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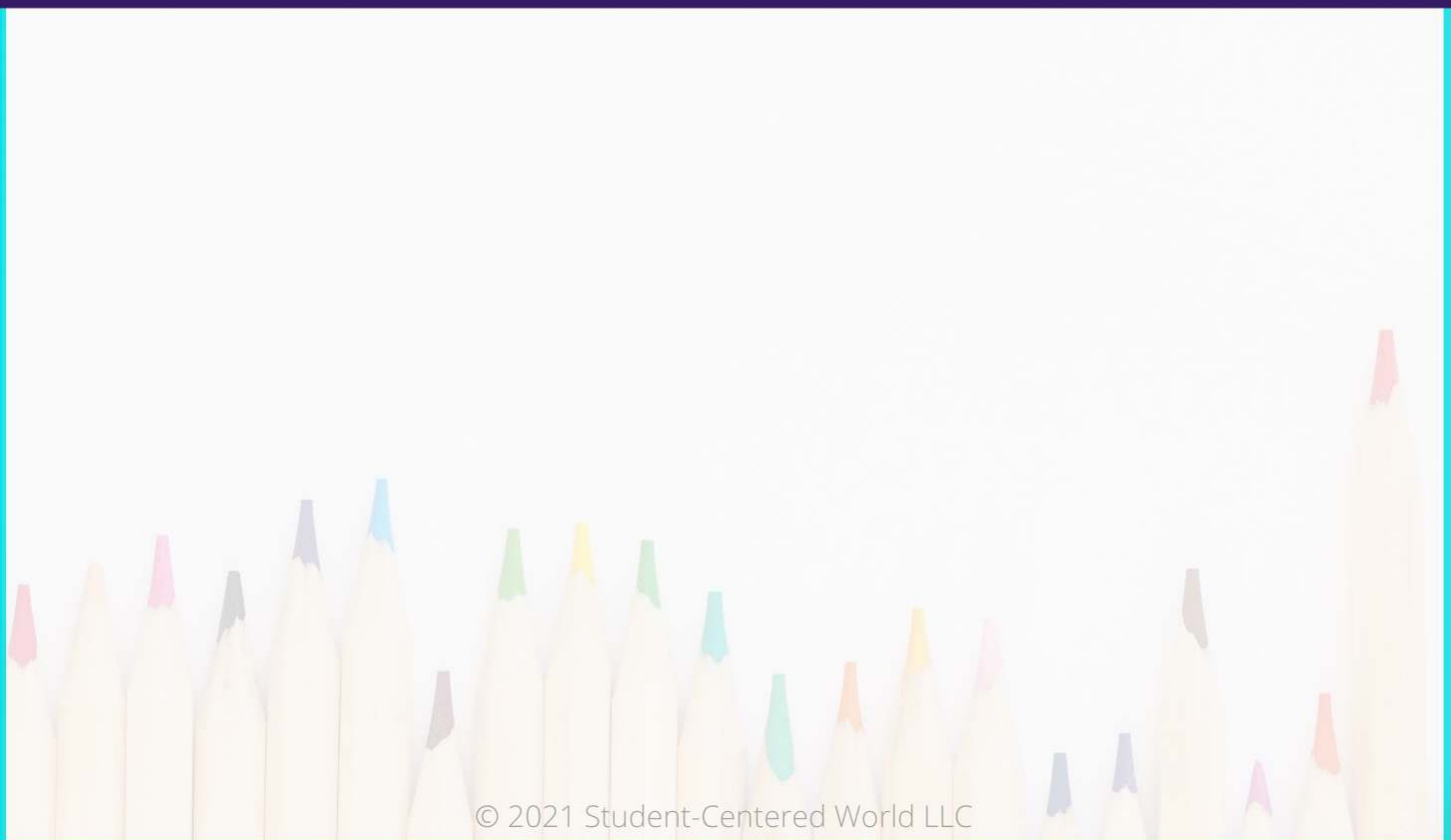### and

TESS

This document breaks down the various correlations between "A Passion for Progress: Being a Rockstar Teacher in a Stressed-Out World" and TESS. "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 student-centered 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 TESS.

