

"A Passion for Progress: Being a Rockstar Teacher in a Stressed-Out World" and

Marzano

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This document breaks down the various correlations between "A Passion for Progress: Being a Rockstar Teacher in a Stressed-Out World" and Marzano. "A Passion for Progress" helps teachers create a completely student centric classroom experience, facilitating learning and naturally differentiating for every student in the classroom.

This program, developed by Student-Centered World LLC CEO Jenn Breisacher, helps teachers with all aspect of a studentcentered classroom, focusing on student engagement, lesson planning, and classroom design.

This model not only reduces teacher stress, reclaims teacher time, and increases student success, but supports educators in their day-to-day duties in the classroom in direct correlation to the expectations set forth within Marzano.

For the purposes of this document, the "Distinguished" ratings have been included.

Component 1.1: Providing Clear Learning Goals and Scales

DISTINGUISHED:

The teacher communicates high expectations for learning by developing, aligning, and communicating clear daily learning targets and/or longer-term learning goals (grade-level standards) with rubrics for the goals.

An AP4P educator is skilled in creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. Through documented mastery charts, specific activity intent, and varying learning opportunities, all learning is carefully documented and advanced as each standard is mastered in a differentiated manner that is appropriate for each student, while also holding to timelines set forth within specifically written curriculum plans.

AP4P teachers create an environment in their classroom that fosters self-direction within a collaborative community. Polices and procedures are engrained within the day-to-day of the classroom and allow for the student(s) to self-regulate by design. By utilizing this method, it allows the teacher to focus more on teaching than behavior and allows for an environment to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning while also supporting, and being supported by, their peers.

By utilizing this method of lesson creation and execution and focusing on setting specifically aligned objectives, it allows the teacher to automatically differentiate for each student by creating targeted goals through mastery of content, standards, objectives, and personal learning.

Examples may include: curriculum development, clear targeting, focused objectives, various learning opportunities, student conferences, student goal setting, student reflection, etc.

Component 1.2: Celebrating Success DISTINGUISHED:

The teacher celebrates student success relative to the learning targets and/or the learning goals.

Students are given learning opportunities and corresponding assessments that coincide with with the individual student(s) learning styles, classroom needs, and other outlying accessibility factors (like technology access, etc.) as learned within "A Passion for Progress". All this is executed in a student-centered system that is purposely crafted and implemented by the educator, carefully following student needs, struggles, and even objections.

In this environment, the teacher facilitates all the learning that happens in the classroom, but the design of the execution of this content allows for them to have personal relationships with each student in the class. This helps with genuine warmth, caring, and sensitivity to students as individuals in a natural manner of rapport, allowing the students to know what is necessary to reach goals and the teacher being able to recognize and celebrate them quickly.

Examples may include: *curriculum development, clear targeting, focused objectives, various learning opportunities, specific differentiated tools, formative assessment examples, student conferences, student goal setting, student reflection, etc.*

DISTINGUISHED:

Component 1.3: Understanding Students' Interests and Backgrounds

The teacher builds positive relationships with students by understanding students' interests and background.

In this environment, the teacher facilitates all the learning that happens in the classroom, but the design of the execution of this content allows for them to have personal relationships with each student in the class. This helps with genuine warmth, caring, and sensitivity to students as individuals in a natural manner of rapport.

"A Passion for Progress" defines specifically what types of arrangements should exist in a student-centered classroom to make it the most conducive environment for learning and collaboration. This allows student choice in seating, movement, collaborating, and physical structure in congruence with what will work best for the student(s) in the classroom in terms of learning and achieving in the classroom.

One of the key training pieces in "A Passion for Progress" is creating relationships and being able to identify student intent. The main purpose of this is to be able to advance a learning environment that appeals to a student(s) individual interest and innate drive(s) for learning.

Due to the individualized, differentiated nature of the environment and the one-on-one relationships that exist, it is second nature for a teacher to see where a student may be struggling and can create opportunities to even the playing field and adjust a lesson plan structure or assignment choice to accommodate those shortfalls.

Examples may include: *classroom layout, student feedback, student conferences, collaborative interactions, various learning opportunities, student reflection, etc.*

Component 1.4: Demonstrating value and respect for reluctant learners and students regularly marginalized or underserved by school systems

DISTINGUISHED:

The teacher demonstrates value and respect for all, including reluctant learners, and students who have been marginalized or underserved by school systems over time.

