

Lyon CSD Portrait of a Learner



Learning for Life

"I am building the skills to be a lifelong learner."

Perseverance - Application - Future Focus

STUDENT SUCCESS STATEMENTS & SOFT SKILLS	TEACHER COMMITMENTS	HITS	SUMMATIVE QUESTIONS	NEPF
<p>Perseverance:</p> <ul style="list-style-type: none"> I am becoming a confident learner. I can overcome challenges and problems. I can work through a problem even when no one tells me to. I am able to learn from mine and other's mistakes. I can view failure as a learning experience and opportunity. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> Problem Solving Conflict Resolution 	<p>To Support Perseverance</p> <ul style="list-style-type: none"> I provide quality feedback daily to students during learning. I cultivate and model a growth mindset when approaching learning. I provide opportunities for my students to learn from their mistakes and improve. I understand and model that failure is an important part of the learning process. 	<ul style="list-style-type: none"> Setting Goals: Effective teachers set and communicate clear lesson goals and help students understand the success criteria, commit to learning, and provide the appropriate mix of success and challenge. Collaborative Learning: Effective teachers provide opportunities for students to participate in flexible groups that collaborate on meaningful tasks and respond to questions that support the achievement of learning goals. Feedback: Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice. Metacognitive Strategies: Effective teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn. Differentiated Teaching: Effective teachers use evidence of student learning readiness, learning progress, and knowledge of individual student learning profiles to make adjustments for individuals so all students experience challenges, success, and improved learning. 	<p>How effectively do I establish clear learning goals and expectations for my students, ensuring they understand what they are learning and how they can demonstrate success?</p> <p>In what ways do I design and facilitate engaging learning experiences, including collaborative work, that cater to the diverse needs of my students and encourage active participation and ownership of learning?</p> <p>How do I strategically employ various teaching methods, including explicit instruction, worked examples, and questioning, to guide student learning, promote metacognition, and foster a growth mindset?</p> <p>How do I consistently provide meaningful feedback and create opportunities for students to learn from their experiences, adjust their efforts, and understand their progress towards learning goals?</p>	<ul style="list-style-type: none"> Standard 1: New Learning is Connected to Prior Learning and Experience Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of the Responsibility for their Own Learning Standard 5: Assessment is Integrated into Instruction

Lyon County School District: Portrait of a Learner



Learning for Life

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Perseverance - Application - Future Focus

STUDENT SUCCESS STATEMENTS & SOFT SKILLS	TEACHER COMMITMENTS	HITS	SUMMATIVE QUESTIONS	NEPF
<p>Application</p> <ul style="list-style-type: none"> I am a reliable student, classmate, and member of the Lyon County community. I am able to acquire skills related to my future interests and goals. I can search for and plan to take on any task in life because I have learned the steps to do so. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> Emotional Intelligence Leadership 	<p>To Support Application</p> <ul style="list-style-type: none"> I create explicit opportunities for my students to explore and identify their interests and goals. I learn about my students and offer them options in learning where they can practice skill-building aligned to their interests and goals. I engage students in learning that challenges them to apply themselves in search of a solution or skill. 	<ul style="list-style-type: none"> Setting Goals: Effective teachers set and communicate clear lesson goals and help students understand the success criteria, commit to learning, and provide the appropriate mix of success and challenge. Structuring Lessons: Effective teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills. Collaborative Learning: Effective teachers provide opportunities for students to participate in flexible groups that collaborate on meaningful tasks and respond to questions that support the achievement of learning goals. Feedback: Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice. Metacognitive Strategies: Effective teachers use metacognitive strategies to help students develop awareness of their own learning, to Differentiated Teaching: Effective teachers use evidence of student learning readiness, learning progress, and knowledge of individual student learning profiles to make adjustments for individuals so all students experience challenges, success, and improved learning, self-regulate, and to drive and sustain their motivation to learn. 	<p>How effectively do I establish clear learning goals and expectations for my students, ensuring they understand what they are learning and how they can demonstrate success?</p> <p>How do I design well-structured and engaging lessons that clearly guide student learning, incorporate effective routines and scaffolding, and optimize instructional time for all learners?</p> <p>In what ways do I intentionally foster active participation and a sense of ownership in learning through varied collaborative strategies that cater to different learning needs and encourage student voice?</p> <p>How do I strategically provide timely and varied feedback that clearly communicates student progress towards learning goals and empowers them to understand how to improve?</p> <p>What pedagogical approaches do I use to cultivate metacognitive awareness in my students, enabling them to become more strategic learners who can plan, monitor, and evaluate their own learning effectively?</p>	<ul style="list-style-type: none"> Standard 1: New Learning is Connected to Prior Learning and Experience Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners Standard 4: Students Engage in Metacognitive Actiity to Increase Understanding of the Responsibility for their Own Learning Standard 5: Assessment is Integrated into Instrucion