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

1a: Demonstrating Knowledge of Content and Pedagogy

HIGHLY EFFECTIVE:

The teacher's plans and practice reflect extensive knowledge of the content and the structure of the discipline. The teacher actively builds on knowledge of prerequisites and misconceptions when describing instruction or seeking causes for student misunderstanding.

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.

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

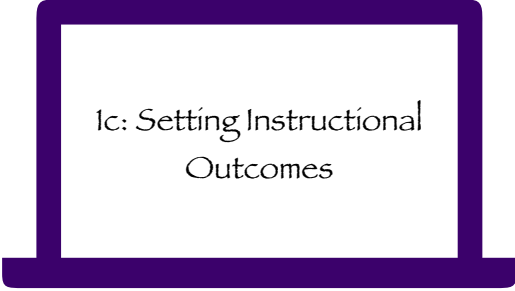## 1b: Demonstrating Knowledge of Students

HIGHLY EFFECTIVE:

The teacher actively seeks knowledge of students' backgrounds, cultures, skills, language proficiency, interests, and special needs from a variety of sources, and attains this knowledge for individual students.

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.*

1c: Setting Instructional Outcomes

HIGHLY EFFECTIVE:

Instructional outcomes are stated as goals that can be assessed, reflecting rigorous learning and curriculum standards. They represent different types of content, offer opportunities for both coordination and integration, and take the needs of individual students into account.

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 for each student by creating targeted goals through mastery of content, standards, objectives, and personal 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.). 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. This process allows for both student and teacher reflection on both student progress and learning needs as content is disseminated.

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.*

1d: Demonstrating Knowledge of Resources

HIGHLY EFFECTIVE:

The teacher seeks out resources in and beyond the school or district in professional organizations, on the Internet, and in the community to enhance own knowledge, to use in teaching, and for students who need them.

AP4P teachers go through a meticulous planning strategy that scaffolds and differentiates the information and activities given in relation to standards, mastery, and completion through various resource materials and learning opportunities.

This includes outside-the-box thinking in regards to not only resources available within the confines of the school, but also opportunities and activities that tie in the community via partnerships or outreach to help engage students with hands-on, real life opportunities within each base of content structure. This is encouraged in-person and virtually as accessible.

Examples may include: *planning templates, various levels of community outreach via members or interconnected activities, research-based activities and assessments, etc.*

	HIGHLY EFFECTIVE:
1e: Designing Coherent Instruction	The teacher coordinates knowledge of content, of students, and of resources, to design a series of learning experiences aligned to instructional outcomes, differentiated where appropriate to make them suitable to all students and likely to engage them in significant learning. The lesson or unit structure is clear and allows for different pathways according to student needs.

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.*

	HIGHLY EFFECTIVE:
1f: Designing Student Assessments	The teacher's plan for student assessment is fully aligned with the instructional outcomes, with clear criteria and standards that show evidence of student contribution to their development. Assessment methodologies may have been adapted for individuals, and the teacher intends to use assessment results to plan future instruction for individual 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.*

2a: Creating an Environment of Respect and Rapport

HIGHLY EFFECTIVE:

Classroom interactions between the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students' cultures and levels of development. Students themselves ensure high levels of civility among members of the class.

"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.*

2b: Establishing a Culture for Learning

HIGHLY EFFECTIVE:

High levels of student energy and teacher passion for the subject create a culture for learning in which everyone shares a belief in the importance of the subject and all students hold themselves to high standards of performance-- for example, by initiating improvements to their work.

"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, student feedback, etc.*

2c: Managing Classroom Procedures

HIGHLY EFFECTIVE:

Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.

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 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 goal setting work, student feedback, mastery charts, development of resources, student conferences, collaborative interactions, etc.*

2d: Managing Student Behavior

HIGHLY EFFECTIVE:

Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

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).