"A Passion for Progress" focuses heavily on classroom design and relationship building. This helps create an environment that is conducive to not only learning, but thriving. With lessons naturally differentiating for each student in the classroom, it helps with a level of both contentment in ones own learning and a natural atmosphere of being challenge intellectually. Collaboration is a key part of this system and allows the students to work on soft skills and 21st century competencies through their day-to-day interactions with one another and the content material.

In this environment, the teacher facilitates all the learning that happens in the classroom, but the design of the execution of this content allows for them to have personal relationships with each student in the class. This helps with genuine warmth, caring, and sensitivity to students as individuals in a natural manner of rapport.

Examples may include: student growth and achievement, visual and emotional community, student feedback, etc.

DISTINGUISHED:

Component 2.1: Conducting Direct Instruction Lessons The teacher helps students effectively interact with new knowledge through direct instruction lessons; Based on student needs, the teacher breaks content into small chunks (i.e., digestible bites) of information that can be easily processed by students; During breaks in the presentation of content, the teacher engages students in actively processing new information; The teacher engages students in activities that help them record their understanding of new content in linguistic ways and/or represent the content in nonlinguistic ways.

The training process in "A Passion for Progress" helps the teacher go through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning.

All this is completed through various learning opportunities followed by or in congruence with several formative and summative assessments based on the student(s) learning styles, classroom needs, and other outlying accessibility factors (like technology access, etc.). There are multiple, continuous opportunities for both student choice and voice throughout each unit and activities and assessments are aligned with hands-on learning opportunities.

Examples may include: *curriculum development, clear targeting, focused objectives, various learning opportunities, specific differentiated tools, formative assessment examples, student conferences, student goal setting, student reflection, etc.*

DISTINGUISHED:

Component 2.2: Conducting Practicing and Deepening Lessons The teacher helps students to practice and deepen their understanding of new knowledge; When the content is informational, the teacher helps students deepen their knowledge by examining similarities and differences; When the content is informational, the teacher helps students deepen their knowledge by examining their own reasoning or the logic of the information as presented to them, including errors in reasoning; When the content involves a skill, strategy, or process, the teacher engages students in structured practice activities that help them develop fluency.

An AP4P teacher goes through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning, allowing for learning and advancement to take place based-on student intent and encouragement of higher order thinking and reasoning.

This encourages multiple formative assessment checks throughout the unit as addressed with mastery chart competencies and targets. This helps to keep each individual student at a pace that is appropriate for their own learning needs and also syncs with time guidelines of written curriculum.

Examples may include: various learning opportunities, specific differentiated tools, formative assessment examples, project-based assessments, student conferences, etc.

Component 2.3: Conducting Knowledge Application Lessons

DISTINGUISHED:

The teacher provides resources and guidance and organizes students to engage in cognitively complex tasks involving application and transfer of new knowledge; The teacher engages students in cognitively complex tasks which require them to apply what they have learned in novel situations; The teacher provides resources and guidance to students as they engage in cognitively complex knowledge application tasks; The teacher engages students in opportunities to generate new conclusions, defend claims, and provide evidence to support their conclusions.

The training process in "A Passion for Progress" helps the teacher go through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning.

All this is completed through various learning opportunities followed by or in congruence with several formative and summative assessments based on the student(s) learning styles, classroom needs, and other outlying accessibility factors (like technology access, etc.). There are multiple, continuous opportunities for both student choice and voice throughout each unit and activities and assessments are aligned with hands-on learning opportunities.

Examples may include: curriculum development, clear targeting, focused objectives, various learning opportunities, specific differentiated tools, formative assessment examples, student conferences, student goal setting, student reflection, etc.

Component 2.4: Asking in-depth questions of reluctant learners and students regularly marginalized or underserved by school systems

DISTINGUISHED:

The teacher asks questions of reluctant learners and students regularly marginalized or underserved by school systems with the same frequency and depth as other students.

An AP4P teacher goes through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning, allowing for learning and advancement to take place based-on student intent and encouragement of higher order thinking and reasoning.

This encourages multiple formative assessment checks throughout the unit as addressed with mastery chart competencies and targets. This helps to keep each individual student at a pace that is appropriate for their own learning needs and also syncs with time guidelines of written curriculum.

Examples may include: various learning opportunities, specific differentiated tools, formative assessment examples, project-based assessments, student conferences, etc.