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<p>Future Focus</p> <ul style="list-style-type: none"> I am building the skills that I'll need to continue learning new things throughout my life. I know how to apply what I'm learning to life beyond school. I know how to explore my college and career options. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> Leadership Networking Adaptability 	<p>To Support Future Focus</p> <ul style="list-style-type: none"> I prioritize relating learning to the "real world" and describe why content is important. I consistently prompt students to connect new learning to their emerging goals for life beyond school. 	<ul style="list-style-type: none"> Setting Goals: Effective teachers set and communicate clear lesson goals and help students understand the success criteria, commit to learning, and provide the appropriate mix of success and challenge. Feedback: Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice. Metacognitive Strategies: Effective teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn. 	<p>How clearly do I establish and communicate learning goals and success criteria to my students, ensuring they understand what is expected and how their learning connects to actionable skills?</p> <p>How do I consistently provide timely, clear, and actionable feedback that informs students about their progress towards goals and empowers them to redirect their efforts for improvement?</p> <p>What specific teaching strategies and learning activities do I employ to explicitly cultivate students' metacognitive awareness, encouraging them to plan, monitor, evaluate, and take ownership of their own learning processes?</p> <p>How do I use my understanding of student learning to ensure expectations are clear and provide opportunities for students to develop self-regulation and motivation in their learning journey?</p>	<ul style="list-style-type: none"> Standard 1: New Learning is Connected to Prior Learning and Experience Standard 4: Students Engage in Metacognitive Actiity to Increase Understanding of the Responsibility for their Own Learning

Lyon County School District: Portrait of a Learner



Connected Learners

"I am learning through my relationships with others."

Belonging - Communication - Collaboration

STUDENT SUCCESS STATEMENTS & SOFT SKILLS	TEACHER COMMITMENTS	HITS	SUMMATIVE QUESTIONS	NEPF
<p>Belonging</p> <ul style="list-style-type: none"> I feel genuinely cared for in my school. I feel safe and welcomed in my school. I am able to be my authentic self in learning and in school. I am developing my personal, cultural, and community identity. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> Human Connection Empathy Punctuality 	<p>To Support Belonging</p> <ul style="list-style-type: none"> I attend to my students' academic and social-emotional needs in my classroom. I build relationships with my students that reflect care, value, and trust. I provide a positive classroom environment, so students feel comfortable reflecting and being open and honest with their own learning and identity development. I build a personal relationship and understanding with each individual student. I am committed to fostering strong, respectful, and collaborative partnerships with all families, recognizing their invaluable role in a child's holistic development and academic success 	<ul style="list-style-type: none"> Collaborative Learning: Effective teachers provide opportunities for students to participate in flexible groups that collaborate on meaningful tasks and respond to questions that support the achievement of learning goals. Feedback: Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice. 	<p>How do I design and facilitate engaging collaborative learning activities that ensure equitable involvement, encourage idea sharing, and foster a sense of ownership among all students?</p> <p>How do I provide clear, timely, and varied feedback that informs students about their progress towards learning goals and effectively guides their efforts for improvement?</p> <p>In what ways do I strategically select collaborative methods and feedback approaches to best suit specific learning objectives and the diverse needs of my students?</p> <p>How do my group tasks and feedback practices collectively empower students to understand their roles, take agency in their learning, and actively contribute to their own and their peers' growth?</p>	<ul style="list-style-type: none"> Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies

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Educator and Leader Commitments



Connected Learners

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Belonging - Communication - Collaboration

