

Priority Skills Checklist

Lesson 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
- ☐ D. 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

Delivery 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

Student 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
- ☐ 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

Classroom Culture - CC *GSD Educator Standards Domain 3 - Learning Environment*

- ☐ A. Build positive teacher-student relationships that demonstrate you know about the non-academic interests, academic strengths, and unique learning needs of your students
- ☐ B. Cultivate positive student-student relationships
- ☐ C. Have a clean, organized, student-centered physical classroom environment
- ☐ D. 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)
- ☐ F. Greet students at the door, know students by name, and have a starter activity/task as they enter

Behavior Supports - BS *GSD Educator Standards Domain 3 - Learning Environment*

- ☐ A. 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)