

Cheshire Public Schools Teaching & Learning Framework

Teaching and learning requires shifts in the use of time, the role of the teacher, assessment, feedback and instruction. The goal of an effective teaching and learning system is to bring those practices to all students. Information obtained from this self-assessment survey will be used to plan tiered, personalized Professional Development to assist all teachers transitioning to this type of learning environment for all students.

| Indicator or Practice | This is an area where I need to deepen my learning and practice | | | |
|----------------------------|---|--|---|---|
| Time | <ul style="list-style-type: none"> <input type="checkbox"/> I provide the same amount of time for all students to complete a task and/or assignment. <input type="checkbox"/> I create and implement lessons that provide all students with the same opportunity for learning to reach the targeted outcome. <input type="checkbox"/> I allow students to do an assignment and/or assessment once. | <ul style="list-style-type: none"> <input type="checkbox"/> I provide a window of time for all students to complete a task and/or assignment. <input type="checkbox"/> I create and implement lessons that provide all students with the same opportunity for learning to reach the targeted outcome and move onto the next lesson when the majority of my students have demonstrated mastery. <input type="checkbox"/> I allow students opportunities to reach mastery if they score below a particular grade. | <ul style="list-style-type: none"> <input type="checkbox"/> I provide all students with a unique set of time to complete a task and/or assignment in order to demonstrate mastery. <input type="checkbox"/> I create and implement a unique set of lessons and resources for individual students to reach the targeted outcome and support re-teaching and re-assessing as part of my daily practice for all students. <input type="checkbox"/> I allow students ongoing opportunities to reach mastery of content and concepts. | <ul style="list-style-type: none"> <input type="checkbox"/> I know what my students are expected to learn (curriculum) and use that to plan my lessons and deliver my instruction. <input type="checkbox"/> I focus on covering content within a fixed amount of time (pacing). |
| Role of the Teacher | <ul style="list-style-type: none"> <input type="checkbox"/> I know what my students are expected to learn and communicate this to my students in the form of a objective. <input type="checkbox"/> I provide opportunities for my students to decide from a list of learning activities provided by me as to how they will learn (self-directed learning). | <ul style="list-style-type: none"> <input type="checkbox"/> I know what my students are expected to learn and communicate this to my students and families in the form of a learning target and the criteria that will be used to measure student success. <input type="checkbox"/> My students and I collaborate to determine how they will learn (including time and place) to meet the communicated learning targets and I support their learning through providing resources, re-teaching and acceleration. | <ul style="list-style-type: none"> <input type="checkbox"/> I know what my students are expected to learn and communicate this to my students and families in the form of a learning target and the criteria that will be used to measure student success. <input type="checkbox"/> My students and I collaborate to determine how they will learn (including time and place) to meet the communicated learning targets and I support their learning through providing resources, re-teaching and acceleration. | |

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| <p>Assessments</p> <ul style="list-style-type: none"> <input type="checkbox"/> I administer the same formative and/or summative assessments to all students. <input type="checkbox"/> I use assessments to measure learning at the end of instruction. <input type="checkbox"/> I create and administer assessments with scoring guides that are the same for everyone in the class. | <ul style="list-style-type: none"> <input type="checkbox"/> I administer a variety of formative and summative assessments to all students aligned to district graduation standards and grade level specific indicators. <input type="checkbox"/> I use formative assessment to measure learning progress during instruction. <input type="checkbox"/> I create and administer assessments with scoring guides that are mostly the same for everyone in the class. | <ul style="list-style-type: none"> <input type="checkbox"/> I administer a variety of formative and summative assessments that are unique to each student and are aligned to district graduation standards and grade level specific indicators. <input type="checkbox"/> I use formative assessment to measure learning progress during instruction and results are used to inform instructional adjustments, teaching practices and academic support or acceleration. <input type="checkbox"/> I create and administer assessments with scoring guides that are occasionally common but most often unique to individual students. <input type="checkbox"/> I use summative assessments to evaluate individual student learning achievement at a specific point in time aligned to a specific standard. <input type="checkbox"/> I allow my students to demonstrate learning in multiple ways within one task or lesson. | <ul style="list-style-type: none"> <input type="checkbox"/> I facilitate self-assessment and peer feedback to provide feedback on the learning targets and what to do next to demonstrate mastery and track this data with my students. |
| <p>Feedback</p> | <ul style="list-style-type: none"> <input type="checkbox"/> I provide students with feedback. | <ul style="list-style-type: none"> <input type="checkbox"/> I provide students with feedback on the learning targets and what to do next to demonstrate mastery. | <ul style="list-style-type: none"> <input type="checkbox"/> I facilitate self-assessment and peer feedback to provide feedback on the learning targets and what to do next to demonstrate mastery and track this data with my students. |

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| <p>Instruction</p> <p><i>Cheshire Public Schools - Strategic Planning Initiative Instructional Models</i></p> <p><i>Personalized Learning</i></p> <p><i>Blended Learning</i></p> <p><i>Mastery-Based Learning</i></p> <p><i>Differentiated Instruction</i></p> <p><i>Problem-Based Learning (PBL)</i></p> <p><i>Standards-Based</i></p> | <p><input type="checkbox"/> I lead the majority of my lessons using a whole group structure.</p> <p><input type="checkbox"/> I provide my students with directions to complete a given task or assignment.</p> <p><input type="checkbox"/> I create projects and activities that encourage student choice within those projects and activities.</p> <p><input type="checkbox"/> I adjust instruction to best meet student strengths and weaknesses.</p> <p><input type="checkbox"/> I use data and IEP goals and learning targets to identify my student learning profiles and then set my expectations for learning based on this.</p> <p><input type="checkbox"/> I use technology with my students as a way for them to practice what I am teaching them.</p> | <p><input type="checkbox"/> I lead a mix of whole group and small group instruction..</p> <p><input type="checkbox"/> I provided my students with a series of teacher created choices in how they will learn.</p> <p><input type="checkbox"/> I design projects and activities together with my students that often include student voice and choice.</p> <p><input type="checkbox"/> I first determine student strengths and weaknesses (through formative assessments/pre-assessments) and implement strategies to improve learning collaboratively with my students.</p> <p><input type="checkbox"/> I use multiple sources of data to explore how my students learn best and set learning expectations with each student based on this data.</p> <p><input type="checkbox"/> I use digital tools for planning, instructing, assessing and communicating (feedback) with my students.</p> | <p><input type="checkbox"/> I collaborate with students to co-lead a mix of whole group, small group, student-led, paired and individual instruction/.</p> <p><input type="checkbox"/> I provide my students with voice and choice in how they will learn and what support, re-teaching and acceleration they need from myself as the facilitator/coach.</p> <p><input type="checkbox"/> I provide my students with the opportunity to design challenging learning experiences based on interest, aspiration, and ability.</p> <p><input type="checkbox"/> I collaborate with my students to allow them to articulate strengths, weaknesses, and interests and provide instruction that is motivating, self-directed, and engaging.</p> <p><input type="checkbox"/> I allow my students to recognize their strengths and adjust learning experiences to maximize learning for each individual student.</p> <p><input type="checkbox"/> I provide my students with the ability to extend their learning, through the application of technology, beyond the classroom, to transform the way they learn, with my students controlling the time, place, path and/or pace.</p> |

