

Design Question: What will I do to establish and maintain classroom rules and procedures?

Element 4: What do I typically do to establish and maintain classroom rules and procedures?

Strategies

Using a small set of rules and procedures

The teacher maintains rules and procedures by limiting these to only five to eight per class. The teacher can construct these rules and procedures around any of the following areas:

- General classroom behavior
- Beginning and ending the period or school day
- Transitions and potential interruptions
- Group work
- Seat work and teacher-led activities
- Use of common materials, supplies, and equipment

Explaining rules and procedures to students

At the beginning of the school year or term, the teacher discusses the need for rules and procedures with students, presents a set of teacher-designed rules, and explains the logic behind the presented rules. The teacher and students might make rules more explicit by creating procedures (how-to steps) for them.

Modifying rules and procedures with students

The teacher invites students to modify existing rules and procedures by suggesting changes. In small groups, students create a list of modified rules. The teacher lists the groups' suggestions on the board and leads the class in a discussion of them. Finally, students vote on each suggestion. Those that gain consensus are then applied to the original set of rules and procedures.

Generating rules and procedures with students

After a whole-class discussion about the need for rules and procedures, the teacher asks students to form small groups and create initial lists of suggestions for rules (the teacher might display class rules from previous years to facilitate the process). The teacher then aggregates the lists into one set of rules, which the class discusses. Then they vote on each rule. The teacher adds the rules that obtain a consensus to the class's final list of rules. In a subsequent discussion, students might design procedures for rules that need further clarification.

Language of responsibility and statements of school beliefs

The teacher leads a discussion about concepts like *freedom, equality, responsibility, threats, opinions, and rights*. Students can then create written statements of their beliefs about their rights and responsibilities at school. The class might also discuss real-life situations that require rules and procedures.

Posting rules around the room

The teacher posts rules near relevant locations. For example, he or she might post group-work rules and procedures near group-work spaces, rules for leaving the classroom by the door, and rules for the use of equipment and supplies near storage areas.

Class pledge or classroom constitution

Students write a class pledge or constitution based on the classroom rules and procedures. This document describes what the ideal classroom looks like and what behaviors are necessary to achieve that ideal. All students sign the final copy, and the teacher displays it in the classroom.

Posters and graphics

Students create posters and graphics that emphasize the importance of specific rules and procedures or specific character traits important to proper classroom functioning (integrity, emotional control, and so on).

Gestures and symbols

The teacher and students collaborate to establish gestures or symbols that communicate basic messages in the classroom. For example, a raised hand might indicate a need for quiet or attention, turning the lights off and on could signal that group work has become too noisy, a raised book or pencil could show that a student needs help from the teacher, and words or phrases such as *groups* might be used to send students to preassigned work areas or groups.

Vignettes and role-playing

Students write vignettes or role-play situations in which the classroom rules apply. Students should model what appropriate behavior looks and sounds like.

Reviewing rules and procedures with students

If students seem to systematically violate or ignore rules and procedures, the teacher calls the lapse to students' attention and asks for suggestions about how to get behavior back on track. Students might work with the teacher to design a procedure to make a rule more explicit, suspend a rule for a period of time, or drop a rule entirely.

Classroom meetings

Teachers and students designate time to discuss classroom issues. Classroom meetings should be governed by a set of guidelines. For example:

- Classroom meetings will be held for ten minutes at the end of class every other Friday.
- Students and the teacher will sit so that everyone can see everyone else's face.
- Students and the teacher will avoid using people's names to emphasize a focus on issues.

Issues for discussion might be raised verbally or submitted ahead of time using a suggestion box.

Organizing and Managing the Classroom

Accomplished teachers establish procedures and expectations with their classes at the beginning of the school year. Teachers reflect on these procedures throughout the year to maintain efficient classrooms, adapting them as appropriate to meet the needs of individual students and classroom communities. They design activities to help students know and respect each other and build productive environments. They know that modeling respectful behavior encourages students to exhibit positive behavior toward their peers as they provide constructive feedback. When students understand that it is important to respect themselves and others, they are better able to take personal responsibility, consider other perspectives, disagree appropriately, and advocate for themselves.

