

## **The checklist of expectations**

### **Early objective – Promote a sense of community**

- ▶ Building relationships with and among students.
- ▶ Know your students abilities and personalities.
- ▶ Have students self-evaluate in various areas, chart their self scores. Discuss and chart and revisit during the year to chart growth!
- ▶ Know your students' disabilities

### **Classroom Walls**

- ▶ Display of student work prominently!
- ▶ Works should include samples that indicate varying levels of success.
- ▶ You can display work without grades
- ▶ Students' interests, profile, statements, biographies, likes/dislikes, photographs, self-portraits, "Wanted posters"
- ▶ Multiplication chart
- ▶ Weekly vocabulary list
- ▶

### **Classroom Environment**

- ▶ Your classroom should look inviting
- ▶ Use your classroom space effectively
- ▶ Desk and chairs should be movable and reconfigured to suit the objectives of a specific lesson.
- ▶ Students should be afforded the opportunity to work individually, in pairs, in small group and as a whole.
- ▶ All students should be able to move freely around the classroom.
- ▶

### **Focus on Skills!**

- ▶ Teach your students skills that will last them a life time!
  - Setting Goals
  - Taking Notes
  - Study Skills
  - Debating(listening & speaking)
  - Topic Outlining(linear & web)
  - Writing(persuasive, letter, analytical)
  - Monetary concept skills(what are bank accounts, what is interest, multiplier effect? How does money work?)
  - Vocabulary(finding the right word)
  - Perception(how do other people see you?)
  - Organization/time management

## Instructional Practices

- ▶ Identify strategies that would yield high results.
- ▶ Select strategies based on research that indicated they have been successful in schools with similar demographics and achievement data.
  - (Early Years Education - Curricular and instructional influences on early literacy attainment: evidence from Beijing, Hong Kong and Singapore)
- ▶ Set clear goals, clear directions, give lots of support.
- ▶ Collaborate with your colleagues.
- ▶ Find the essentials in the curriculum and focus on it!
- ▶ Be creative in your teaching!
- ▶ Adopt a strategy which you believe is good for your students!
- ▶

## Are you applying UDL principles to your instruction?

- ▶ Books on tape can be given to or recorded for students who are dyslexic.
- ▶ Text to speech software
- ▶ Films, documentaries, and educational television programs with closed caption.
- ▶ Information can be accessed through books, documents, the internet or interviews.
- ▶ Choices of class project may include a presentation or a written paper.
- ▶ Culminating work can be reflected in a portfolio or through taking a test.
- ▶ Format of tests can be short written response, multiple choice, creative application, problem solving, use of illustrations and labeling.
- ▶ Clear instructions should be provided for all tasks
- ▶ Instruction given in writing can be repeated orally.
- ▶ Expected outcomes need to be clearly stated(e.g through the use of rubrics)
- ▶ Multiple accessible methods(e.g collaborative learning, hands on activities)
- ▶ Teacher and peer support should be made available
- ▶ Have available digital and hard copies
- ▶ Large print for students with visual impairments
- ▶ Accommodations for skill building with partnership with parents, another teacher etc..
- ▶ Word processor for exams
- ▶ Classroom should be configured to allow mobility for students with wheelchair.
- ▶ Texts can be provided in digital or auditory format
- ▶ Seating arrangements should be flexible according to type of instruction(.e. semicircle, circle, rows, horseshoe etc..
- ▶ Learning can occur as a whole class, in groups, in pairs, and one-on-one with the teacher.
- ▶ Everyone know everyone else's name
- ▶ The skills and talents of every student are recognized
- ▶ Discussion is deliberately fostered among students.
- ▶ The teacher models the creation of a welcoming and inclusive environment with respect for diversity.
- ▶ Diversity is supported by statements in your lesson plans.
- ▶ Specific feedback to individual students is ongoing.
- ▶ High expectations are conveyed (absences or inconsistent test scores).