Component 2.5: Appropriately probing incorrect answers given by reluctant learners and students regularly marginalized or underserved by school systems

DISTINGUISHED:

The teacher probes incorrect answers given by reluctant learners and students regularly marginalized or underserved by school systems in the same manner as other students' incorrect answers.

"A Passion for Progress" focuses heavily on classroom design and relationship building. This helps create an environment that is conducive to not only learning, but thriving. With lessons naturally differentiating for each student in the classroom, it helps with a level of both contentment in ones own learning and a natural atmosphere of being challenge intellectually.

AP4P teachers create an environment in their classroom that fosters self-direction within a collaborative community. Polices and procedures are engrained within the day-to-day of the classroom and allow for the student(s) to self-regulate by design. By utilizing this method, it allows the teacher to focus more on teaching than behavior and allows for an environment to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning while also supporting, and being supported by, their peers.

This helps with genuine warmth, caring, and sensitivity to students as individuals in a natural manner of rapport.

Examples may include: student goal setting work, student feedback, mastery charts, development of resources, student conferences, collaborative interactions, etc.

Component 2.6: Noticing When Students Are Not Engaged

DISTINGUISHED:

The teacher uses various methods to engage students; The teacher manages response rates; The teacher uses physical movement; The teacher demonstrates intensity and enthusiasm; The teacher uses friendly controversy; The teacher provides opportunities for students to talk about themselves; The teacher presents unusual or intriguing information; The teacher motivates and inspires students.

AP4P teachers create an environment in their classroom that fosters self-direction within a collaborative community. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student abilities and behaviors within their lesson activities via a specific sequence of learning activities and assessments in a student-centered manner, recognizing when a student seems to be falling behind or struggling with engaging in the content. Each assignment is specifically designed and implanted to build mastery of a subject area and that is verified by data that is curated by both the teacher and student(s).

In this environment, the design of the execution of this content allows for teachers to have personal relationships with each student in the class, allowing opportunities to work individually on self-regulating behaviors and appropriate responses. Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials.

Examples may include: student goal setting work, student feedback, mastery charts, student conferences, collaborative interactions, etc.

DISTINGUISHED:

Component 2.7: Using and Applying Academic Vocabulary The teacher identifies appropriate academic vocabulary aligned to the learning targets and uses various strategies for student acquisition. The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

An AP4P teacher goes through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning, allowing for learning and advancement to take place based-on student intent and encouragement of higher order thinking and reasoning.

This encourages multiple formative assessment checks throughout the unit as addressed with mastery chart competencies and targets. This helps to keep each individual student at a pace that is appropriate for their own learning needs and also syncs with time guidelines of written curriculum.

Examples may include: various learning opportunities, specific differentiated tools, formative assessment examples, project-based assessments, student conferences, etc.

DISTINGUISHED:

Component 2.8: Evaluating Effectiveness of Individual Lessons and Units

The teacher reflects on and evaluates the effectiveness of instructional performance to identify areas of pedagogical strength and weakness. The teacher is a recognized leader in helping others identify areas of pedagogical strength and weakness.

The training process in "A Passion for Progress" helps the teacher go through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning.

All this is completed through various learning opportunities followed by or in congruence with several formative and summative assessments based on the student(s) learning styles, classroom needs, and other outlying accessibility factors (like technology access, etc.). There are multiple, continuous opportunities for both student choice and voice throughout each unit and activities and assessments are aligned with hands-on learning opportunities.

Examples may include: *curriculum development, clear targeting, focused objectives, various learning opportunities, specific differentiated tools, formative assessment examples, student conferences, student goal setting, student reflection, etc.*

DISTINGUISHED:

Component 3.1: Effective Scaffolding of Information Within a Lesson The teacher plans and prepares for effective scaffolding of information within lessons and units that progresses toward a deep understanding and transfer of content. The teacher is a recognized leader in helping others scaffold lessons and units that progress toward a deep understanding and transfer of content.

The training process in "A Passion for Progress" helps the teacher go through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning.

Due to the individualized, differentiated nature of the environment and the one-on-one relationships that exist, it is second nature for a teacher to see where a student may be struggling and can create opportunities to even the playing field and adjust a lesson plan structure or assignment choice to accommodate those shortfalls. This is done through whole group, small group, and individual questioning throughout each lesson. The collaborative nature of the classroom allows student(s) to feel comfortable taking risks in their learning and also learning soft communication skills and empathy for their fellow classmate.