To support the development of respectful and productive educational environments, accomplished teachers use class discussions and student feedback to include students in the development of mutually determined routines and expectations. Teachers facilitate student-centered discussions to establish norms for decision making in the classroom. Students then help define the rules they live by, to create communities for which they feel responsible. Accomplished teachers know that students' input encourages positive interactions, nurtures constructive peer relationships, and facilitates individual and collective problem solving.

Accomplished teachers recognize that a willingness to accept input from students regarding procedures is essential. For example, a student might propose an efficient way to move from one activity to another that minimizes the time spent transitioning; an accomplished teacher might then incorporate this improvement in class procedures and review it later with students to see if it is working. Throughout the school year, teachers monitor the procedures established for their classes and assess their effectiveness in supporting learning activities and the development of their students' concepts and skills.

Accomplished teachers optimize the use of classroom space and plan all aspects of classroom design to maximize learning. The physical setting, including the placement of furniture, equipment, and materials, can facilitate the learning process by stimulating student engagement and motivation while supporting a harmonious class dynamic. Teachers are aware, for example, that exhibits of student work, arrangements of works of art, as well as color and lighting, can contribute to a positive classroom climate while creating a sense of belonging and ownership in the class. They also know that they can plan the flow of student traffic to promote function, safety, and responsibility. They may therefore consider the best way of organizing supplies so that all students can readily access and return them without delay or disturbance.

Lesson Segments Involving Routine Events

Design Question: What will I do to establish and communicate learning goals, track student progress, and celebrate success?

Element 1: What do I typically do to provide clear learning goals and scales (rubrics)?

Strategies

Clearly articulating learning goals, being careful not to confuse them with activities or assignments

The teacher clarifies learning goals that state what students will know or be able to do at the end of a lesson, unit, or semester. Activities and assignments are the tasks that the teacher asks students to do in order to achieve the learning goals. The teacher translates general statements from standards documents into the following learning goal formats:

Declarative knowledge: Students will understand _____.

Procedural knowledge: Students will be able to _____.

Once the teacher is familiar with the distinction between declarative and procedural knowledge, more flexible language and phrasing can be used to write learning goals, such as the following: students will be able to describe and exemplify the relationship between color and the intensity of light.

Creating scales or rubrics for learning goals

The teacher creates a scale for each target learning goal. This is done by articulating a simpler learning goal and a more complex learning goal (relative to the target learning goal) and putting the three statements into a scale such as the following (see table C.1).

Table C.1: Five-Value Scale

Score 4.0	More complex learning goal For example: Students will be able to compare and contrast the process of mitosis with other cell division processes, such as meiosis.
Score 3.0	Target learning goal For example: Students will be able to create a diagram showing the process of mitosis.
Score 2.0	Simpler learning goal For example: Students will be able to identify accurate statements about the process of mitosis.
Score 1.0	With help, partial success at score 2.0 content and score 3.0 content
Score 0.0	Even with help, no success

Note that the statements for scores 1.0 and 0.0 do not change from scale to scale.

Student-friendly scales

The teacher asks students to translate scales into student-friendly language. After the teacher explains the target, simpler, and more complex learning goals to students, students work in small groups to create their own wording for the 2.0, 3.0, and 4.0 content statements. The teacher then compiles the students' suggestions, presents the rewritten scale to students for feedback and comments, and revises as necessary.

Individual student learning goals

The teacher asks students to identify a personal learning goal that interests them and that relates to the teacher-identified learning goals. Students state their personal learning goals using the following formats:

When this unit is completed, I will better understand _____.

When this unit is completed, I will be able to _____.

Students can use the following scale to track their progress on individual learning goals (see table C.2).

