

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Element 1.1	Emerging	Exploring	Applying	Integrating	Innovating
<p>Using knowledge of students to engage them in learning</p>	<p>Learns about students through data provided by the school and/or assessments.</p> <p>Some students may engage in learning using instructional strategies focused on the class as a whole.</p>	<p>Gathers additional data to learn about individual students.</p> <p>Students engage in single lessons or sequence of lessons that include some adjustments based on assessments.</p>	<p>Uses data from a variety of formal and informal sources to learn about students and guide selection of instructional strategies to meet diverse learning needs.</p> <p>Student engage in learning through the use of adjustments in instruction to meet their needs.</p>	<p>Uses data from multiple measures to make adjustments to instruction and meet individual identified learning needs.</p> <p>Students actively utilize a variety of instructional strategies and technologies in learning that ensure equitable access to the curriculum. 9/26/17</p>	<p>Uses comprehensive knowledge of students to make ongoing adjustments and accommodations in instruction. 9/26/17</p> <p>Students take ownership of their learning by choosing from a wide range of methods to further their learning that are responsive to their learning needs.</p>
<p>Evidence</p>				<p>Teaching at a one-to-one technology school has many advantages, one of which is students have access to a variety of instructional mediums. Students access the curriculum in many forms of activities such as Google Classroom and Nearpod. Our textbook is also online and has additional activities for students who need increased challenges. Nearpod, Google Classroom, Kahoot, and other mediums also allow access to our high EL population. Students are still working to make adjustments and take ownership of their grades and learning style. Our grade-level PLC cycle details plans to teach students to identify and work within their own</p>	<p>Heritage balances whole child education with data driven curriculum. Each week I submit data to administration regarding a formative assessment. In this data I can see the trends and places where I need to reteach. I also select 3 focus students to compare results each week. These three students are the not the students that “do not meet expectations,” but rather the students who “nearly met expectations” These are the students that have the most potential for growth into the new data bracket. The goal is to increase the “did not meet expectations” into the nearly met category and start the process over.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

				personal learning style. 9/26/17	I also focus on whole-child education. Student accommodations are based on student needs, which are adjusted continuously. Each student achieves based on the "growth mindset." As a staff we have been reading the book Mindset, but Carol Dweck, which we are applying to daily scholastic accommodations. 9/26/17
--	--	--	--	-------------------------------------	---

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Element 1.2	Emerging	Exploring	Applying	Integrating	Innovating
<p>Connecting learning to students' prior knowledge, backgrounds, life experiences, and interests</p>	<p>Develops awareness of prior knowledge, culture, backgrounds, life experiences, and interests represented among students.</p> <p>Some students connect learning activities to their own lives.</p>	<p>Uses gathered information about students' prior knowledge, cultural backgrounds, life experiences, and interest to support student learning.</p> <p>Students participate in single lessons or sequences of lessons related to their interests and experiences.</p>	<p>Uses school resources and family contacts to expand understanding of students' prior knowledge, cultural backgrounds, life experiences, and interests to connect to student learning. 9/26/17</p> <p>Students make connections between curriculum, and their prior knowledge, backgrounds, life experiences, and interests. 9/26/17</p>	<p>Integrates broad knowledge of students and their communities to inform instruction.</p> <p>Students are actively engaged in curriculum, which relates their prior knowledge, experiences, and interests within and across learning activities.</p>	<p>Develops and systematically uses extensive information regarding students' cultural backgrounds, prior knowledge, life experiences, and interests.</p> <p>Students can articulate the relevance and impact of lessons on their lives and society.</p>
<p>Evidence</p>			<p>I use our school resources, such as information on our school server, Powerschool, surveys, and student stories to make my curriculum relevant. Each Monday we begin the week with celebrations, students share something good that happened over the weekend or the previous week, no matter how small. We also participate in Way of Council once a week, in which students share</p>		

