



My Evergreen Classroom

Teachers clearly articulate to students the lesson's learning goal and design instruction to include examples of quality, modeling and guided practice, before moving to expectations of independence. Direct instruction is chunked, with opportunities for students to engage with the content. Teachers loop back to mitigate misconceptions and to offer additional support.

Teachers design interactive, meaningful learning experiences – informed by curricula and student voice – that make purposeful connections between students, their communities, and the world.

Teachers create and maintain organized classroom environments, so students have equitable opportunities to learn. Teachers engage students as partners to ensure that the classroom is physically, culturally, socially, emotionally, and psychologically safe.

Teachers respond to student distractions and off-task behaviour.

Teachers purposefully build relationships with their students that support effective instruction and learning. This begins when teachers articulate, model, and uphold clear and consistent expectations for academic achievement and learning behaviours. As a result, all students learn that they can learn.

Teachers thoroughly understand curricular content, processes, and essential outcomes and the diverse needs of their students. They use this understanding to differentiate instruction and assessment, make adaptations and identify cross-curricular competencies.

Teachers articulate and reveal their thinking processes (metacognition) as they model for students, so that students can learn and reflect.

Teachers plan for effective assessment based on evidence collected from multiple sources over time (conversations, observations, products) that improves student achievement and informs instruction and summative decision-making. Teachers engage students by involving them in co-constructing criteria, self and peer assessment, and goal setting. Teachers provide specific, descriptive, and timely feedback to students to feed the learning forward.