STUDENT SUCCESS STATEMENTS & SOFT SKILLS	TEACHER COMMITMENTS	HITS	SUMMATIVE QUESTIONS	NEPF
<p>Communication</p> <ul style="list-style-type: none"> I can express my ideas and thoughts clearly through a variety of methods. I can build relationships with people I perceive to be different from myself and communicate across diverse perspectives, navigating and learning from them effectively. I can communicate to resolve conflict. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> Communication Empathy Active Listening Networking Conflict Resolution Bully Proof Human Connection Negotiation 	<p>To Support Communication</p> <ul style="list-style-type: none"> I provide all students with opportunities to develop their voice in my classroom. I model acceptance for students and practice speech that sets the tone for tolerance and diversity. I support the building of positive and respectful relationships with all individuals by listening intently, demonstrating empathy, and seeking common ground to foster a sense of belonging and collaboration. I design lessons that allow for student dialogue and discussion. I empower students to resolve conflicts independently by teaching them effective communication, empathy, and problem-solving strategies, fostering a respectful classroom environment. 	<ul style="list-style-type: none"> Structuring Lessons: Effective teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills. Collaborative Learning: Effective teachers provide opportunities for students to participate in flexible groups that collaborate on meaningful tasks and respond to questions that support the achievement of learning goals. Questioning: Effective teachers regularly use questioning as an interactive means to engage and challenge students, and use it as a tool to check student understanding and evaluate the effectiveness of their teaching. 	<p>How do I design and organize my lessons to provide a clear roadmap for student learning, incorporating effective routines, scaffolding, and transitions to maximize engagement and instructional time?</p> <p>In what ways do I intentionally create opportunities for active participation and shared ownership of learning through carefully planned collaborative activities that consider diverse student needs?</p> <p>How do I strategically use questioning techniques to stimulate student curiosity, encourage critical thinking and diverse perspectives, and foster deeper connections to the learning?</p> <p>How do I effectively use student responses to my questions as a tool to gain immediate feedback on their understanding and adapt my teaching to better support their learning?</p>	<ul style="list-style-type: none"> Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies

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<p>Collaboration</p> <ul style="list-style-type: none"> • I interact and collaborate with my peers to help me learn. • I know which adults I can turn to for support and who can help me achieve my goals. • I share my learning with my family. • I am a proactive contributor to my school and to my community. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> • Networking • Teamwork • Communication • Emotional Intelligence • Human Connection • Punctuality 	<p>To Support Collaboration</p> <ul style="list-style-type: none"> • I know the resources available at my school to support the varying needs of my students. • I provide opportunities for working with peers with explicit roles and accountability for students. • I know how to identify collaborative strengths and weaknesses and model how students use one another's expertise. • I receive and provide feedback to students and to my colleagues. • I model how to work as a team and demonstrate how working with peers is an important part of the learning process. • I am committed to actively engaging in collaborative teams with fellow educators, sharing best practices, co-planning, and leveraging collective expertise to enhance student learning and foster a supportive professional community. 	<ul style="list-style-type: none"> • Structuring Lessons: Effective teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills. • Worked Examples: Effective teachers use worked examples to reduce student cognitive load, enabling them to focus on understanding a process which leads to an answer, not the answer itself. • Collaborative Learning: Effective teachers provide opportunities for students to participate in flexible groups that collaborate on meaningful tasks and respond to questions that support the achievement of learning goals. • Feedback: Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice. 	<p>How do I design and structure my lessons to provide clear guidance, incorporating routines, explicit instructions, and visual supports like worked examples to ensure students understand the learning process and objectives?</p> <p>In what ways do I create an engaging and efficient learning environment by optimizing instructional time, ensuring smooth transitions, and strategically sequencing activities to build connections and deepen understanding?</p> <p>How do I foster active participation and a sense of ownership in learning through well-planned collaborative activities that encourage shared ideas, diverse contributions, and address varied learning needs?</p> <p>How do I consistently provide clear, timely, and varied feedback that informs students about their progress towards learning goals and empowers them to redirect their efforts for continuous improvement?</p>	<ul style="list-style-type: none"> • Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies • Standard 5: Assessment is Integrated into Instruction

Lyon CSD Portrait of a Learner

Educator and Leader Commitments



Student Ownership of Learning

"I am empowered to own my learning."

