

Non-Negotiables for Teaching and Achieving Principled-Centered, Personalized Learning Classrooms

1. **PLANNING & INSTRUCTION (Be Proactive/ Begin with End in Mind/ Put 1st Things 1st)** - Unit Plan/Weekly Overview (*visible on desk or in a prominent location in or just outside the classroom*)
 - ❖ **Bell to Bell Instruction EVERYDAY – TASK PREDICTS PERFORMANCE** - Lesson Design-Plan for Student-Centered, Personalized Learning Activities with emphasis on the 4 C's of the 21st Century Skills – Critical Thinking, Communication, Collaboration and Creativity.
 - **Learning Targets/Focus Question(s)** are clearly planned and can be articulated by the students.
 - **Great Opening** – activate learning through some kind of hook (bellringers)
 - **Concept Development** (Initial Introduction of Concept – may be more teacher-led)
 - *Posing Focus Questions, Limited Lecture* (shift from lecture to student activity/interaction every 8-12 minutes), *Relevant Vocabulary* – (Word Wall, Mind's Eye, Vocabulary Notebook...), Q&A (include Higher Order Thinking (HOT) Questions – target at least 3)
 - **Concept Attainment** (Learning by DOING – Student-Centered, Personalized Learning Activities)
 - Student Interaction (may include movement...) With Focus on *High Yield Strategies (Thoughtful Ed/Marzano's)*, Use of *Authentic Literacy*, Emphasis on the 4 C's, Use of *Instructional Technologies* as appropriate, *Answering Focus Questions* and other *Rigorous Activities* using New Bloom's
 - **Great Closing** – summarize and check understanding of focus question(s)
 - Include **Engaging Design Qualities** (from Antonetti's Cube) in the Lesson - (target 3 per lesson)
 - **Personal Response**
 - **Clear/Modeled Expectations**
 - **Emotional/Intellectual Safety**
 - **Learning with Others**
 - **Sense of Audience**
 - **Choice**
 - **Novelty and Variety**
 - **Authenticity**
 2. **ASSESSMENT FOR/OF LEARNING – ensure some higher order thinking – use the results of assessments to ensure timely interventions when needed for a student**
 - **Formative Assessment** (i.e. Pre-Assessment, Q/A, clickers, Slates, Exit Slips, Quiz, Student Self-Assessment, Leadership/Data Notebooks...)
 - **Summative Assessment** - Aligned to Unit Objectives including Common Unit Assessments in like courses.
 - **Frequent Monitoring of Student Progress** - regular and frequent in administration, recording and communication, including constructive feedback and use of Leadership/Data Notebooks.
 - K-PREP-like (Constructed Response-like, NRT-like, ODW-like... with timed test opportunities)
 - ACT-Like/EOC-like/KOSSA-like... for secondary students.
 - Performance-Based, Project-Based, Utilizing Research Skills, Service Learning...
 3. **LEARNING ENVIRONMENT – Implementation of The Leader in Me Program and KYCID Initiative**
 - **High Expectations for ALL both academically and socially in all areas of the school**
 - **Emphasize and Enforce School-Wide Expectations** – Teach & Re-Teach the 7 Habits of Highly Effective People and the Schools Guidelines for Success
 - **Intentionally Develop and Enforce Classroom Expectations** - Teach & Re-Teach the 7 Habits of Highly Effective People and the Schools Guidelines for Success
 - **Parent Engagement and Communication** – Communicate frequently good news and any concerns
 - **Integrate the Principles of Effectiveness in our daily lives and work.**
1. BE PROACTIVE
 2. BEGIN WITH END IN MIND
 3. PUT 1ST THINGS 1ST
 4. THINK WIN-WIN
 5. LISTEN TO UNDERSTAND
 6. SYNERGIZE
 7. SHARPEN THE SAW