Table C.2: Student Self-Assessment Scale for Individual Learning Goals

4 = I did even better than the goal I set.
3 = I accomplished my goal.
2 = I didn't accomplish everything I wanted to, but I learned quite a bit.
1 = I tried, but I didn't really learn much.
0 = I didn't really try to accomplish my goal.

Technology Links

- Throughout a presentation, include slides that restate the learning goal.
- When using learner response systems, include questions that ask students how well they think they are achieving the learning goal.
- When students are working on the Internet, remind them to consider whether a website will help them achieve the learning goal.
- Encourage students to explore websites related to the learning goal to help them identify personal learning goals.

Using Assessment to Inform Instruction

Data and related information generated from formal and informal assessments represent an integral component of instructional decision making. Accomplished teachers use information from a variety of pre-assessments, as well as formative and summative assessments, to monitor students' learning and guide planning and instruction. They use assessments to analyze students' readiness, evaluate students' performances, interpret students' understandings, determine students' progress, and inform their professional practice in general. Knowing that each assessment provides different kinds of information about students, accomplished teachers carefully match the type of assessment to the knowledge and skills being assessed and to the purpose of the assessment, bearing in mind the abilities and developmental needs of their students.

Accomplished teachers analyze the assessment data they collect based on the instructional needs of their students and classes. They study assessment results and related data independently and collaboratively within and across grade levels, with students, teaching colleagues, team leaders, school administrators, and, where appropriate, with family members. This layered analysis helps teachers identify issues for individuals and groups of students to recognize trends in the data and support the educational choices they make in the classroom. They also may use assessment results to identify students with previously unrecognized learning or language problems or students with a high aptitude for learning while simultaneously monitoring the progress of all students. They develop instructional plans to improve student learning and modify those plans as needed. Accomplished teachers know the benefits and limitations of different methods of assessment and can justify the assessments and assessment procedures they select for their classes, including those employed for students with exceptional needs.

Accomplished teachers recognize the important role of formative assessment in their daily instruction, carefully monitoring students' progress and modifying instruction as needed. For example, a teacher may pre-assess students' knowledge and skills at the beginning of a unit of study or instructional period when making instructional decisions appropriate for the class. Observation of students as they engage in the learning process constitutes another critical opportunity for formative assessment. Accomplished teachers use observation to determine students' involvement in lessons, the level of success they attain, and whether an intervention should be employed to address misconceptions or lack of prerequisite skills. Classroom conversations and interviews in which individual students or groups of students discuss their thinking also offer valuable forms of formative assessment. Accomplished teachers recognize that formal and informal conversations with families are significant components of the assessment process, while routine classroom activities such as homework, student notebooks and journals, quizzes, portfolios, projects, and digitally-created artifacts provide other options for assessing students' understanding, expressiveness, and progress in relation to learning behaviors and curricular expectations.

Mini-Lesson

Lesson Segments Addressing Content

Elements of lesson segments addressing content are organized into three design questions: (1) What will I do to help students effectively interact with new knowledge?, (2) What will I do to help students practice and deepen their understanding of new knowledge?, and (3) What will I do to help students generate and test hypotheses about new knowledge?

What Will I Do to Help Students Effectively Interact With New Knowledge?

Specific elements associated with this design question include:

- Identifying critical information (for example, the teacher provides cues as to which information is important)
- Organizing students to interact with new knowledge (for example, the teacher organizes students into pairs or triads to discuss small chunks of content)
- Previewing new content (for example, the teacher uses strategies such as K-W-L, advance organizers, and preview questions)
- Chunking content into digestible bites (for example, the teacher presents content in small portions tailored to students' level of understanding)
- Processing new information (for example, after each chunk of information, the teacher asks students to summarize and clarify what they have experienced)
- Elaborating on new information (for example, the teacher asks questions that require students to make and defend inferences)
- Recording and representing knowledge (for example, the teacher asks students to summarize, take notes, or use nonlinguistic representations)
- Reflecting on learning (for example, the teacher asks students to reflect on what they understand or what they are still confused about)

