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| **Elements of Best Practice with definition** | **What the teacher is doing...**  | **What the students are doing....** | **Comments** |
| **Student centered**Instruction that connects in meaningful ways to students' experiences | * Provides relevant lessons to engage with the content
* Helps build off of students' natural curiosity
* Teacher prepares lessons that are meaningful to the students.
 | * Working at their own pace
* Motivating themselves
* The teacher writes questions for the students on the board to prompt investigation.
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| **Social/Collaborative**Learning that is socially constructed and interactive, which scaffolds learning. Also, the classroom is a model community, where students will be required to work together.  | * The teacher will be the facilitator.
* The teacher will prompt students to think critically and explore different questions.
* The teacher will be walking around the classroom to make sure everyone is on task and actively engaged.
* Teacher modeling
 | * Team work and cooperation
* Actively engaged in discussions with other peers
* Asking questions and exploring information to answer questions
* Exploration of in-depth inquiry
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| **Experiential/Authentic**Active learning that occurs through hands-on, concrete experiences. Students learn through *doing* a specific activity rather than *hearing about* it.  | * Helps students think deeply and discover ideas through direct/simulated immersion
* Authentic learning experiences and authentic assessments to monitor and evaluate student learning
* Letting the students choose assignments/projects
 | * *Doing*, rather than *hearing about* an activity - can be done in any content area as well as collaboratively
* Could involve simulations, role-playing important events and conflicts, political debates, etc.
* Higher order learning
* Students have different choices within the classroom.
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| **Cognitive Learning** Children develop a true understanding of concepts through higher order thinking and inquiry-based learning. | * The teacher creates activities that are developmentally appropriate and that tap into their prior knowledge.
* Teaching students about metacognition (thinking about thinking)
* Teaching the students to reflect on what they learned
* The teacher will model and facilitate activities.
* Create differentiated lessons/activities
 | * Students are engaged in developmentally appropriate activities. (The teacher will be sure the lesson is differentiated.)
* The students will develop skills of metacognition (thinking about their own thinking).
* Students will reflect on their own effort, progress, and understanding.
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