## **Priority Skills Checklist**

Les	son Design - LD GSD Educator Standards Domain 2 - Planning and Preparation
	A. Use timelines to prioritize the standards and guide the big ideas taught during the year within allotted timeframes
	B. Maintain a well-structured plan book that is visible and referenced throughout the day
	C. Enter content in your plan book that is visible and referenced throughout the day
	<b>D.</b> Post objectives and refer back to them
	E. Plan the full class time to teach content to maximize the instructional time
	F. Identify and teach behavior expectations to make each part of the lesson run smoothly
	G. Plan a hook, gradual release, and a closure
	H. Plan for student engagement
	I. Plan what the teacher and students should be writing, doing, and asking during the lesson (visible learning)
	J. Plan for differentiation
	K. Use language and vocabulary described in the standards and assessment
	L. Plan the questions and depth of rigor to be presented during the lesson
	M. Set out all materials, supplies, and copies needed to present the lesson before students enter the room
Del	ivery of a Basic Lesson - BL GSD Educator Standards Domain 1 - Instruction and Assessment
	A. Manage the instructional time to reach the planned learning goals
	B. Model what students should be writing, doing, and asking during the lesson (visible learning)
	C. Maximize effectiveness of the lesson using voice
	D. Use proximity to move purposefully around the classroom
	E. Check for understanding, monitor learning and evaluate feedback at multiple checkpoints to make instructional shifts
	F. Create closure by connecting to the objective and summarizing the learning
_	dent Engagement - SE GSD Educator Standards Domain 1 - Instruction and Assessment
	A. Plan how to make learning visible by having students write, say, or use a physical response to achieve the objectives
	B. Focus student attention through modeling, questioning, and purposeful tasking
<b>_</b>	C. Use a good mix of teacher talk (I do, We do) and student action (You Do Together and Independently)
_	D. Teach with a swift and purposeful pace
	E. Model what active engagement should look like during the lesson
	F. Use strategies that ensure total participation of all students that facilitate learning the content
_	ssroom Culture - CC GSD Educator Standards Domain 3 - Learning Environment
	<b>A.</b> Build positive teacher-student relationships that demonstrate you know about the non-academic interests, academic strengths, and unique learning needs of your students <b>B.</b> Cultivista positive student student student relationships
	B. Cultivate positive student-student relationships
	C. Have a clean, organized, student-centered physical classroom environment
	<b>D.</b> Create a safe and student-centered classroom culture where students see themselves, take risks and ask questions
	E. Have high expectations for all students (academic & behavior)
Ц	<b>F.</b> Greet students at the door, know students by name, and have a starter activity/task as they enter
Beł	navior Supports - BS GSD Educator Standards Domain 3 - Learning Environment
	<b>A.</b> Have 3-5 expectations that are stated positively, are developmentally appropriate, and can be observed and measured posted in the classroom (use the school wide PBIS plan)
	B. Have and consistently reinforce classroom rules and procedures that are connected to the expectations
	C. Establish, explicitly teach, positively reinforce, and correct behavioral errors for expectations, rules, and procedures
	D. Routines are established and re-taught when needed (new students, after breaks, when routines change)
	E. Use effective teaching skills (cueing, attention, proximity, signals, voice, questioning)
	F. Have short transitions between in class activities and passing times (end of period/day, hallway, recess)