Examples may include: various learning opportunities, specific differentiated tools, formative assessment examples, project-based assessments, student conferences, student feedback, collaborative interactions, student growth and achievement, visual and emotional community, student reflection, etc.

Component 3.2: Planning and Preparing for the Needs of All Students

DISTINGUISHED:

The teacher uses data to plan and provide interventions that meet individual student learning needs, including ELL, special education, and students who come from home environments that offer little support for schooling. The teacher is a recognized leader in helping others employ interventions that meet the needs of specific sub-populations (e.g., ELL, special education, and students who come from environments that offer little support for learning).

An AP4P educator is skilled in creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. Through documented mastery charts, specific activity intent, and varying learning opportunities, all learning is carefully documented and advanced as each standard is mastered in a differentiated manner that is appropriate for each student, while also holding to timelines set forth within specifically written curriculum plans.

These lessons rigorously align to the curriculum, standards, and objectives set forth in a student-led manner with constant monitoring of data and mastery charts by the teacher. Assignments are fluid and are appropriately laid out for the student(s) in a way that makes sense for their own pace, needs, and instructional flow. Students are held accountable to keep note of their learning needs and progress with daily interactions from the teacher.

In these lessons, students are provided with various learning opportunities that sync with the individual student(s) learning styles, classroom needs, and other outlying accessibility factors (like technology access, etc.). These opportunities are presented in a way that gives the student autonomy in both completion and application.

Examples may include: various learning opportunities, specific differentiated tools, formative assessment examples, project-based assessments, student conferences, student feedback, collaborative interactions, student growth and achievement, visual and emotional community, student reflection, etc.

Student Growth 3.1: Establish Student Growth Goal(s)

DISTINGUISHED:

Establishes appropriate student growth goal(s) for subgroups of students not reaching full potential in collaboration with students, parents, and other school staff. Goal(s) identify multiple, high-quality sources of data to monitor, adjust, and evaluate achievement of goal(s).

An AP4P educator is cognizant of the need to create assignments and activities that are constant markers of learning and can be monitored in real time by both the student(s) and the teacher. This is handled in a variety of manners on a spectrum of traditional means to high-level technical programs. Since the atmosphere of the classroom is one of building individual relationships between the teacher and each student in the classroom personally, feedback is constant and data is consistently monitored.

Activities, lessons, projects, etc. are advanced based on this data and what skill set is meant to be achieved by the students. The teacher is skilled in creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. Through documented mastery charts, specific activity intent, and varying learning opportunities, all learning is carefully documented and advanced as each standard is mastered in a differentiated manner that is appropriate for each student, while also holding to timelines set forth within specifically written curriculum plans.

Examples may include: various learning opportunities, data tracking via mastery charts, specific differentiated tools, formative assessment examples and data, student conferences, student feedback, student growth and achievement, student reflection, etc.

Student Growth 3.2: Achievement of Student Growth Goal(s)

DISTINGUISHED:

Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

An AP4P educator uses and collects data constantly through a lesson via student work and also personalized conversations to determine what level student(s) fall in terms of mastery of a specific content area. Future lessons and activities are crafted in congruence with previous student advancement. As the teacher progresses throughout time, they will have a toolbox full of various activities that they can assign student(s) in terms of specifically what information they need more enrichment covering while also challenging student(s) who have reached a specific level of mastery.

Due to the individualized, differentiated nature of the environment and the one-on-one relationships that exist, it is second nature for a teacher to see where a student may be struggling and can create opportunities to even the playing field and adjust a lesson plan structure or assignment choice to accommodate those shortfalls.

This encourages multiple formative assessment checks throughout the unit as addressed with mastery chart competencies and targets. This helps to keep each individual student at a pace that is appropriate for their own learning needs and also syncs with time guidelines of written curriculum. Through documented mastery charts, specific activity intent, and varying learning opportunities, all learning is carefully documented and advanced as each standard is mastered in a differentiated manner that is appropriate for each student, while also holding to timelines set forth within specifically written curriculum plans.

Examples may include: various learning opportunities, data tracking via mastery charts, specific differentiated tools, formative assessment examples and data, student conferences, student feedback, student growth and achievement, student reflection, etc.

Component 4.1: Attention to Established Content Standards

DISTINGUISHED:

The teacher demonstrates a comprehensive understanding of the subject taught and the standards for the subject. The teacher is a recognized leader in helping others understand the subject and/or the standards for the subject.