As these elements illustrate, lessons devoted to introducing new content employ a direct instruction approach and take quite a bit of preparation. The teacher must organize the content into small, digestible bites. The less students know about the content, the smaller the bites. These are the focus of the lesson. Additionally, the teacher must identify previewing activities, activities to facilitate student interaction after each bite, activities that help students elaborate on what they have learned, activities that facilitate student representation of what they have learned, and activities that allow students to reflect on what they have learned. Finally, throughout the entire process, the teacher points out the most

important information. To illustrate how these elements might manifest in the classroom, consider the following vignettes at the elementary, middle, and high school levels.

Mr. Delaney's fifth-grade class is learning about colonial America, specifically about the everyday life of settlers like those in Jamestown. To preview the concept of everyday life in the American colonies, he asks students what they can remember or think they already know about life during colonial times. As students respond, he lists their answers on the board. Then he organizes the students into groups of four and shows a video clip about life in colonial America. After about three minutes, he stops the clip and asks one student in each group to explain what he or she has learned so far to the other members of the group. The other members of the group then ask questions; any questions the group cannot answer are shared with the class, and Mr. Delaney answers them. Then Mr. Delaney plays another two minutes of the video and asks students to repeat the process, with a different group member explaining what has been learned so far.

Mr. Delaney continues to play short chunks of the video until all group members have had a turn summarizing their learning. He then asks questions that were not explicitly addressed in the video, and when students volunteer answers, he asks them to explain how they came to their answers. Finally, Mr. Delaney asks each group to write a short paragraph about what they learned from the video and their discussions and to create a graphic representation of the information from the video. Before students leave, they answer the following two questions in their academic notebooks: (1) What did I learn today? and (2) What am I still confused about?

Accomplished teachers are adept at using responsive instruction to address the diverse needs of students in their classrooms. They make purposeful efforts to become acquainted with students and their families. These teachers also share their own interests and motivations, modeling active involvement in learning while building trust and personal connections with their students. Attuned to each student's uniqueness, teachers design activities with careful consideration of students' strengths, interests, and individual learning preferences to support the learning needs of all students. (See [Standard I—Knowledge of Students](#).)

Accomplished teachers make learning interactive, challenging, and enjoyable by providing the accommodations and support systems that students need to be successful. They adapt their lessons to address unforeseen developments or to pursue the enriching, rewarding paths opened by class discussion. They vary their instructional approach based on students' dialogue, performances, or understandings and misconceptions; they adjust the pace, structure, and focus of instruction according to the needs of students. For example, an accomplished teacher may determine that a question posed by a student about a subject being discussed, while not directly related to the discussion, could present an opportunity to expand the topic in a meaningful way; that teacher may allow the discussion to shift in this new, unanticipated direction. An accomplished teacher purposefully incorporates learning activities that allow students to move around when they have been sitting for a lengthy period of time. The flexibility generated by varied approaches creates a classroom climate that empowers students to think about how they learn and what they can do to improve how they synthesize the knowledge that they gain. These experiences also help students take ownership of their learning and become independent thinkers who know what they must do to grow and thrive.

Accomplished teachers provide students with opportunities to confront and solve challenging instructional tasks. They foster problem solving, creative thinking, and open-mindedness to help students understand that finding the answer to a problem, correct or otherwise, is not always as important as the process of reaching the solution. These experiences stimulate thinking by requiring students to extend and expand their knowledge and reasoning.

Accomplished teachers make instructional decisions based on their assessment of the social, physical, emotional, and intellectual needs of their students. They gain knowledge and understanding of their students that informs the content they teach and the pedagogical approaches they use to motivate students. Teachers employ various approaches to topics, themes, concepts, and skills to change the pace of instruction and modify it in response to students' needs and performances. They continuously adjust their instruction to expand opportunities for students and establish learning that nurtures and supports students' individual strengths. By respecting the uniqueness of their students and establishing high expectations, accomplished teachers increase the engagement of all students in the learning process.

