

## Customized Classroom Facilitator Continuum

*2013 Mt. Ararat Middle School*

<b>Culture</b>	<b>Philosophy</b>	<b>Growth Mindset</b>	I understand the difference between growth mindset and fixed mindset	I am skilled at modeling a growth mindset	I understand how different practices and methods support developing a growth mindset	I am skilled at using different practices and methods to support a growth mindset	
		<b>Reflective Learners</b>	I understand what it means to be a reflective learner	I am skilled at modeling how to be a reflective learner	I understand how to support and facilitate reflective practices in my classroom	I am skilled at incorporating and facilitating reflective practices into my classroom	I can find new and innovative ways to include reflective practices in my classroom
		<b>Celebrations of Learning</b>	I understand the importance of celebrations of learning	I know different methods for including celebrations of learning into my classroom and team culture	I am skilled at incorporating celebrations of learning into my classroom and team culture	I am skilled at supporting students to recognize and celebrate learning with my classroom and team	
		<b>Student Voice</b>	I understand the importance of including and honoring student voice in the crafting and maintaining of the classroom culture	I am skilled at giving students an active role in the crafting and maintaining of the classroom culture			
		<b>Motivation</b>	I understand that intrinsic, and not extrinsic, motivation is preferred for complex, cognitive tasks.	I understand that intrinsic motivation is supported through autonomy, mastery and purpose.	I am skilled at creating learning opportunities that have autonomy, mastery and purpose.	I can help others create learning opportunities that have autonomy, mastery and purpose.	I am skilled at find new and innovative ways to motivate my students.
		<b>Welcoming Error</b>	I understand that errors in thinking are common to learning	I am skilled at supporting students in working through errors in thinking and recognizing that it is common to learning			
		<b>Goal Setting</b>	I understand how goal setting supports student growth and engagement	I understand the characteristics of short and long term goals	I am skilled at setting long and short term goal with students	I am skilled at supporting students in modifying short and long term goals	
		<b>Relationship Focused</b>	I understand the importance of building positive relationships with classroom stakeholders (parents, students, ed techs, teachers, support)	I am skilled at building and maintaining positive relationships with students in my classroom	I am skilled at facilitating opportunities for students to build and manage positive relationships within and across the team		
	<b>Tools</b>	<b>Code of Conduct; Parking Lot; Shared Vision; PDCA; Flow Charts; SOP; Others</b>	I understand how various tools support the classroom culture	I am skilled at using various tools to support my classroom culture	I am skilled at modifying the tools as needed to support my classroom culture	I am skilled at innovating tools, and ways to use them, to support my classroom culture	

<b>Curriculum</b>	<b>Philosophy</b>	<b>Transparency</b>	I understand how a continuum of learning makes student expectations transparent	I am skilled at using a continuum of learning to support student learning			
		<b>HOWLS</b>	I understand what the Habits of Work and Learning targets are	I am skilled at planning explicit instruction of HOWLS	I am skilled at incorporating explicit instruction of HOWLS into instruction in my content area or integrated unit	I am skilled at giving effective feedback on HOWLS	
		<b>Complex Reasoning</b>	I understand what the levels of complex reasoning are	I am skilled at planning explicit instruction of reasoning processes	I am skilled at incorporating explicit instruction of reasoning processes into instruction in my content area or integrated unit	I am skilled at giving effective feedback on reasoning processes	
	<b>Tools</b>	<b>Learning Continuua Reasoning Continuua</b>	I understand how various tools support the curriculum	I am skilled at using various tools to support the curriculum	I am skilled at modifying the tools as needed to support my curriculum	I am skilled at innovating tools, and ways to use them, to support my curriculum	
<b>Assessment</b>	<b>Philosophy</b>	<b>Tied to Reasoning Levels</b>	I understand the four reasoning levels laid out in the Marzano New Taxonomy	I am skilled at using reasoning levels to build scoring scales for individual targets	I am skilled at designing assessments for learning targets at appropriate reasoning levels	I am skilled at supporting students in designing assessments for learning targets at appropriate reasoning levels that meet and exceed target expectations	
		<b>Feedback</b>	I understand the characteristics of effective feedback	I am skilled at giving effective feedback to students	I am skilled at supporting students in giving effective peer to peer feedback		
		<b>Body of Evidence</b>	I understand how a preponderance of evidence supports judgements on learning targets	I am skilled at collecting and organizing evidence related to individual targets	I am skilled at making a summative judgement of progress toward a target based on a preponderance of evidence		
	<b>Tools</b>	<b>Scoring Scales Capacity Matrices</b>	I understand how various tools support assessment	I am skilled at using various tools to support assessment	I am skilled at modifying the tools as needed to support assessment	I am skilled at innovating tools, and ways to use them, to support assessment	

<b>Facilitation / Instruction</b>	<b>Philosophy</b>	<b>Student Choice</b>	I understand why it is important to include options for student choice in instruction	I understand where in the learning process it is appropriate and possible to include choice	I am skilled at incorporating choice into my instruction		
		<b>Applied Learning</b>	I understand why an application of learning is important	I am skilled at designing an application of learning within my content area	I am skilled at designing an application of learning that incorporates two or more content areas	I am skilled at supporting students in designing applications of learning that address learning targets	
		<b>Physical Space</b>	I understand how arrangement of my classroom space supports learning	I understand different ways to arrange my classroom to support the customized philosophy	I am skilled at arranging my classroom to support the customized philosophy		
		<b>Input-Process-Output</b>	I understand the stages of the learning process	I understand how different practices and strategies support the different stages of the learning process	I am skilled at planning and incorporating effective practices and strategies in the different stages of the learning process		
		<b>Readiness Levels</b>	I understand what a readiness level is	I am skilled at determining a student's readiness level	I am skilled at designing instruction to meet students at their readiness level	I am skilled at managing instruction for students at different readiness levels within my class	
		<b>Workshop Model</b>	I understand the overall structure of the workshop model	I am skilled at planning and implementing mini lessons within the workshop model	I am skilled at planning and implementing small group instruction within the workshop model	I am skilled at conferencing with students within the workshop model	
	<b>Tools</b>	<b>PUP; Art and Science Framework; Mini Lesson Template</b>	I understand how various tools support assessment	I am skilled at using various tools to support assessment	I am skilled at modifying the tools as needed to support assessment	I am skilled at innovating tools, and ways to use them, to support assessment	