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| ***Be Demanding***  **Teaching Touchstones Inventory: The 12 Step Process Every Day** | | | | | |
|  | **What it looks like** | **Standard or Outcome** | **Setting** | **Tool or Resource** | **Example, Action, or Reflection** |
| * **I use standards to guide every learning opportunity** | Unpack standards—what do students need to know, do, and identify big ideas. Not one size fits all, but a platform for creative lesson planning and self-directed learning. |  |  |  |  |
| * **I ensure students set personal learning objectives for each lesson** | Help students challenge themselves in short and long term goals. Achievable, bite-sized chunks, guided by learning objectives. |  |  |  |  |
| * **I peel back the curtain and make my performance expectations clear** | Use performance rubrics to guide improvement and shift the role of librarian to coach, guiding them to accomplish learning goals. |  |  |  |  |
| * **I measure understanding against high expectations.** | Course grades or assessment reflect actual academic performance, through use of appropriate assessment to encourage critical thinking; challenge students to meet high expectations. |  |  |  |  |

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| ***Be Supportive*** | | | | | |
|  | **What it looks like** | **Standard or Outcome** | **Setting** | **Tool or Resource** | **Example, Action, or Reflection** |
| * **I engage student interest with every instruction** | Hook student interest from the beginning, use variety motivational techniques or provide choices. |  |  |  |  |
| * **I interact meaningfully with every student** | Interact with students, recognizing individual learners and how their subject area interests are worthy of lifelong pursuit. |  |  |  |  |
| * **I use feedback to encourage effort** | Provide growth-oriented feedback frequently and in a timely manner that links to learning objectives, helping students see how their efforts are key to success. Opportunities for self and peer assessment. Feedback is actionable and tailored to individual student needs. |  |  |  |  |
| * **I create an oasis of safety and respect in the classroom** | Establish clear rules for behavior and consequences, ensuring all students feel safe to learn and contribute to classroom discussions. Display “withitness” by responding to concerns as they arise. Enlist students in creating a positive environment by calling out positive behaviors. |  |  |  |  |

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| ***Be Intentional*** | | | | | |
|  | **What it looks like** | **Standard or Outcome** | **Setting** | **Tool or Resource** | **Example, Action, or Reflection** |
| * **I make the most of every minute.** | Plan lessons to ensure “bell-to-bell” learning for students. Routines for classroom logistics, minimized interruptions, and fulfilling activities for each instructional session. |  |  |  |  |
| * **I help students develop deep knowledge** | Introduce new knowledge by helping students connect to prior knowledge. Assemble disparate bits of information into meaningful patterns, focusing on deep knowledge. |  |  |  |  |
| * **I coach students to mastery.** | Use frequent checks for understanding to know which concepts or skills students are struggling to develop to mastery. Provide opportunities for hands-on practice, application, and synthesis. |  |  |  |  |
| * **I help students do something with their learning.** | Structured classroom discussions and writing assignments, use project-based learning and complex or heuristic problem-solving assignments to integrate and apply new knowledge in novel or authentic situations to build on content knowledge. |  |  |  |  |