

Edison K-8 Priority Elements

Standard/ Indicator/ Element	What does this look like for teachers?	What does this look like for students?
<p>1A3 Designs units of instruction with measurable outcomes and challenging tasks requiring higher-order thinking skills that enable students to learn the knowledge and skills defined in state standards/local curricula.</p>	<ul style="list-style-type: none"> • Unit plans created using backwards design • Curriculum maps aligned to CCSS • Content and Language objectives posted and referred to during daily instruction • Daily lesson plans indicate standards addressed and method of assessing mastery • Daily lesson plans indicate methods of differentiating including grouping, targeted instruction, activities and assessments • Daily lesson plans include text based questions • Activities clearly linked to objectives requiring students to use academic language in reading, writing and speaking • Clear norms for classroom discourse that encourage student to student interactions 	<ul style="list-style-type: none"> • Using academic language and the language in the objectives • Engaging in high cognitive demand tasks and explaining their thinking • Able to state objectives and means of demonstrating understanding • Able to site evidence to support their arguments • Able to apply skills/content in real world situations and across content areas • Able to demonstrate knowledge independently
<p>1A4 Develops well-structured daily lessons with challenging, measurable objectives and appropriate student engagement strategies, pacing, sequence, activities,</p>	<ul style="list-style-type: none"> • Posted objectives are kid-friendly and time sensitive • Materials organized in advance and readily available to students • Lesson plans include notes about pacing and class time use is monitored to ensure pacing • Teacher articulates content and language objectives frequently during the lesson 	<ul style="list-style-type: none"> • Able to form questions related to the objective • Able to explain what he/she is doing and why they are doing the academic task • Teaching another student/ working cooperatively • Managing their own time and resources

materials, resources, technologies, and grouping.	<ul style="list-style-type: none"> • Each lesson provides a variety of learning experiences which address higher levels of thinking • Differentiated student groupings • Scaffolding (teacher monitoring, strategic questioning) 	
<p>1B2</p> <p>Organizes and analyzes results from a variety of assessments to determine progress toward intended outcomes and uses these findings to adjust practice and identify and/or implement appropriate differentiated interventions and enhancements for students.</p>	<ul style="list-style-type: none"> • Teacher has a system for collecting and organizing data that will identify student progress • Teachers and students regularly reflect on collected data and set goals. • Prompt, actionable, appropriate and specific feedback • Formal and informal assessments e.g. exit slips conferences, Notebooks, ANet, ATI • A-Net re-teach plans including all required criteria submitted within 24 hours of PD session • Re-teach lessons implemented as scheduled and re-assessment data is tracked • Data is made public to students through classroom displays 	<ul style="list-style-type: none"> • Participate in assessments • Display a growth mindset about their ability to improve • Know what the expected benchmarks are and where their current performance is relative to those benchmarks • Know how to use feedback to improve performance • Self assess using rubrics and criteria for success • Set goals and check in on them
<p>2C1</p> <p>Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and</p>	<ul style="list-style-type: none"> • PBIS interventions are in place • Daily/weekly class meeting time for Social Emotional Learning with clear lesson plan • Clear norms for classroom discourse that encourage student to student interactions 	<ul style="list-style-type: none"> • Notice and celebrate each others' successes • Make personal goals public and help each other reach them • Hold each other accountable for community meeting engagement • Common language for respectful pushback

<p>2C1</p> <p>Consistently uses strategies and practices that are likely to enable students to demonstrate respect for and affirm their own and others differences related to background, identity, language, strengths, and challenges.</p>	<ul style="list-style-type: none"> • PBIS interventions are in place • Daily/weekly class meeting time for Social Emotional Learning with clear lesson plan • Clear norms for classroom discourse that encourage student to student interactions 	<ul style="list-style-type: none"> • Notice and celebrate each others' successes • Make personal goals public and help each other reach them • Hold each other accountable for community meeting engagement • Common language for respectful pushback • Norms for peers celebrating peers • Students know each others' skills and strengths
<p>3A1</p> <p>Uses a variety of strategies to support every family to participate actively and appropriately in the classroom and school community.</p>	<ul style="list-style-type: none"> • Clear, frequent communication to parents about expectations and student progress • Multiple options for parents to support their student's learning in and out of school • Parent -friendly rubrics and criteria for success which they can use at home with their student • Posting of assignment and assessment information to SIS Gradebook at least every 2 weeks 	
<p>3C1</p> <p>Regularly uses two-way communication with families about student performance and learning and responds promptly and carefully to communications</p>	<ul style="list-style-type: none"> • Phone calls and emails from parents responded to within 24 hours • Parent contact log or communication folders • Weekly behavior chart summary sent home (K-5) • Regular use of electronic grade book feature in SIS (Grades 3 – 8) 	

<p>4A1 Proposes challenging, measurable professional practice, team, and student learning goals that are based on thorough self-assessment and analysis of student learning data.</p>	<ul style="list-style-type: none"> • Understands the various data sources available, how to access them, and the possible uses of each. • Able to CPT/ LASW agendas and notes • ANet re-teach plans and re-assessment data • Progress monitoring of reading skills and implementation of interventions for struggling readers • Able to identify the students performing in the “bottom third” and explain interventions currently in place to support these students 	
<p>4E1 Within and beyond the classroom, consistently reinforces school wide behavior and learning expectations for all students, and contributes to their learning by sharing responsibility for meeting their needs.</p>	<ul style="list-style-type: none"> • PBIS interventions are in place • 5Rs are integrated into classroom routines and expectations • Holds all students accountable to expectations • Helping students transfer expectations from one area of the school to all others 	<ul style="list-style-type: none"> • Know the 5Rs • Understand their effect on the culture of learning • Make consistently responsible choices across all school settings