Independent Practice

Element 12: What do I typically do to help students record and represent knowledge?

Strategies

Informal outline

Students use indentation to indicate the relative importance of ideas. They justify big ideas at the left of the paper, and indent and list details under the big idea to which they pertain. The following example shows an informal outline for information about different types of memory (see fig. C.3).

Working Memory
<ul style="list-style-type: none">• What we are paying attention to right now• May or may not be remembered later• Can only handle a small amount of information at a time
Short-Term Memory
<ul style="list-style-type: none">• Where we hold recent events and relatively new information• Larger storage space than the working memory• Not everything in the short-term memory will be permanently retained
Long-Term Memory
<ul style="list-style-type: none">• The largest part of the memory• Where all of our childhood memories are stored• Information in the long-term memory is always remembered

Figure C.3: Informal outline

Combination notes, pictures, and summary

Students record written notes about the content in the left-hand column of a chart, pictographs or pictorial representations of the content in the right-hand column, and a summary of the content in the lower section of the chart (see fig. C.4).

Notes	Pictures
	:
Summary:	

Figure C.4: Combination notes, pictures, and summary.

Element 19: What do I typically do to help students practice skills, strategies, and processes?

Strategies

Close monitoring

When students are learning a new skill, the teacher provides a highly structured environment and monitors student actions very closely to correct early errors or misunderstandings. As students become more adept with a skill, strategy, or process, the teacher encourages them to monitor their own progress and evaluate their own performances.

Frequent structured practice

When students are learning a new skill or process, the teacher first provides a clear demonstration of the skill or process. After this demonstration, students should have frequent opportunities to practice discrete elements of the skill or process and the process as a whole in situations where they have a high probability of success. Students should experience success multiple times before moving away from this type of practice.

Varied practice

Once students have engaged in frequent structured practice, they begin practicing a skill or process in more challenging situations. Students should still experience success, but they might be required to work a bit harder than was necessary during frequent structured practice. During this type of practice, the teacher should encourage students to monitor their progress with the skill or process and to identify their strengths or weaknesses.

Fluency practice

Once students are comfortable with a skill or process and have experienced success with it in a wide range of situations, they engage in independent practice whereby they focus on performing the skill or process skillfully, accurately, quickly, and automatically. The teacher assigns this type of practice with a skill or process as homework. Students keep self-monitoring charts to track their progress and improvement over time.

Worked examples

While students are practicing skills and processes, the teacher provides them with problems or examples that have already been worked out so they receive a clear image of the correct procedure.

Practice sessions prior to testing

The teacher sets up a practice schedule to ensure that students each have a chance to review and practice skills and processes before they are tested or retested on them.

Technology Links

- Search the Internet for example problems or situations at varying levels of difficulty for student practice.

Graphic organizers

Students record their knowledge using nonlinguistic organizers that correspond to specific patterns commonly found in information. These nonlinguistic representations can be combined with other note-taking strategies (like combination notes, pictures, and summary). Figure C.5 shows several common graphic organizers.