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.*

2e: Organizing Physical Space

HIGHLY EFFECTIVE:

The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning. Technology is used skillfully, as appropriate to the lesson.

"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.

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

3a: Communicating with Students

HIGHLY EFFECTIVE:

Expectations for learning, directions and procedures, and explanations of content are clear to students. The teacher's oral and written communication is clear and expressive, appropriate for students' cultures and levels of development, and anticipates possible student misconceptions.

An AP4P educator makes the attempts to have all lessons be hands-on or relate to the real world in some way, removing the need for the inherent question, "When will we ever use this in life?". Each activity is explained through all the various learning styles and advancement of those activities are fueled with student choice and student intent. 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.

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.

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.*

3b: Using Questioning and Discussion Techniques

HIGHLY EFFECTIVE:

Questions reflect high expectations and are culturally and developmentally appropriate. Students formulate many of the high-level questions and ensure that all voices are heard.

"A Passion for Progress" helps teachers to determine how to reach a variety of learning styles with their student(s) and make sure that activities and assignments are not only hitting those dominant styles within the class, but also setting challenges to help student growth with those styles that are less prevalent.

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.*

3c: Engaging Students in Learning

HIGHLY EFFECTIVE:

Students, throughout the lesson, are highly intellectually engaged in significant learning, and make material contributions to the activities, student groupings, and materials. The lesson is adapted as necessary to the needs of individuals, and the structure and pacing allow for student reflection and closure.

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.

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.*

3d: Using Assessment in Instruction

HIGHLY EFFECTIVE:

Assessment is used in a sophisticated manner in instruction, through student involvement in establishing the assessment criteria, self-assessment by students, monitoring of progress by both students and teacher, and high-quality feedback to students from a variety of sources.

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.*

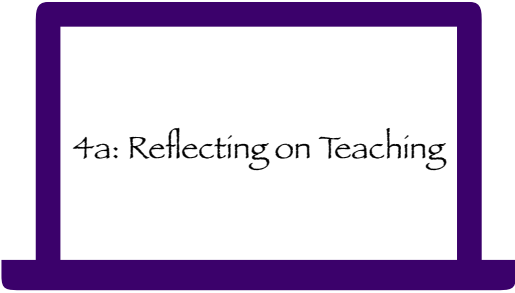## 3e: Demonstrating Flexibility and Responsiveness

HIGHLY EFFECTIVE:

The teacher seizes an opportunity to enhance learning, building on a spontaneous event or student interests. The teacher ensures the success of all students, using an extensive repertoire of instructional strategies.

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.

By creating 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.

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.*

4a: Reflecting on Teaching

HIGHLY EFFECTIVE:

The teacher's reflection on the lesson is thoughtful and accurate, citing specific evidence. The teacher draws on an extensive repertoire to suggest alternative strategies and predicts the likely success of each.

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.

Examples may include: *lesson plans, student feedback, various learning opportunities, data tracking via mastery charts, specific differentiated tools, formative assessment examples and data, etc.*

4b: Maintaining Accurate Records

HIGHLY EFFECTIVE:

The teacher's systems for maintaining both instructional and non-instructional records are accurate, efficient, and effective, and students contribute to its maintenance.

"A Passion for Progress" helps teachers 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.

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.

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

4c: Communicating with Families

HIGHLY EFFECTIVE:

The teacher's communication with families is frequent and sensitive to cultural traditions; students participate in the communication. The teacher successfully engages families in the instructional program, as appropriate.

"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.*

4d: Participating in the Professional Community

HIGHLY EFFECTIVE:

The teacher makes a substantial contribution to the professional community and to school and district events and projects, and assumes a leadership role among the faculty.

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.

4e: Growing and Developing Professionally

HIGHLY EFFECTIVE:

The teacher actively pursues professional development opportunities and initiates activities to contribute to the profession. In addition, the teacher seeks feedback from supervisors and colleagues.

"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.

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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 _year round_?

**Email admin@studentcenteredworld.com
to get started.**