Standard 1 CSTP: Engaging and Supporting All Students in Learning

			<p>aspects of their lives with the group. I use this information to develop a curriculum that appeals to student needs and concerns. I know there are many things my students have experienced, but still more they have not experienced due to socio-economic problems in the community. Family, for example, is a big deal in the community and I use the concept of family or family connections frequently in my curriculum. When it comes to places or things they have not heard of or have little experience with, I use visuals to guide them through the curriculum. I have also conferred with the 6th grade history teachers to check which topics from the previous year students enjoyed or struggled with.</p>		
--	--	--	---	--	--

Standard 1 CSTP: Engaging and Supporting All Students in Learning

			<p>Each of my students are different and have different interests. Many of them remember topics from the year before as I reference them in a new way. Making these connections is vital to understanding the “bigger” historical narrative. I encourage students to make connections especially during class discussion to their lives. They do this often and with enjoyment. 9/26/17</p>		
--	--	--	---	--	--

Standard 1 CSTP: Engaging and Supporting All Students in Learning

Element 1.3	Emerging	Exploring	Applying	Integrating	Innovating
<p>Connecting subject matter to meaningful, real-life contexts</p>	<p>Uses real-life connections during instruction as identified to curriculum.</p> <p>Some students relate subject matter to real-life.</p>	<p>Explore using additional real-life connections to subject matter in single lessons or sequence of lessons to support understanding.</p> <p>Students make use of real-life connections provided in single lessons or sequence of lessons to support understanding of subject matter.</p>	<p>Integrates connections from subject matter to meaningful, real-life contexts, including those specific to students' family and community.</p> <p>Students utilize real-life connections regularly to develop understandings of subject matter. 9/26/17</p>	<p>Integrates connections to meaningful, real-life contexts in planning subject matter instruction and is responsive during instruction to engage students in relating to subject matter. 9/26/17</p> <p>Students actively engage in making and using real-life connections to subject matter to extend their understanding.</p>	<p>Engages student in actively making connections to relevant, meaningful, and real-life contexts throughout subject matter instruction.</p> <p>Students routinely integrate subject matter into their own thinking and make relevant applications of subject matter during learning activities.</p>
<p>Evidence</p>			<p>Students can make comparisons on their own in class discussion, but are still working to create their own concrete comparisons in a formal setting. For example, students participate in comparisons during informal discussion, but struggle to put work on paper in complex comparisons. 9/26/17</p>	<p>I make several connections between world history content and students' lives as it helps them comprehend the subject matter to make it more real and in terms they already. This happens daily in lecture and independent help. I also create specific assignments that create comparisons to experiences in the modern world. For example, I compared qualities of Henry VIII to the new president Donald</p>	

Standard 1 CSTP: Engaging and Supporting All Students in Learning

				Trump last year in a primary source comparison. 9/26/17	
--	--	--	--	---	--

Element 1.4	Emerging	Exploring	Applying	Integrating	Innovating
Using a variety of instructional strategies, resources, and technologies to meet students' diverse learning needs	<p>Uses instructional strategies, resources, and technologies as provided by school and/or district.</p> <p>Some students participate in instructional strategies, using resources and technologies provided.</p>	<p>Explores additional instructional strategies, resources, and technologies in single lessons or sequence of lessons to meet students' diverse learning needs.</p> <p>Students participate in single lessons or sequence of lessons related to their interests and experiences.</p>	<p>Utilizes a variety of strategies including culturally responsive pedagogy, resources, and technologies during ongoing instruction to meet students' diverse learning needs.</p> <p>Students participate in instruction using strategies, resources, and technologies matched to their learning needs. 9/26/17</p>	<p>Creates, adapts, and integrates a broad range of strategies, resources, and technologies into instruction designed to meet students' diverse learning needs. 9/26/17</p> <p>Students actively engage in instruction and make use of a variety of targeted strategies, resources, and technologies to meet their individual students</p>	<p>Refines the flexible use of an extensive repertoire of strategies, resources, and technologies to meet students' diverse learning needs.</p> <p>Students take responsibilities for using a wide range of strategies, resources, and technologies that successfully advance their learning.</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

