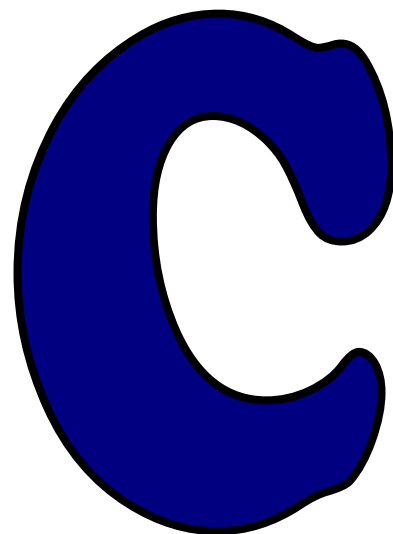


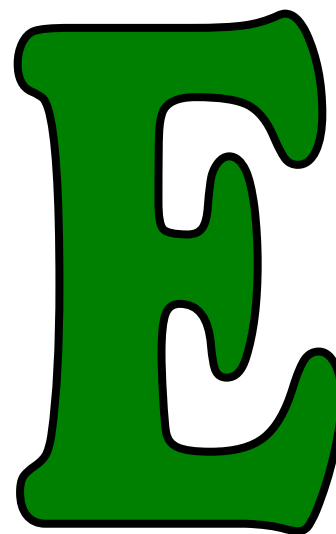
Instruction

- Appropriate instructional level
- Teacher enthusiasm
- Opportunities for reflection
- Varied, frequent methods of assessment and feedback
- Opportunities for student choice
- Use of varied teaching strategies
- Providing a “just-right” task – zone of proximal development
- Authentic and meaningful tasks
- Opportunities for collaboration/social learning
- Use of humor
- Documenting growth and sharing info with child
- Connecting new learning to prior knowledge



Curriculum

- Developmentally appropriate
- Cross-curricular connections
- Relevant to student interests
- Cultural relevancy
- Balance of skills vs. concepts
- Giving abstract concepts a real-world focus



Environment

- Student sense of safety
- Peer relationships
- Student relationship with teacher
- Proximity to distractions
- Welcoming, warm atmosphere
- Physical conditions in classroom (i.e. warm/cold, dim/bright, spacious/cramped, clean/dirty, organized/cluttered)
- Student ownership in classroom space
- Classroom structures
- Arrangement of learning space, furniture, and kids
- Noise level
- Accessibility to materials and needed items or space
- Appropriate levels/types of sensory stimulation



Learner

- Student relationships with peers, teacher
- Learning styles and intelligences
- Sense of belonging
- Special needs of learners
- Acceptance of responsibility as a learner
- Health/hygiene of student – physical, emotional well-being
- Child’s perception of self as a learner
- Attitude and motivation to learn
- Confidence
- Opportunities/exposure – prior knowledge to build upon
- Connection to what is purposeful/meaningful to the learner
- Ability to attend or focus
- Basic needs – sleep, food, shelter

We are at Keysor to Learn and Achieve.

In the classroom

- We treat others in a caring and respectful way.
- We listen to and follow directions.
- We keep our hands and feet to ourselves.
- We accept challenges and keep trying when things are hard.
- We do our best on all tasks and review our work.
- We solve problems peacefully.
- We stay focused in all work situations.
- We complete our work in a timely manner.
- We participate in class.
- We have supplies and learning materials needed to learn.
- We keep our work area organized for learning.
- We take care of community property and supplies.
- We acknowledge and respect the ideas of others.
- We take responsibility for our actions.
- We use appropriate voice levels.

On the bus

- We treat others in a caring and respectful way.
- We listen to and follow directions.
- We keep our hands and feet to ourselves.
- We sit flat in a seat, facing the front of the bus.
- We are respectful of people and vehicles outside the bus.
- We do not throw objects on or out of the bus.
- We use a Level 0-2 voice, as appropriate.