An AP4P educator is cognizant of the need to create assignments and activities that are constant markers of learning and can be monitored in real time by both the student(s) and the teacher. This is handled in a variety of manners on a spectrum of traditional means to high-level technical programs. Since the atmosphere of the classroom is one of building individual relationships between the teacher and each student in the classroom personally, feedback is constant and data is consistently monitored.

Activities, lessons, projects, etc. are advanced based on this data and what skill set is meant to be achieved by the students. The teacher is skilled in creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. Through documented mastery charts, specific activity intent, and varying learning opportunities, all learning is carefully documented and advanced as each standard is mastered in a differentiated manner that is appropriate for each student, while also holding to timelines set forth within specifically written curriculum plans.

Examples may include: various learning opportunities, data tracking via mastery charts, specific differentiated tools, formative assessment examples and data, student conferences, student feedback, student growth and achievement, student reflection, etc.

Component 4.2: Use of Available Resources and Technology

DISTINGUISHED:

The teacher plans and prepares for the use of available materials, including technology. The teacher is a recognized leader in helping others plan and prepare for the use of available materials, including technology.

By utilizing this method of lesson creation and execution and focusing on setting specifically aligned objectives, it allows the teacher to automatically differentiate for each student by creating targeted goals through mastery of content, standards, objectives, and personal learning.

In these lessons, students are provided with various learning opportunities that sync with the individual student(s) learning styles, classroom needs, and other outlying accessibility factors (like technology access, etc.). These opportunities are presented in a way that gives the student autonomy in both completion and application.

There is also multiple avenues for the use of technology worked into the model, including flipping the classroom and a number of self-grading data measures to help with instant feedback to help with student growth and success. This collaborative work environment is hands-on and individualized while facilitating learning within the larger classroom community of peer interactions.

Examples may include: various learning opportunities, specific differentiated tools, formative assessment examples, project-based assessments, student conferences, student feedback, collaborative interactions, student growth and achievement, visual and emotional community, student reflection, etc.

DISTINGUISHED:

Component 5.1: Organizing the Physical Layout of the Classroom

The teacher organizes a safe physical layout of the classroom to facilitate movement and focus on learning. The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

In this environment, the teacher facilitates all the learning that happens in the classroom, but the design of the execution of this content allows for them to have personal relationships with each student in the class. This helps with genuine warmth, caring, and sensitivity to students as individuals in a natural manner of rapport.

"A Passion for Progress" defines specifically what types of arrangements should exist in a student-centered classroom to make it the most conducive environment for learning and collaboration. This allows student choice in seating, movement, collaborating, and physical structure in congruence with what will work best for the student(s) in the classroom in terms of learning and achieving in the classroom.

One of the key training pieces in "A Passion for Progress" is creating relationships and being able to identify student intent. The main purpose of this is to be able to advance a learning environment that appeals to a student(s) individual interest and innate drive(s) for learning.

Due to the individualized, differentiated nature of the environment and the one-on-one relationships that exist, it is second nature for a teacher to see where a student may be struggling and can create opportunities to even the playing field and adjust a lesson plan structure or assignment choice to accommodate those shortfalls.

Examples may include: classroom layout, student feedback, student conferences, collaborative interactions, various learning opportunities, student reflection, etc.

Component 5.2: Reviewing Expectations for Rules and Procedures

DISTINGUISHED:

The teacher reviews expectations regarding rules and procedures to ensure their effective execution. The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect.

"A Passion for Progress" focuses heavily on classroom design and relationship building. This helps create an environment that is conducive to not only learning, but thriving. With lessons naturally differentiating for each student in the classroom, it helps with a level of both contentment in ones own learning and a natural atmosphere of being challenge intellectually. Collaboration is a key part of this system and allows the students to work on soft skills and 21st century competencies through their day-to-day interactions with one another and the content material.

In this environment, the teacher facilitates all the learning that happens in the classroom, but the design of the execution of this content allows for them to have personal relationships with each student in the class. This helps with genuine warmth, caring, and sensitivity to students as individuals in a natural manner of rapport.

The collaborative nature of the classroom allows student(s) to feel comfortable taking risks in their learning and also learning soft communication skills and empathy for their fellow classmate. This environment encourages intellectual risk taking and fosters a collaborative mindset amongst peers in the class. This climate sets the expectation of best effort and student autonomy and working at a top tier level of effort.

