



Breathitt County Schools

Distinguished District Aspiring for Excellence

Elements of Effective Classroom Learning Systems

Grade-Appropriate Assignments

- All assignments will give students the opportunity to demonstrate grade-level mastery.
- Assignments will be directly aligned with the level of the rigor of the standard being addressed.
- Content of the assignments will be directly related to the grade-level academic standard.
- Assignments will give students the opportunity to engage in important content-specific practices.
- Assignments give students the opportunity to learn relevant content that build their knowledge of the world or helps them understand how their learning can be applied in the real-world.
- The teacher has deconstructed standards written in student-friendly language that provides clear direction for what students will learn.
- The teacher is aware of the expectation of posting, reading, and referencing short-term learning targets before, during, and after the lesson.

Deep Engagement

- Authentically engaged in frequent evaluation, improvement of classroom learning processes, and challenging instruction.
- Every student is actively engaged in the learning process.
- The teacher is actively engaged in instruction and monitoring of students' progress.
- Provide 3 opportunities to respond for students per minute.

Strong Instruction

- The teacher incorporates student experiences, interests and real-life situations in instruction.
- Student use of technology to enhance instruction
- The teacher asks higher order questions.
- The teacher requires students to solve complex and real-world problems, making cross curricular connections.
- The teacher engages students upon entering class until end of class.
- The teacher formatively assesses the students' understanding of the daily learning targets.

High Expectations

- Teachers believe that **ALL** students can achieve mastery of grade-level standards, and teachers support the progress of **ALL** students in achieving that mastery.
- Teachers will provide every student the support they need to access grade-level work, regardless of their starting point.
- Teachers will provide scaffolding and differentiated instruction to support student mastery of grade-level standards.
- Teachers communicate student progress toward mastery of grade-level standards via timely recording and sharing of grades with parents.
- All teachers are prepared each day to deliver quality instruction aligned to grade-level standards.

What do these systems look like in classrooms?

Grade-Appropriate Assignments

- Clear learning targets are posted, communicated, and referred to throughout the lesson.
- Learning targets are reflected in assignments.
- As students engage in conversation relevant to the assignment, their conversation will be reflective of the learning target for that assignment.
- Grade-appropriate curriculum resources are utilized during instruction.

Deep Engagement

- Students are involved in the evaluation and improvement of learning processes, providing feedback, taking assessments, relevant questioning, classroom discussion, using technology, group work, etc.
- Teachers are delivering instruction, monitoring student work, providing feedback, circulating, facilitating instruction (coaching).
- Students set goals and create action plans for attaining them.

Strong Instruction

- Student use of technology to enhance instruction, discussion of assessment and learning processes.
- Clear learning targets are posted, communicated, and referred to throughout the lesson.
- Connections are made to prior learning and real life examples from the daily experiences of our students.
- Scaffolding and differentiation of content
- Real-world application of content (Explain the WHY)
- The teacher asks higher-order questions.
- Cross curricular connections
- Bell ringer, entry/exit slip, journal writing, etc.
- Exit slips and other types of formative assessment are used to inform instruction.

High Expectations

- Scaffolding and differentiation of content
- The teacher provides encouraging, constructive feedback.
- Success criteria is posted and reviewed with students.
- **ALL** students are actively engaged in meaningful learning experiences from bell to bell.