



100% Transition Ready!

PULASKI COUNTY HIGH SCHOOL

Building a tradition of excellence one student at a time

Elements of Effective Classroom Learning Systems

Learning Targets- Set and communicate clear directions for the class, students, and their families.

- The teacher has deconstructed standards into student friendly language that provides clear direction for what students will learn. (Danielson 3A)
- The teacher has created daily "I can" statements based on deconstructed standards. (Danielson 3A)
- The teacher is aware of the expectation of posting, reading, and referencing short-term learning targets prior to and during the lesson. (Danielson 3A, 2B)

Engagement - Authentically engaged in frequent evaluation, improvement of classroom learning processes, and challenging instruction.

- Student – is actively engaged in the learning process (Danielson 3C)
- Teacher – is actively engaged in instruction and monitoring of student's progress (Danielson 3D)

Relevant Instruction

- The teacher **incorporates student experiences, interests and real-life situations in instruction.** (Danielson 2A)
- **Student use of technology** (Danielson 3C)

Rigorous Instruction

- The teacher asks higher order questions. (Danielson 3D)
- The teacher requires students to solve complex and real-world problems, making cross curricular connections. (Danielson 2B, 3B)

Bell-to-Bell Instruction

- The teacher engages students upon entering class until end of class. (Danielson 3D)
- The teacher formatively assesses the student's understanding of the daily learning target. (Danielson 3D)

Assessment

- Frequent and varied assessments directly aligned to learning targets. (Danielson 3C, 3D)

Effective Classroom Environment

- The teacher has developed and practiced clear and effective classroom procedures. (Danielson 2C, 2D)
- The teacher has established and models an environment of high expectations and mutual respect for all students. (Danielson 2A, 2B)

What do these systems look like in classrooms?

Learning Targets

- Clear learning targets are posted, communicated to students, and referred to throughout the learning cycle.
- Learning targets are standards based, measurable, and reflect what students will learn not what they will do.

Engagement

- Student – student involvement in the evaluation and improvement of learning processes, providing feedback, taking assessment, relevant questioning, classroom discussion, using technology, group work, etc.
- Teacher – Delivering instruction, monitoring students work, providing feedback, circulating, facilitating instruction (coaching).
- Chunking instructional activities into no more than fifteen minute segments.

Relevant Instruction

- Student use of technology, discussion of assessment and learning processes
- Connections are made to prior learning or interests
- Scaffolding and differentiation of content
- Real-world applications of content

Rigorous Instruction

- The teacher asks higher-order questions.
- Cross curricular connections (Ex. Science makes connections to the application of math)

Bell-to-Bell Instruction

- Bell ringer, entry/admit slip, journal writing, ACT- review, etc. (Students are not lined up at door for lunch or end of class)
- Exit slips to inform instruction

Assessment

- Daily use of formative assessments that are used to inform instruction
 - Pre-tests, Diagnostic essays, Entry, Exit Slips, White Boards, use of Kahoot, CPS, etc.
- Rubrics to guide students to mastery of content

Effective Classroom Environment

- Students speak and interact respectfully with teacher and peers
- Students take risks in learning
- Students transition smoothly and efficiently from one activity to another
- Students demonstrate knowledge of and/or follow classroom rules and behavioral expectations and work well with others