Examples may include: student growth and achievement, visual and emotional community, student feedback, etc.

Component 5.3: Demonstrating "With-it-ness" Component 5.4: Applying Consequences for Lack of Adherence to Rules and Procedures Component 5.5: Acknowledging Adherence to Rules and Procedures Component 5.6: Displaying Objectivity and Control

(5.3) DISTINGUISHED:

The teacher demonstrates awareness of the classroom environment at all times (with-it-ness).

(5.4) DISTINGUISHED:

The teacher applies consequences for lack of adherence to rules and procedures.

(5.5) DISTINGUISHED:

The teacher acknowledges adherence to rules and procedures.

(5.6) DISTINGUISHED:

The teacher builds positive relationships with students by displaying objectivity and control.

AP4P teachers create an environment in their classroom that fosters self-direction within a collaborative community. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student abilities and behaviors within their lesson activities via a specific sequence of learning activities and assessments in a student-centered manner. Each assignment is specifically designed and implanted to build mastery of a subject area and that is verified by data that is curated by both the teacher and student(s).

AP4P teachers create an environment in their classroom that fosters self-direction within a collaborative community. Polices and procedures are engrained within the day-to-day of the classroom and allow for the student(s) to self-regulate by design. By utilizing this method, it allows the teacher to focus more on teaching than behavior and allows for an environment to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning while also supporting, and being supported by, their peers.

In this environment, the design of the execution of this content allows for teachers to have personal relationships with each student in the class, allowing opportunities to work individually on self-regulating behaviors and appropriate responses.

Examples may include: student goal setting work, student feedback, mastery charts, student conferences, collaborative interactions, etc.

DISTINGUISHED:

Component 6.1: Designing Instruction Aligned to Assessment

The teacher designs instruction aligned to assessments that impact student learning.

Students are given learning opportunities and corresponding assessments that coincide with with the individual student(s) learning styles, classroom needs, and other outlying accessibility factors (like technology access, etc.) as learned within "A Passion for Progress". All this is executed in a student-centered system that is purposely crafted and implemented by the educator, carefully following student needs, struggles, and even objections.

In this environment, the teacher facilitates all the learning that happens in the classroom, but the design of the execution of this content allows for them to have personal relationships with each student in the class. This helps with genuine warmth, caring, and sensitivity to students as individuals in a natural manner of rapport.

Examples may include: *curriculum development, clear targeting, focused objectives, various learning opportunities, specific differentiated tools, formative assessment examples, student conferences, student goal setting, student reflection, etc.*



An AP4P teacher goes through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning, allowing for learning and advancement to take place basedon student intent and encouragement of higher order thinking and reasoning.

This encourages multiple formative assessment checks throughout the unit as addressed with mastery chart competencies and targets. This helps to keep each individual student at a pace that is appropriate for their own learning needs and also syncs with time guidelines of written curriculum. Through documented mastery charts, specific activity intent, and varying learning opportunities, all learning is carefully documented and advanced as each standard is mastered in a differentiated manner that is appropriate for each student, while also holding to timelines set forth within specifically written curriculum plans.

These lessons rigorously align to the curriculum, standards, and objectives set forth in a student-led manner with constant monitoring of data and mastery charts by the teacher. Assignments are fluid and are appropriately laid out for the student(s) in a way that makes sense for their own pace, needs, and instructional flow. Students are held accountable to keep note of their learning needs and progress with daily interactions from the teacher

Examples may include: *curriculum development, clear targeting, focused objectives, various learning opportunities, specific differentiated tools, formative assessment examples, student conferences, student goal setting, student reflection, etc.*

Component 6.3: Tracking Student Progress Student Growth 6.1: Establish Student Growth Goal(s) Student Growth 6.2: Achievement of Student Growth Goal(s)

(6.3) DISTINGUISHED:

The teacher provides opportunities for students to self-reflect and track progress toward learning goals. The teacher adapts or creates new strategies to meet the specific needs of students for whom the typical application of strategies does not produce the desired effect. Establishes appropriate student growth goal(s) for class(es) in collaboration with students, parents, and other school staff. Goal(s) identify multiple, highquality sources of data to monitor, adjust, and evaluate achievement of goal(s).

(6.1) DISTINGUISHED:

(6.2) DISTINGUISHED:

Multiple sources of growth or achievement data from at least two points in time show evidence of high growth for all or nearly all students.