In the halls

- We treat others in a caring and respectful way.
- We listen to and follow directions.
- We keep our hands and feet to ourselves.
- We walk safely in halls and on stairs.
- We stay in line when appropriate.
- We look at hallway displays and student work on bulletin boards with our eyes only.
- Our hands, feet, and mouth are quiet (Level 0 when possible) so others may learn.

So all Keysor Kids can learn and achieve in a productive and safe learning environment,
We are RESPECTFUL.
We are RESPONSIBLE.
We are HONEST.
We are KIND.

Voice Levels

- 4 - Outside Voice
- 3 - Classroom Voice
- 2 - Table Voice
- 1 - Partner Voice
- 0 - No Talking

On the playground

- We treat others in a caring and respectful way.
- We listen to and follow directions.
- We keep our hands and feet to ourselves.
- We make sure everyone feels included.
- We play by the rules, even when no one is watching.
- We line up when the bell rings.
- We take responsibility for our actions.
- We control our tempers when we're upset.
- We get help from an adult when we have a problem we cannot solve on our own.

In the cafeteria

- We treat others in a caring and respectful way.
- We listen to and follow directions.
- We keep our hands and feet to ourselves.
- We wait patiently in line; we do not push or cut in front of others.
- We welcome others to our table.
- We leave our eating areas clean.
- We use a Level 1 or Level 2 voice when lights are on.
- We use a Level 0 voice when lights are off and listen to announcements.

In the bathroom

- We treat others in a caring and respectful way.
- We listen to and follow directions.
- We keep our hands and feet to ourselves.
- We respect the privacy of others.
- We clean up after ourselves.
- We wash our hands.
- We use toilets, urinals, sinks, and dryers appropriately.
- Paper towels and toilet paper are used appropriately and put where they belong.
- We use a Level 0 or Level 1 voice, as appropriate.

Capacity to Support the Problem Solving Process

Please consider how each statement reflects work in your building to support student achievement.

1	Efforts to support student achievement lack purpose and priority. There is not a consistent focus on important skills for learning and improvement.	Almost Never	At Times	Not Sure	Often	Nearly Always
2	Inefficient use of instructional time and energy is evident in classrooms, among grade levels, and/or across our school.	Almost Never	At Times	Not Sure	Often	Nearly Always
3	Learning challenges are evident across subgroups of students, resulting in low student achievement.	Almost Never	At Times	Not Sure	Often	Nearly Always
4	Efforts to provide interventions to large numbers of students often leads to a drain on school resources and teacher energy.	Almost Never	At Times	Not Sure	Often	Nearly Always
5	There is a lack of direction about how to support student achievement and which students need interventions.	Almost Never	At Times	Not Sure	Often	Nearly Always
6	It is difficult to measure whether interventions have been successful, across the school or even with individual students.	Almost Never	At Times	Not Sure	Often	Nearly Always
7	Many students in our school fail to meet academic and/or behavioral benchmarks.	Almost Never	At Times	Not Sure	Often	Nearly Always
8	Efforts to support large numbers of students with intensive interventions yield mixed results and require extensive teacher energy, time, and resources.	Almost Never	At Times	Not Sure	Often	Nearly Always
9	There is a widening gap among students who meet expectations and those who struggle most.	Almost Never	At Times	Not Sure	Often	Nearly Always
10	We struggle to support students who are well below academic and/or behavioral benchmarks.	Almost Never	At Times	Not Sure	Often	Nearly Always

A	Classroom teachers are confident they can meet the needs of students who require low or high-end strategic supports (struggling learners and gifted students).	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
B	Classroom teachers have necessary skills to meet the needs of students who require low or high-end strategic supports (struggling learners and gifted students).	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
C	Classroom teachers and intervention specialists (i.e. special educators, literacy specialists, gifted teachers) share responsibility for the achievement of all students.	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree
D	Classroom teachers and intervention specialists (i.e. special educators, literacy specialists, gifted teachers) are knowledgeable about learning strengths and needs of individuals who require interventions.	Strongly Agree	Agree	Not Sure	Disagree	Strongly Disagree

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