Empowerment - Self Knowledge - Self Direction

STUDENT SUCCESS STATEMENTS & SOFT SKILLS	TEACHER COMMITMENTS	HITS	SUMMATIVE QUESTIONS	NEPF
<p>Empowerment</p> <ul style="list-style-type: none"> I can independently make decisions about the right next steps for my learning and well-being. I know how to learn more about what interests me and choose learning options based on my interests. I can build the skills needed for success and can take action to achieve my goals. I am encouraged to advocate for what I need in my learning. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> Self-Management Time-Management 	<p>To Support Empowerment</p> <ul style="list-style-type: none"> I create opportunities for students to choose learning options based on their interests. I create opportunities for students to set actionable goals and work toward them. I model for my students how to advocate for their learning needs. 	<ul style="list-style-type: none"> Setting Goals: Effective teachers set and communicate clear lesson goals and help students understand the success criteria, commit to learning, and provide the appropriate mix of success and challenge. Worked Examples: Effective teachers use worked examples to reduce student cognitive load, enabling them to focus on understanding a process which leads to an answer, not the answer itself. Feedback: Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice. Metacognitive Strategies: Effective teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn. Differentiated Teaching: Effective teachers use evidence of student learning readiness, learning progress, and knowledge of individual student learning profiles to make adjustments for individuals so all students experience challenges, success, and improved learning. 	<p>How do I clearly establish and communicate learning goals and expectations, while explicitly providing structured support and visual aids (like worked examples) to ensure all students understand what they are learning and how to achieve success?</p> <p>In what ways do I intentionally design and adapt learning experiences to meet the diverse needs of all students, providing appropriate challenge and support to extend their knowledge and skills effectively?</p> <p>How do I strategically employ teaching methods that foster metacognitive awareness in my students, empowering them to plan, monitor, evaluate, and take greater ownership of their own learning processes?</p> <p>How do I consistently provide meaningful, timely, and varied feedback that clearly informs students about their progress towards learning goals and effectively guides their efforts for continuous improvement?</p>	<ul style="list-style-type: none"> Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies Standard 4: Students Engage in Metacognitive Actiity to Increase Understanding of the Responsibility for their Own Learning

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Student Ownership of Learning *"I am empowered to own my learning."* Empowerment - Self Knowledge - Self Direction

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<p>Self Knowledge</p> <ul style="list-style-type: none"> I know why I'm learning what I'm learning. I can demonstrate my knowledge and mastery of skills in ways that best fit my learning style and/or I can demonstrate my learning in multiple ways. I understand my own strengths as a learner and can practice applying those skills to my learning. I have strategies to calm my mind and body when I experience stress or anxiety. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> Self-Management Work-Life Balance 	<p>To Support Self-Knowledge</p> <ul style="list-style-type: none"> I am reflective. I practice and model metacognition. I give students tools to self-reflect and determine how their learning is progressing. I help students set individual goals and recognize their successes and areas for growth. I design and deliver assessments to provide feedback that helps students recognize where they are in their learning. I provide multiple forms of assessment in my classroom. My grading process reflects and supports student growth and mastery. 	<ul style="list-style-type: none"> Setting Goals: Effective teachers set and communicate clear lesson goals and help students understand the success criteria, commit to learning, and provide the appropriate mix of success and challenge. Worked Examples: Effective teachers use worked examples to reduce student cognitive load, enabling them to focus on understanding a process which leads to an answer, not the answer itself. Multiple Exposures: It takes "three or four experiences involving interaction and relevant information for a new knowledge construct to be created in working memory and then transferred to long-term memory. Feedback: Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice. Metacognitive Strategies: Effective teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn. Differentiated Teaching: Effective teachers use evidence of student learning readiness, learning progress, and knowledge of individual student learning profiles to make adjustments for individuals so all students experience challenges, success, and improved learning. 	<p>How do I clearly establish learning goals and expectations, utilizing strategies like worked examples and multiple exposures, to ensure all students understand what they are learning and how to achieve success?</p> <p>In what ways do I design and implement differentiated learning experiences that provide varied opportunities for engagement, cater to diverse needs, and encourage students to take ownership of their learning through metacognitive strategies?</p> <p>How do I strategically provide timely and effective feedback that informs students about their progress, guides their learning, and empowers them to reflect on and improve their understanding?</p> <p>How do I ensure that my lesson design effectively connects learning objectives with meaningful activities, providing multiple opportunities for students to interact with content and build deeper understanding and retention over time?</p>	<ul style="list-style-type: none"> Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies Standard 4: Students Engage in Metacognitive Actiity to Increase Understanding of the Responsibility for their Own Learning Standard 5: Assessment is Integrated into Instrucion

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Educator and Leader Commitments



Student Ownership of Learning

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Empowerment - Self Knowledge - Self Direction

