

## 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"> <li>• Unit plans created using backwards design</li> <li>• Curriculum maps aligned to CCSS</li> <li>• Content and Language objectives posted and referred to during daily instruction</li> <li>• Daily lesson plans indicate standards addressed and method of assessing mastery</li> <li>• Daily lesson plans indicate methods of differentiating including grouping, targeted instruction, activities and assessments</li> <li>• Daily lesson plans include text based questions</li> <li>• Activities clearly linked to objectives requiring students to use academic language in reading, writing and speaking</li> <li>• Clear norms for classroom discourse that encourage student to student interactions</li> </ul>	<ul style="list-style-type: none"> <li>• Using academic language and the language in the objectives</li> <li>• Engaging in high cognitive demand tasks and explaining their thinking</li> <li>• Able to state objectives and means of demonstrating understanding</li> <li>• Able to site evidence to support their arguments</li> <li>• Able to apply skills/content in real world situations and across content areas</li> <li>• Able to demonstrate knowledge independently</li> </ul>
<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"> <li>• Posted objectives are kid-friendly and time sensitive</li> <li>• Materials organized in advance and readily available to students</li> <li>• Lesson plans include notes about pacing and class time use is monitored to ensure pacing</li> <li>• Teacher articulates content and language objectives frequently during the lesson</li> </ul>	<ul style="list-style-type: none"> <li>• Able to form questions related to the objective</li> <li>• Able to explain what he/she is doing and why they are doing the academic task</li> <li>• Teaching another student/ working cooperatively</li> <li>• Managing their own time and resources</li> </ul>

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

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

<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"> <li>• Understands the various data sources available, how to access them, and the possible uses of each.</li> <li>• Able to CPT/ LASW agendas and notes</li> <li>• ANet re-teach plans and re-assessment data</li> <li>• Progress monitoring of reading skills and implementation of interventions for struggling readers</li> <li>• Able to identify the students performing in the “bottom third” and explain interventions currently in place to support these students</li> </ul>	
<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"> <li>• PBIS interventions are in place</li> <li>• 5Rs are integrated into classroom routines and expectations</li> <li>• Holds all students accountable to expectations</li> <li>• Helping students transfer expectations from one area of the school to all others</li> </ul>	<ul style="list-style-type: none"> <li>• Know the 5Rs</li> <li>• Understand their effect on the culture of learning</li> <li>• Make consistently responsible choices across all school settings</li> </ul>