

# Learning Environment

## Is the Learning Environment Designed to Support Learning for All Students?

The classroom learning environment supports learning for all students. This includes the physical environment, the routines and procedures, classroom management practices and the development of positive relationships that support a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.

Insufficient Evidence	Not Meeting	Approaching	PROFICIENT
None, Few, or limited evidence...	Some or Limited Opportunities...	Most...	<p>All students feel safe to take risks and participate in this class. Students have opportunities and support to build productive relationships and empathy with adults and classmates.</p> <p>Students have support to speak out against wrongs done to them by peers.</p> <p>Students collaborate with each other throughout the learning process knowing that being “wrong” is expected, accepted and used as a foundation for further learning. Students are involved, invested, and engaged in learning tasks.</p> <p>Students identities are valued and validated. Students reflect on their work and can explain their choices, strengths and areas of growth.</p>

### Expert

All descriptors for Level 4 are consistently met, and at least one of the following types of evidence is demonstrated:

Students assume responsibility for routines and procedures and execute them in an orderly, efficient and self-directed manner, requiring no direction or narration from the teacher.

Students demonstrate a sense of ownership of academic expectations by holding each other accountable for meeting them.

# Clear Shared Outcomes

## Do teachers and students share ownership for the learning outcomes?

The learning outcomes are shared and understood by teachers and students. These outcomes are used as an anchor to guide the choice of instructional activities, materials, practice assignments, and assessment tasks. These outcomes are understood by students and used to prompt self-reflection and goal setting. The outcomes are aligned to discipline specific and course specific standards.

Insufficient Evidence	Not Meeting	Approaching	PROFICIENT
None, Few, or limited evidence...	Some or Limited Opportunities...	Most students...	<p>Students respond to and build on their peers' thinking, ideas or answers.</p> <p>Students readily engage in academic work with an expectation that mistakes are an important component in the learning process.</p> <p>Students can use the standards and learning objectives to reflect on their own progress and set goals for growth</p> <p>Students can explain how the work that they are engaged in align with their learning objectives.</p> <p>Students routinely provide constructive feedback to their classmates and respond productively when a peer answers a question incorrectly or when they do not agree with the response.</p>

## Expert

All descriptors for Level 4 are consistently met.

Additional indicators:

Students synthesize diverse perspectives or points of view during the lesson.

Students independently show enthusiasm and interest in taking on advanced or more challenging content.

**Varied content, materials, and methods of instruction:** Ideas and information are explored in varied ways so that a wide range of learners can find access points to the learning. Materials are selected and available to engage and accommodate all learners.

Insufficient Evidence	Not Meeting	Approaching	PROFICIENT
None, Few, or limited evidence...	Some or Limited Opportunities...	Most students...	<p>Students use varied methods (differentiated homework, reading, activities) and supports (including technology) to advance their learning.</p> <p>Students use varied supports (including technology) to demonstrate learning</p> <p>Students have both voice and choice in what and how they learn.</p> <p>Students make intentional choices about how they demonstrate their learning</p> <p>Students use instructional materials (e.g., texts, questions, problems, exercises and assessments) that are high-quality and appropriately demanding for the grade/course and time in the school-year.</p> <p>Students have access to materials that reflect and affirm positive identity.</p>

**Complex Thinking and Transfer:** Students are coached and taught to engage in higher order thinking through instructional activities and practice tasks. Assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material.

Insufficient Evidence	Not Meeting	Approaching	PROFICIENT
None, Few, or limited evidence...	Some or Limited Opportunities...	Most students...	<p>Students are asked and ask questions that help them access and integrate knowledge to analyze, evaluate, draw conclusions and ask questions.</p> <p>Students wrestle with complex and authentic problems.</p> <p>Students integrate and apply what they have learned and are given opportunities to practice.</p>

Expert
<p>All descriptors for Level 4 are met.</p> <p>Additional Indicators:</p> <p>Students collaborate with peers and teacher to create and explore new applications for the concepts or content.</p> <p>Students demonstrate that they make connections between what they are learning and how it advances their personal and professional goals.</p> <p>Students monitor their own progress, identify their own errors and seek additional opportunities for practice.</p> <p>Students have voice and choice in what they learn and may co-construct learning goals with teachers.</p>

**Practice and Feedback:** Students are given opportunities to practice what they are learning and given timely feedback based on their current performance in relation to the desired outcomes.

Insufficient Evidence	Not Meeting	Approaching	PROFICIENT
None, Few, or limited evidence...	Some or Limited Opportunities...	Most students...	<p>Students practice and receive feedback as a component of the learning activities ○</p> <p>Students are taught how to interpret and use feedback in their learning</p> <p>Students revise essential pieces of work (as time and resources allow) to demonstrate growth and proficiency</p> <p>Questions, tasks or assessments yield data that allow the teacher to assess students' progress toward learning goals and help pinpoint where understanding breaks down.</p>

**Expert**

All descriptors for level 4 are met.