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<p>Self Direction</p> <ul style="list-style-type: none"> I own and take an active role in my learning. I am actively involved and engaged in lessons and projects. I know how and when to use classroom and school resources to move my learning forward. I can set learning goals and initiate my learning. I'm motivated to engage further in my learning. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> Adaptability Critical Thinking 	<p>To Support Self-Direction</p> <ul style="list-style-type: none"> I structure lessons and projects in ways that enable students to set learning goals for themselves. I provide time in class for student reflection and metacognition. I bring a range of classroom and school resources into my instruction that reflect opportunities to learn beyond my classroom. I provide students with options to demonstrate their learning and that help students best fit their learning style. 	<ul style="list-style-type: none"> Setting Goals: Effective teachers set and communicate clear lesson goals and help students understand the success criteria, commit to learning, and provide the appropriate mix of success and challenge. Structuring Lessons: Effective teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills. Explicit Teaching: Effective teachers use explicit teaching to provide instruction, demonstrate concepts, and build student knowledge and skills. In explicit teaching practice, teachers show students what to do and how to do it, and create opportunities in lessons for students to demonstrate understanding and apply the learning. Multiple Exposures: It takes "three or four experiences involving interaction and relevant information for a new knowledge construct to be created in working memory and then transferred to long-term memory. Feedback: Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice. Metacognitive Strategies: Effective teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn. 	<p>How do I clearly define and communicate learning goals and expectations, while intentionally structuring lessons with explicit guidance to make the learning process transparent and understandable for students?</p> <p>In what ways do I effectively deliver new content and skills through explicit instruction, strategic routines, and varied opportunities for multiple exposures to ensure deep understanding and retention for all learners?</p> <p>How do I cultivate students' metacognitive awareness by explicitly teaching them strategies to plan, monitor, evaluate, and take greater ownership and control of their own learning journey?</p> <p>How do I consistently provide meaningful, timely, and varied feedback that clearly informs students about their progress towards learning goals and empowers them to reflect on, redirect their efforts, and continuously improve?</p>	<ul style="list-style-type: none"> Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners Standard 4: Students Engage in Metacognitive Actiity to Increase Understanding of the Responsibility for their Own Learning Standard 5: Assessment is Integrated into Instrucion

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Discovery Through Learning

"My learning journey helps me discover new things."

Problem Solving - Joy - Exploration

STUDENT SUCCESS STATEMENTS & SOFT SKILLS	TEACHER COMMITMENTS	HITS	SUMMATIVE QUESTIONS	NEPF
<p>Problem Solving</p> <ul style="list-style-type: none"> I can evaluate a variety of solutions to solve complex problems. I engage in rigorous learning and critical thinking. I combine new information with what I know to come up with new ideas. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> Problem Solving Critical Thinking 	<p>To Support Problem Solving</p> <ul style="list-style-type: none"> I create opportunities for students to approach solving complex problems in different ways. I design lessons and activities that require students to think, experiment, and revise plans. I model how to combine new information with prior knowledge to come up with new ideas and solutions. 	<ul style="list-style-type: none"> Structuring Lessons: Effective teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills. Explicit Teaching: Effective teachers use explicit teaching to provide instruction, demonstrate concepts, and build student knowledge and skills. In explicit teaching practice, teachers show students what to do and how to do it, and create opportunities in lessons for students to demonstrate understanding and apply the learning. Worked Examples: Effective teachers use worked examples to reduce student cognitive load, enabling them to focus on understanding a process which leads to an answer, not the answer itself. Collaborative Learning: Effective teachers provide opportunities for students to participate in flexible groups that collaborate on meaningful tasks and respond to questions that support the achievement of learning goals. Multiple Exposures: It takes "three or four experiences involving interaction and relevant information for a new knowledge construct to be created in working memory and then transferred to long-term memory. Metacognitive Strategies: Effective teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn. 	<p>How do I design and deliver lessons with clear structure, explicit instruction, and effective visual supports (such as worked examples) to ensure students clearly understand the learning objectives and the process for achieving them?</p> <p>In what ways do I create an active and dynamic learning environment by strategically employing collaborative activities and providing varied opportunities for students to engage with, revisit, and deepen their understanding of new knowledge and skills?</p> <p>How do I empower students to become more self-aware and effective learners by explicitly teaching and modeling metacognitive strategies, encouraging them to plan, monitor, and regulate their own learning?</p> <p>How do I optimize instructional time, incorporate effective routines and scaffolding, and thoughtfully sequence teaching activities to support all learners, build connections, and ensure a cohesive and positive learning experience?</p>	<ul style="list-style-type: none"> Standard 1: New Learning is Connected to Prior Learning and Experience Standard 2: Learning Tasks Have High Cognitive Demand for Diverse Learners Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of the Responsibility for their Own Learning Standard 5: Assessment is Integrated into Instruction

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Educator and Leader Commitments



