



SJSD Foundational Practices

The Learning Environment

- Teacher moves about the room and uses proximity to monitor student understanding and student behavior.
- Physical space allows for ease of movement and facilitation of learning.
- Essential classroom routines and procedures are identified, posted, taught, and practiced with feedback.

Management

- Essential classroom behavior expectations are identified, posted, taught, and practiced.
- Teacher demonstrates calm, consistent, brief, immediate, and respectful pre-corrections and corrections.
- Teacher uses a variety of strategies that focus on learning appropriate replacement behaviors to de-escalate or diffuse behavior.

Interactions

- Teacher maintains a professional teaching tone, demeanor, and relationships.
- The teacher frequently interacts with students, creates opportunities for class discussion, and promotes positive peer interactions.
- The teacher fosters a student-centered classroom community.

Clarity

- Student-friendly learning intentions and success criteria, based on standards and the district pacing guide, are accessible to students.
- Develop a shared understanding of what success looks like.
- Exemplars and examples are shared, created, and analyzed with students.

Opportunities to Respond(OTR)/Feedback

- Teacher uses a variety of strategies to increase student opportunities to respond.
- Teacher provides opportunities for specific constructive feedback (verbal or written) in a timely manner.
- Teacher provides time and place for students to reflect on their own progress.

Intentional Learning Design

- Teacher uses student work/data to inform instruction.
- Teacher designs instruction using the [SJSD Learning Framework](#).
- Teacher utilizes technology, when appropriate, to positively impact student learning outcomes.