

Learning and Teaching

Element	What it means (fill out on 5/12)	Examples (add links here)
Standards-guided learning	Simply put, the standards define the key skills and concepts. In addition, students can identify how the work they are doing connects to a specific standard(s).	ACTFL Can Do Statements Spanish 2 UbDs written for students https://drive.google.com/a/elmbrookschoools.org/file/d/oB-WPdLKWJ9DbWh4OFBVcHN6V28/view?usp=sharing
Personal learning goals	Students craft their own goals. These goals are aligned to standards. Students are able to plan how to achieve these goals and track progress towards these goals.	20% Time Rubric Continuum of Ownership AVID 9 SMART Goal TEAM Togetherness Genius Hour More Genius Resources
Learner voice	Students are able to be “heard”. They play a role in designing what their learning experience looks like. The ideas of learners are heard.	Continuum of Voice Chat Continuum of Voice Graphic Student Voice Toolbox
Learner choice	Students are given variety of choices in terms of the how of their learning experience. This ranges from strategies to environment. The process of making choices and reflecting on the results is a learning	Una Mano Vocab Proficiency Menu Verb Proficiency Menu

	process in itself.	Continuum of Choice Graphic
Multiple instructional methods and modes	Learners have different strengths and challenges when accessing and engaging with content and skills. Allowing students to experience different methods and modes of instruction allows students to identify challenges they face while finding modes which removing unintended obstacles.	Multiple instructional methods lesson plan
Cultural responsiveness	Taking into account aspects of student's daily lives to make curriculum more accessible. Think about this as making content "student-friendly". But to do this, educators need to know who each of their students are outside of the classroom and what experiences they enter the classroom with.	3 Tips to Make Any Lesson More Culturally Responsive (and it's not what you think!) Create Success!
Rapid-cycle feedback	Feedback has to be prompt, purposeful, timely, reflective and support learning so as to enhance the student learning.	53 Ways to Check for Understanding
Customized responsive instruction	Determining instructional needs of individuals rather than presenting one form of instruction for all. Responsive instructions meets the specific needs of the individual rather than assuming all learners are in the same place at the same time. Formative assessments help drive instruction for each student.	Math Workshop at a Glance
Assessments for/of/as learning	Assessment for learning is formative and carried out throughout an instructional unit. Assessment of learning is summative assessment which usually occurs at the end of an instructional unit. Assessment as	Interviews for assessment

	learning allows students to deepen their understanding of content/skills while demonstrating mastery.	
Progression toward deeper learning	Deep learning asks learners to use their learning in situations where they analyze, evaluate, and create. Think higher order Bloom's Taxonomy. Learners are asked to produce and demonstrate. Learners become creators of content rather than simply consumers of content.	Physics PBL Project TTC PBL Rubric