

| Learning Environment | Clear, Shared Outcomes |
|--|---|
| <p>Physical Space and Routines</p> <ul style="list-style-type: none"> • Clear and consistent routines, procedures, and expectations are clearly communicated and established with students when developmentally appropriate; students know what is expected, when, and why. • Tools and materials are readily available to students. Classroom looks orderly and clean with materials put away. • The learning environment can be configured in different ways to best fit the task at hand. • Students are empowered to use and move around the learning environment in ways that support their learning. <p>Relationships, Responsiveness and Culture</p> <ul style="list-style-type: none"> • Teachers, students, and families establish and maintain positive relationships. • Educators demonstrate inclusive practices that involve families in a variety of ways (including using interpretation, translation when appropriate) to promote student learning at all levels. • All students feel safe to take risks and participate. • Students are supported in building productive relationships with a variety of classmates across differences. • Students collaborate with each other throughout the learning process. • Making multiple attempts and mistakes is expected, accepted, and used as a foundation for further learning. | <ul style="list-style-type: none"> • Learning outcomes are clear—both long-term (e.g., graduation standards and performance indicators) and short-term (e.g., learning targets). • Clear descriptions of what success looks like are established and shared. • Materials, activities, and assessment tasks are selected by teachers and students (where possible) to align with the learning outcomes. • Students can explain how tasks and experiences align to learning outcomes. • Students use standards and learning targets to reflect on their own progress and set goals for growth. |

Varied Content, Materials, and Methods

Content

- Instructional materials and activities reflect the identities of learners including using the students' primary language when appropriate, in the community and the diversity of our world. This is a shared commitment between district and educator.
- Content is selected and explored in ways that foster and reflect an understanding of multiple perspectives and critical issues.
- Teachers select materials for instructional activities to meet the needs of a variety of learners.
- Students have choice in materials and topics in order to meet learning outcomes.

Process

- Students make meaningful choices about their learning and are empowered to make intentional, meaningful choices in their learning process.
- Students learn new information in different ways—inquiry, investigation, presentation, etc.
- Student groupings are flexible, varied and intentionally matched to the activity and learner.
- Students use a range of methods (differentiated homework, reading, activities) and supports (including technology) to advance their learning.
- Time and structures support reteaching and extension of learning, as needed.
- Resources and materials improve accessibility for a variety of learners

Assessment

- Students are provided opportunities to exercise choice about how they demonstrate their learning.
- Students use multiple and varied pathways to reach common ends.
- Students use varied tools and supports (including technology) to demonstrate learning.
- Assessments are relevant, authentic, and purposeful.

To learn more, go to www.greatschoolspartnership.org/resources/elements-of-effective-instruction/