

Simpson County's Non-Negotiables for Personalized Learning Classrooms & Next Grade Readiness

1. **PLANNING & INSTRUCTION** (Be Proactive/ Begin with End in Mind/ Put 1st Things 1st) - Unit Plan/Weekly Overview (*visible on desk or in a prominent location in or just outside the classroom*)
 - ❖ **Bell to Bell Instruction EVERYDAY – TASK PREDICTS PERFORMANCE** - Lesson Design-Plan for Personalized Learning Activities with focus on the **Priority Competencies – Critical Thinking/Problem-Solving, Communication, Creativity/Innovation, Digital Literacy, Personal Responsibility, & Citizenship**.
 - **Learning Targets/Focus Question(s)** are clearly planned and can be articulated by the students.
 - **Great Opening** – activate learning through some kind of hook (bellringers)
 - **Concept Development** (Initial Introduction of Concept – may be more teacher-led)
 - *Posing Focus Questions, Limited Lecture* (shift from lecture to student activity/interaction every 8-12 minutes), *Relevant Vocabulary* – (Word Wall, Mind's Eye, Vocabulary Notebook...), Q&A (include Higher Order Thinking (HOT) Questions – target at least 3)
 - **Concept Attainment** (Learning by DOING – Student-Centered, Personalized Learning Activities)
 - Student Interaction (may include movement...) With Focus on *High Yield Strategies*, Use of *Authentic Literacy*, Emphasis on the Priority Competencies, Use of *Instructional Technologies* as appropriate, *Answering Focus Questions* and other *Rigorous Activities* using New Bloom's
 - **Great Closing** – summarize and check understanding of focus question(s)
 - Include **Engaging Design Qualities** (from Antonetti's Cube) in the Lesson - (target 3 per lesson)

▪ <i>Personal Response</i>	▪ <i>Sense of Audience</i>
▪ <i>Clear/Modeled Expectations</i>	▪ <i>Choice</i>
▪ <i>Emotional/Intellectual Safety</i>	▪ <i>Novelty and Variety</i>
▪ <i>Learning with Others</i>	▪ <i>Authenticity</i>
2. **ASSESSMENT FOR/OF LEARNING** – ensure some higher order thinking – use the results of assessments to ensure timely intervention & learning acceleration to keep students progressing toward next-grade readiness.
 - **Formative Assessment** (Quick feedback - i.e. Pre-Assessment, Q/A, Exit Slips, Quiz, Grade Cam, Student Self-Assessment, Leadership/Data Notebooks...)
 - **Summative Assessment** - Aligned to Unit Objectives with Common Unit Assessments in like courses.
 - **Frequent Monitoring of Student Progress** - regular and frequent in administration, recording and communication, including constructive feedback and use of Leadership/Data Notebooks.
 - K-PREP-like (Constructed Response-like, Criterion Based-like, ODW-like... with timed test opportunities)
 - ACT-Like/Industry Cert-like/KOSSA-like... for secondary students.
 - Performance or Competency-Based, Project-Based, Utilizing Research Skills, Service Learning...
3. **LEARNING ENVIRONMENT** – **Safety 1st – All classroom doors shall be shut & locked during instruction**
 - **High Expectations & Compassion for ALL both academically and socially in all areas of the school**
 - **Emphasize and Enforce School-Wide Expectations (PBIS)** – Teach & Re-Teach the Principles of Effectiveness (7 Habits of Highly Effective People) and the Schools Guidelines for Success
 - **Intentionally Develop and Enforce Classroom Expectations** - Teach & Re-Teach the Principles of Effectiveness and the Schools Guidelines for Success
 - **Parent Engagement and Communication** – Communicate timely & often good news and any concerns
 - **Integrate the Principles of Effectiveness in our daily lives and work – Model the Way!**

1. BE PROACTIVE	5. LISTEN TO UNDERSTAND
2. BEGIN WITH END IN MIND	6. SYNERGIZE
3. PUT 1ST THINGS 1ST	7. SHARPEN THE SAW
4. THINK WIN-WIN	8. FIND YOUR VOICE