTIONAL FRAMEWORK

STUDENT ENGAGEMENT

- Cooperative Learning Structures
- Positive Interdependence
- Individual Accountability
- Equal Participation
- Simultaneous Interaction

POSITIVE LEARNING ENVIRONMENT

- Relationships
- Student Voice and Choice
- Routines and Procedures
- Relevant, Engaging Lessons
- Culturally Responsive

INSTRUCTIONAL STRATEGIES

- Evidence-Based
- High-Yield
- Promotes Student Engagement

ASSESSMENT

- Formative
- Students Monitor their Own Learning
- Summative

LEARNING OBJECTIVES

- Student Friendly
- Posted and Articulated
- Aligned to TEKS
- Alignment of Student Work to Objective

DIFFERENTIATION OF INSTRUCTION

- Flexible Classroom Layout
- Varied Levels of Thinking
- Attention to Learning Styles
- Demonstration of Student Learning



COMMON INSTRUCTIONAL FRAMEWORK
Complete Details



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