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<p>Joy</p> <ul style="list-style-type: none"> I have a passion and desire to pursue learning. I am able to express my creativity and feel inspired in my learning. I celebrate both my failures and successes as opportunities for learning. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> Coping Communication 	<p>To Support Joy</p> <ul style="list-style-type: none"> I create a safe environment where students can take risks in the learning process. I promote student curiosity and questioning. I regularly share my own passions, interests, and joys with my students through my teaching. 	<ul style="list-style-type: none"> Structuring Lessons: Effective teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills. Collaborative Learning: Effective teachers provide opportunities for students to participate in flexible groups that collaborate on meaningful tasks and respond to questions that support the achievement of learning goals. Questioning: Effective teachers regularly use questioning as an interactive means to engage and challenge students, and use it as a tool to check student understanding and evaluate the effectiveness of their teaching. Feedback: Effective teachers use two-way feedback to gather information about a student's understanding, to assist students to advance their own learning, and to verify the impact of their own practice. Metacognitive Strategies: Effective teachers use metacognitive strategies to help students develop awareness of their own learning, to self-regulate, and to drive and sustain their motivation to learn. 	<p>How do I intentionally design and structure my lessons to provide clear guidance, optimize instructional time, and create a positive learning environment through effective routines, scaffolding, and logical sequencing of activities?</p> <p>In what ways do I foster active engagement and intellectual growth by strategically planning collaborative learning activities and employing effective questioning techniques to encourage participation, critical thinking, and diverse perspectives?</p> <p>How do I cultivate students' metacognitive awareness by explicitly modeling and teaching strategies that empower them to plan, monitor, evaluate, and take greater ownership and control of their own learning?</p> <p>How do I consistently provide meaningful and varied feedback, utilizing insights from student responses, to clearly inform students about their progress towards learning goals and effectively guide their efforts for continuous improvement?</p>	<ul style="list-style-type: none"> Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies Standard 4: Students Engage in Metacognitive Actiity to Increase Understanding of the Responsibility for their Own Learning

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Problem Solving - Joy - Exploration

STUDENT SUCCESS STATEMENTS & SOFT SKILLS	TEACHER COMMITMENTS	HITS	SUMMATIVE QUESTIONS	NEPF
<p>Exploration</p> <ul style="list-style-type: none"> I can explore what I'm interested in to help me prepare for life around me. I can choose different pathways and flexible learning experiences to pursue my learning goals. I can pursue my learning goals in opportunities beyond the classroom (externships, work studies, etc.). I search for new information to discover, seek answers, and identify solutions. I know what career opportunities my community offers. <p>Soft Skills for Work-Based Learning:</p> <ul style="list-style-type: none"> Networking Creativity 	<p>To Support Exploration</p> <ul style="list-style-type: none"> I design learning to gradually shift responsibility from myself to students. I practice giving students choices within their learning and demonstrations of their learning. I create opportunities to expose my students to the community, the world, and different perspectives. I make regular efforts to inform myself about career-exposure opportunities that exist beyond the classroom. I regularly make connections between classroom learning and a range of career options and lifelong interests. I use technology to expand student access to learning experiences aligned to their goals and interests. 	<ul style="list-style-type: none"> Setting Goals: Effective teachers set and communicate clear lesson goals and help students understand the success criteria, commit to learning, and provide the appropriate mix of success and challenge. Structuring Lessons: Effective teachers plan and deliver structured lessons which incorporate a series of clear steps and transitions between them, and scaffold learning to build students' knowledge and skills. Explicit Teaching: Effective teachers use explicit teaching to provide instruction, demonstrate concepts, and build student knowledge and skills. In explicit teaching practice, teachers show students what to do and how to do it, and create opportunities in lessons for students to demonstrate understanding and apply the learning. 	<p>How do I clearly define and communicate learning goals and expectations at the beginning, during, and end of my lessons, ensuring students understand what they are learning and how they will demonstrate success?</p> <p>In what ways do I intentionally structure my lessons with clear routines, effective scaffolding, and a logical sequence of activities to guide student learning and support diverse needs?</p> <p>How do I ensure that my lesson design effectively connects learning objectives with explicit demonstrations and opportunities for students to understand and apply their knowledge?</p> <p>How do I optimize instructional time and create a positive learning environment through clear organization and smooth transitions within my well-structured lessons?</p>	<ul style="list-style-type: none"> Standard 1: New Learning is Connected to Prior Learning and Experience Standard 3: Students Engage in Meaning-Making Through Discourse and Other Strategies Standard 4: Students Engage in Metacognitive Actiity to Increase Understanding of the Responsibility for their Own Learning