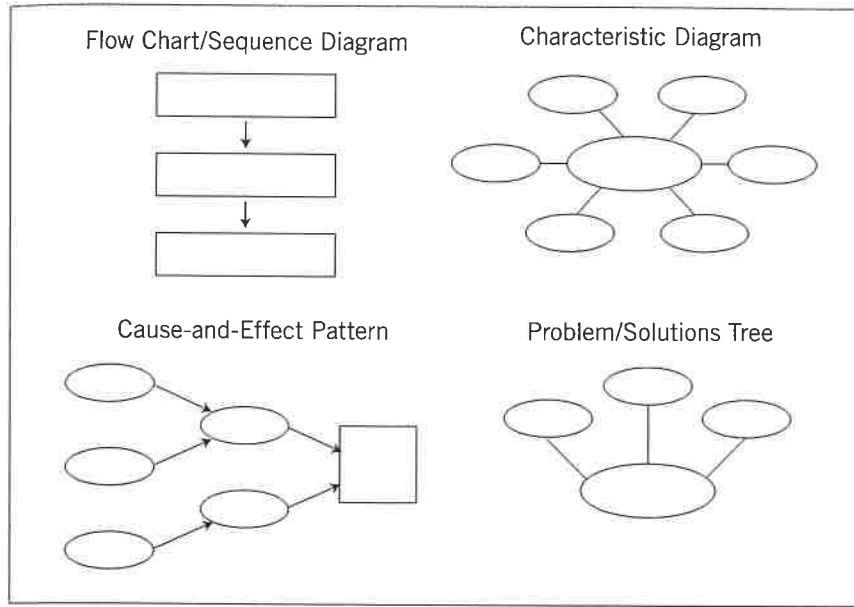


Figure C.5: Graphic organizers.

Free-flowing web

Students place big ideas in central circles and then use lines to connect big ideas to smaller circles with important details about each big idea. The following example shows a free-flowing web for the topic of pollution (see fig. C.6).

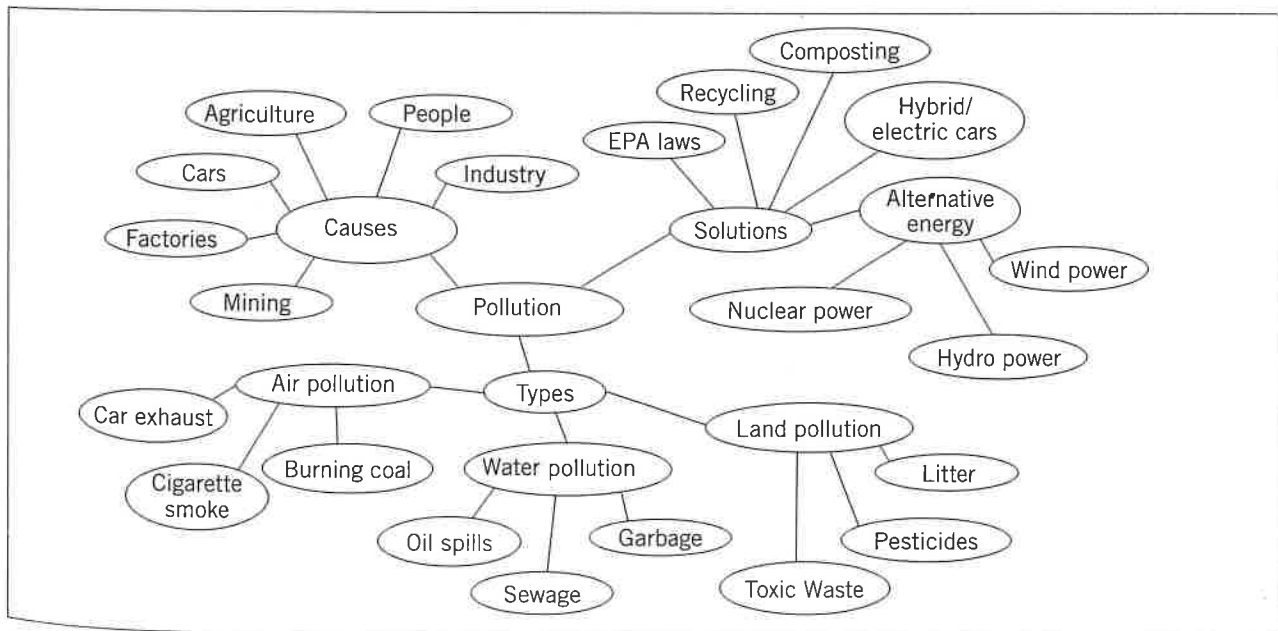


Figure C.6: Free-flowing web on pollution.

Design Question: What will I do to help students practice and deepen their understanding of new knowledge?

Element 14: What do I typically do to review content?

Strategies

Cloze activities

The teacher presents previously learned information to students with pieces missing and asks them to fill in the missing pieces.

