






# CORE 5 LOOK FORS



 <b>STUDENT OWNERSHIP</b> CHOICE REFLECTION & CULTURE GOAL-SETTING	 <b>CREATIVITY</b> STUDENT INTERESTS INNOVATIVE THINKING REAL-WORLD PERFORMANCE	 <b>COLLABORATION</b> TEAMWORK COMMUNICATION STRUCTURES	 <b>TARGETED INSTRUCTION</b> LEARNER--DRIVEN DECISIONS SMALL GROUP INSTRUCTION CONFERENCING	 <b>DIGITAL CONTENT &amp; TOOLS</b> ADAPTIVE CONTENT CUSTOMIZABLE CONTENT EMERGING TECH
<ul style="list-style-type: none"> <li>□ Students use digital or paper tools for reflection.</li> <li>□ There is evidence of student self-assessment to monitor learning and identify needs.</li> <li>□ There is evidence that the student receives growth-oriented feedback to support student goal setting.</li> <li>□ Students have the ability to articulate their strengths or weaknesses and the actions they are taking to address them.</li> <li>□ Students have an authentic and autonomous choice with content, process, and/or work product.</li> <li>□ There is evidence that the classroom culture is one where teacher and student are equally responsible for learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Students have opportunities for learning experiences where inquiry, curiosity, creativity, and exploration are used to elicit higher-order thinking skills.</li> <li>□ Tasks are designed to elicit a variety of thinking, a variety of responses, and/or a variety of products.</li> <li>□ Students create authentic products that serve a meaningful purpose and are designed for a real-world audience.</li> <li>□ Students have opportunities for learning experiences that include personal interests, passions, and opinions in their learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Students know and perform their individual roles within collaborative group activities.</li> <li>□ Students' language and feedback is respectful and fosters a positive culture in the classroom.</li> <li>□ Students work together to meet a shared goal in a strategic and efficient manner.</li> <li>□ Students honor various viewpoints from their peers and mediate conflict well when necessary.</li> <li>□ The learning environment has been adjusted to meet the needs of students, such as the use of flexible seating or access to resources beyond the school day, school year, or school walls.</li> </ul>	<ul style="list-style-type: none"> <li>□ Small group instruction is differentiated for individual or groups of students on a regular basis.</li> <li>□ Teachers collect various types of data to create and maintain learner profiles such as data-walls, student trackers, data notebooks, etc.</li> <li>□ Student groups are based on quantitative or qualitative data such as digital content, conferencing notes, exit tickets, assessments, observations, etc.</li> <li>□ There is evidence of individualized feedback on student assessments, interactions, or work products through conferencing.</li> </ul>	<ul style="list-style-type: none"> <li>□ Students are assigned or can select personalized learning pathways to learn and demonstrate learning, either by group or individually.</li> <li>□ There are clear and consistent routines for using digital tools within the classroom.</li> <li>□ Students can articulate how and/or why they use different types of digital content and tools.</li> <li>□ There is a balance of online and offline resources that are aligned and integrated to promote learning goals.</li> </ul>