<p>Evidence</p>			<p>Student have been in class for about 6 weeks and are still figuring out the expectations for 7th grade. They participate in class, but at times do not make the connections between activities and their grades. This is a curve that is very hard to learn, but many students are beginning to breach the gap and ask for additional resources to help them succeed. 9/26/17</p>	<p>needs. With a high EL population, I work very hard to reach the needs of all my students. Since each student carries a Chrombook, I have a variety of technology-based curriculum services at my fingertips, including, but not limited to Nearpod, Google Classroom, TCI, Kahoot, and Google Read and Write. These are all features that increase engagement and can be personally modified for students. My favorite resource at Heritage, however, are the Kagan strategies. I have had the opportunity to attend 3 out of the 5 training days and integrate Kagan into my lessons daily. Kagan Structures are cooperative learning strategies that increase engagement and get students</p>	
------------------------	--	--	---	--	--

Standard 1 CSTP: Engaging and Supporting All Students in Learning

				moving, working together, and thinking critically. 9/26/17	
--	--	--	--	---	--

Element 1.5	Emerging	Exploring	Applying	Integrating	Innovating
Promoting critical thinking through inquiry, problem solving, and reflection	Asks questions that focus on factual knowledge and comprehension. Some students respond to questions regarding facts and comprehension.	Includes questions in single lessons or a sequence of lessons that require students to recall, interpret, and think critically. 9/26/17 Students respond to varied questions or tasks designed to promote comprehension and critical thinking in single lessons or a sequence of lessons. 9/26/17	Guide students to think critically through use of questioning strategies, posing/solving problems, and reflection on issues in content. Students respond to questions and problems posed by the teacher and begin to pose and solve problems of their own related to the content.	Supports students to initiate critical thinking through independently developing questions, posing problems and reflecting on multiple perspectives. Students pose problems and construct questions of their own to support inquiries into content.	Facilitates systematic opportunities for student to apply critical thinking by designing structured inquiries into complex problems. Students pose and answer a wide-range of complex questions and problems, reflect, and communicate understandings based on in depth analysis of content learning.

Standard 1 CSTP: Engaging and Supporting All Students in Learning

<p>Evidence</p>		<p>I teach inquiry based history, in that many of our class notes and stations come from questions rather than a list of things to memorize. I am working to help students think more critically, but we are struggling with critical thinking independence. Students can answer basic questions on their own, but struggle to see a larger picture or multiple perspectives. I need to set clearer expectations and work more closely with primary sources. 9/26/17</p>			
------------------------	--	--	--	--	--

Element 1.6	Emerging	Exploring	Applying	Integrating	Innovating
<p>Monitoring student learning and adjusting instruction while teaching.</p>	<p>Implements lessons following curriculum guidelines.</p> <p>Some students receive individual assistance during instruction.</p>	<p>Seeks to clarify instruction and learning activities to support student understanding.</p> <p>Students receive assistance individually or in small groups during</p>	<p>Makes ongoing adjustments to instruction based on observation of student engagement and regular checks for understanding.</p> <p>Students successfully participate and stay engaged in learning</p>	<p>Adjusts strategies during instruction based on the ongoing monitoring of individual student needs for assistance, support, or challenge.</p> <p>Students are able to articulate their level of understanding and use</p>	<p>Makes adjustments to extend learning opportunities and provide assistance to students in mastering the concepts flexibly and effectively.</p> <p>Students monitor their progress in learning and provide information to</p>

Standard 1 CSTP: Engaging and Supporting All Students in Learning

		instruction.	activities.	teacher guidance to meet their needs during instruction.	teacher that informs adjustments in instruction.
Evidence		Some of my lessons are very successful in that students are engaged and need little direction throughout the class. Others, however, are not. During some of my “duller” activities (such as small-group stations) students often become unproductive and unengaged.	I am still working to adapt my lessons during the lesson. I can identify problem areas and aspects of my lesson that need increased student engagement, but I often wait until the next period to adjust as when I adjust “on the fly” I tend to be unclear in my expectations.		