Summaries

The teacher prepares a summary and asks students to review it or asks students to write quick summaries of previously learned information. These summaries can be short, and a discussion of what each student remembered or thought important from their previous learning might follow.

Presented problems

The teacher presents students with a problem that requires them to use previously learned information in order to solve it.

Demonstration

The teacher asks students to demonstrate a skill or procedure that requires them to use previously learned information to complete.

Brief practice test or exercise

The teacher asks students to complete an exercise that prompts them to remember and apply previously learned information.

Questioning

The teacher asks questions that require students to recall, recognize, or apply previously learned information. These questions might also ask students to make inferences or decisions based on the previously learned information.

Technology Links

- Post key slides from presentations on a class website, or display them in class to guide students' review.
- Ask students to record audio or video of their thoughts about new content. Post these recordings to a class website, blog, or wiki so students can watch or listen to them to review the content.
- Send students review questions by text message or post them to a class website. Websites such as <http://swaggle.mobi> and www.wetext.com allow text messages to be sent to a specific list of phones. These sites can also collect responses sent from students' phones so they can be used for review in class.

Knowledge comparison

Students compare their current levels of knowledge on a topic, or levels of competence with a procedure, to their previous levels of knowledge or competence. Students can use diagrams or flowcharts to show the progression of their knowledge gain.

Two-column notes

Students use two-column notes as an extended reflection activity at the end of a lesson. In the left-hand column, students record facts or other information that they found interesting from the lesson. In the right-hand column, they record their reactions, questions, and extended ideas related to the facts or information in the left-hand column.

Element 13: What do I typically do to help students reflect on their learning?

Strategies

Reflective journals

Students use a portion of their academic notebooks to respond to reflection questions such as the following:

- What predictions did you make about today's lesson that were correct? Which predictions were incorrect?
- What information in today's lesson was easy for you to understand? What information was difficult?
- How well do you understand the major ideas we are studying?
- What did you do well today?
- What could you have done better today?

Think logs

Students reflect on specific cognitive skills (for example, classification, drawing inferences, decision making, creative thinking, and self-regulation) that were emphasized during a lesson. Students can respond to prompts such as the following:

- How might you explain classification to a friend?
- Describe an inference you drew today.
- With what aspects of the decision-making process are you most comfortable? With what aspects are you least comfortable?
- What might be the components of a self-regulation plan for your own learning?

Exit slips

At the end of a lesson, students respond to specific reflective questions before they leave the room. Examples of questions students might respond to include the following:

- What do you consider the main ideas of today's lesson?
- What do you feel most and least sure about?
- Do you have specific questions about today's lesson?
- With which aspects of today's classwork were you successful?

Celebrating Success

Once a strong system for tracking student progress is in place, teachers and students have a great deal of rich information with which to celebrate success. In the classroom, celebrations should focus on student proficiency and growth. These celebrations should be authentic, but the teacher should be mindful of recognizing all students throughout the learning process. Too often, classroom “superstars” get recognized, and many students don’t get the encouragement they need to persist through difficult work.

Score Description

4: Innovating I engage in all behaviors at the Applying level In addition, I identify those students who do not exhibit a sense of pride in their accomplishments and design alternate activities and strategies to meet their specific needs

3: Applying I engage in activities to celebrate students’ success without significant errors or omissions and monitor the extent to which students have a sense of pride in their accomplishments

2: Developing I engage in activities to celebrate students’ success without significant errors or omissions

1: Beginning I engage in activities to celebrate students’ success but do so with errors or omissions, such as acknowledging students’ status but not growth and not providing continual verbal encouragement

0: Not Using I do not engage in activities to celebrate students’ success

Knowledge Gain Celebration

Celebrations of knowledge gain should focus on improvement related to the proficiency standards set for student learning. Specifically, these strategies celebrate gains in knowledge and skills. Proficiency scales provide tangible and visible measures to chart these gains, and it’s important for teachers and students to celebrate this learning. This could include moving from a level of 2.0, where support is needed (only some of the success criteria are met), to a level of 3.0, where the full range of success criteria are consistently met. Further, students can celebrate when they hit a level of 4.0, making extensions and connections beyond the current unit of study or linking the current ideas to

others in the course or even to their lives outside the classroom. Using proficiency scales to celebrate these knowledge gains provides a measurable, repeatable, and objective basis for celebration.