An AP4P teacher goes through a process of creating lessons through a backwards design process that is focused on the specific standard or group of standards that are required to be met for that content area. By utilizing this method of lesson creation and execution, this allows the teacher to automatically differentiate and scaffold student goals and objectives with their lesson activities with a specific sequence of learning activities and assessments via content, standards, objectives, and personal learning, allowing for learning and advancement to take place based-on student intent and encouragement of higher order thinking and reasoning.

This encourages multiple formative assessment checks throughout the unit as addressed with mastery chart competencies and targets. This helps to keep each individual student at a pace that is appropriate for their own learning needs and also syncs with time guidelines of written curriculum.

An AP4P educator uses and collects data constantly through a lesson via student work and also personalized conversations to determine where students level in terms of mastery of a specific content area. Future lessons and activities are crafted in congruence with previous student advancement. "A Passion for Progress" focuses heavily on classroom design and relationship building. This helps create an environment that is conducive to not only learning, but thriving. With lessons naturally differentiating for each student in the classroom, it helps with a level of both contentment in ones own learning and a natural atmosphere of being challenge intellectually. This encourages questioning the content not only on a level of understanding, but also to challenge oneself to learn more through intrigue.

This environment encourages intellectual risk taking and fosters a collaborative mindset amongst peers in the class. This climate sets the expectation of best effort and student autonomy and working at a top tier level of effort.

Examples may include: student growth and achievement, visual and emotional community, lesson plans, grade books, student feedback, various learning opportunities, data tracking via mastery charts, specific differentiated tools, formative assessment examples and data, etc.

Component 7.1: Engaging in positive interactions with parents and the school community about courses, programs, and school events

DISTINGUISHED:

The teacher actively communicates and collaborates with parents/guardians and school/community regarding courses, programs, and school events. The teacher is a recognized leader in helping others communicate and collaborate with parents/ guardians and school/community regarding courses, programs and school events relevant to the students. Component 7.2: Engaging in timely and professional interactions with parents

DISTINGUISHED:

The teacher communicates individual student progress to parents/guardians in a timely and professional manner. The teacher is a recognized leader in helping others communicate individual student progress to parents/ guardians in a timely and professional manner.

"A Passion for Progress" helps teachers to develop meaningful ways to communicate with families on a regular basis, keeping them involved with their student(s) educational goals and advancements. This can be in terms of student(s) success, challenges, classroom activities, events, assignments, etc.

Examples may include: email records, phone call records, mailing records, tech tools, newsletters, etc.

Criterion 8

Component 8.1: Seeking Mentorship for Areas of Need or Interest Component 8.2: Promoting Positive Interactions with Colleagues Student Growth C8: Exhibiting collaborative and collegial practice focused on improving instructional practice and student learning.

(8.1) DISTINGUISHED:

The teacher collaborates with colleagues about student learning and instructional practices by seeking mentorship for areas of need or interest, and/or by mentoring others through the sharing of ideas and strategies. The teacher is a recognized leader in mentoring others in such a way as to enhance their pedagogical skill.

(8.2) DISTINGUISHED:

The teacher displays dependability through active participation. The teacher consistently models established norms and collective commitments. The teacher is a recognized leader in facilitating the team/group in resolving conflict for effective functioning,

(8.1) DISTINGUISHED:

Leads other grade, school, or district team members to establish goal(s), to develop and implement common, high-quality measures, and to monitor growth and achievement during the year.

"A Passion for Progress" participants have the opportunity to become members of our "Student-Centered World Scholars" Facebook community, a private group of educators within the program that can not only help one another, but also have access to a live Q/A once per month with any questions or troubleshooting that has come up for those teacher participants. Student-Centered World LLC also offers free podcasts, multiple social media accounts, and emails to give out more information and helpful teacher tips including tech-tools, classroom management ideas, "hot topics" in education, etc.

Once "A Passion for Progress" is completed, teachers will have the opportunity to enroll and receive "Workshop in a Box", which is all the pieces of an introductory workshop on student-centered learning that can be given to others to help them also adapt the student-led model of instruction.

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Check out "A Passion for Progress: Being a Rockstar Teacher in a Stressed-Out World"

www.studentcenteredworld.com/ap4p

Did you know that enrollment is open for school districts <u>year round</u>?

Email admin@studentcenteredworld.com to get started.

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