Verbal Feedback

Feedback, when given effectively, can have a dramatic impact on student learning. In his often-cited research compilation *Visible Learning*, John Hattie (2009) identifies feedback as a significant factor in learning, with an effect size of 0.73, well above the “hinge point” of 0.40, which is deemed as the average effect size of various education practices that impact learning (Hattie, 2009). Further, John Hattie and Helen Timperley (2007) highlight the value of feedback for student learning gains. In particular, high-information feedback provides a specific path forward toward learning goals and contains clear information about how work compares to the learning goals (or success criteria). The authors also note the importance of timing feedback with regard to where students are in the learning cycle. Verbal feedback provides the teacher with the opportunity to continually monitor student learning and continually guide with questions, suggestions, and corrections.

One benefit of monitoring student learning over time, is that it allows students to celebrate not only educational attainment but learning gains as well. Teachers can do this at the end of a lesson or unit of study, but it is often most powerful when done during learning. It is important that teachers and students recognize the value of persistence and hard work, and how those link to student success. For example, when students run into a challenge with an investigation, it is powerful for the teacher to praise students for persisting in a systematic way to move through the challenge. In her often-cited work, Carol Dweck (2016) describes how praising student effort and hard work are connected to promoting a growth mindset. In contrast, praising students as “smart” or saying that learning comes easily promotes a fixed mindset, often resulting in a lack of motivation or confidence.

When praising students for their persistence, teachers should go beyond surface-level praise. It is most beneficial when this feedback is descriptive and linked to a measurable indicator of persistence. For example, the teacher can praise the number of times a student repeats a task until reaching proficiency or naming the specific actions observed, which students can replicate in future work.

In addition to teacher feedback, it is powerful for students to reflect on their progress and recognize the gains they have made. Teachers should reinforce the need for students to continually reflect on their own learning and articulate how their current state of

proficiency matches the standard their teachers set. This metacognitive process helps make students' thinking visible to both themselves and to the teacher. Jan Chappuis (2015) encourages teachers to have students ask, "Where am I going? Where am I now? How can I close the gap?"

By providing students an opportunity to review their previous writing samples, identify growth in specific success criteria, and note where they have made significant gains, students can see their own gains in learning. Similarly, peers can provide feedback and comment on the progress they see in their peers' work, especially when peer assessment is built into the class as a regular part of instruction, assessment, and feedback.

Finally, self and peer feedback and reflection can promote social-emotional learning (SEL), as outlined in the five CASEL competencies and as described in the CASEL framework.

1. **Self-awareness:** The ability to understand one's own emotions, thoughts, and values and how they influence behavior across contexts.
2. **Self-management:** The abilities to manage one's own emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.
3. **Social awareness:** The ability to understand the perspectives of and empathize with others, including those from diverse backgrounds, cultures, and contexts.
4. **Relationship skills:** The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.
5. **Responsible decision making:** The ability to make caring and constructive choices about personal behavior and social interactions across diverse situations.

These are skills that most teachers and parents hope to develop in students and building in times for reflection and celebration promote these skills. In addition, there are clear learning gains when teachers focus effort on enhancing students' social-emotional learning competencies (Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011). In this particular study involving over 270,000 students, the authors noted an 11 percentile increase in achievement when students were engaged in a school-based social and emotional learning program (Durlak et al., 2011).

When teachers engage in curriculum design, they consider this overarching question for communicating clear goals and objectives: How will I communicate clear learning goals that help students understand the progression of knowledge I expect them to master and where they are along that progression? How will I promote opportunities for student success to be celebrated?