

| Prioritized Skills / CREATE Item | Key Indicators |
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| A. Positive Environment | |
| 1. Foster a caring community within the classroom where all students are respected. (TPE 2.1) | Routines for behavior intervention, conflict resolution, and/or restorative justice. Problem solving by students. |
| 2. Develop inclusive learning environments that are culturally, physically, mentally, intellectually, and emotionally healthy for all students. (TPE 2.2, 2.3) | Addressing off-task, chaotic behavior, clear expectations, collaboration, inclusive of cultural/linguistic backgrounds. |
| 3. Maintain high expectations with appropriate support for all learners. (TPE 2.5) | High expectations for behavior & academics, independence, self-regulation, scaffolding, differentiation. |
| 4. Establish and maintain positive behavior expectations and non-punitive supports. (TPE 2.6) | Students internalizing norms, procedures & routines. Effective teacher reminders. |
| 5. Facilitate student reflection, assessment, and self-assessment. (TPE 5.3) | Student self-assessment and reflection. Revisions based on feedback, students metacognitive. |
| 6. Leverage students' funds of knowledge to support learning. (TPE 1.1) | Mutual respect, artifacts and instruction reflect student interest/background, incorporate families/languages |
| B. Instructional Design & Implementation | |
| 7. Connect subject matter to real-life contexts and provide active learning experiences. (TPE 1.3) | Instruction connected to student interest, content standards, real-world application to increase motivation |
| 8. Use a variety of developmentally and ability appropriate strategies including MTSS and UDL. (TPE 1.4) | Varied instruction, strategies, resources, and materials to meet the needs of range of students. |
| 9. Employ research-based instruction that provides a supportive learning environment for all students. (TPE 1.6) | Specific strategies to meet the needs of emergent bilinguals & students with special needs. |
| C. Rigorous & Appropriate Content | |
| 10. Promote critical and creative thinking through inquiry. (TPE 1.5) | Intellectually challenging, DOK levels 2-4, complex or inquiry based problems, critical/creative thinking |
| 11. Demonstrate a knowledge of subject matter, including relevant standards and frameworks. (TPE 3.1) | Contents accurate, aligned to standards, outcomes represent "big ideas" of discipline, with specific disciplinary practices. |
| 12. Adapt subject matter curriculum to ensure content accessibility for all students. (TPE 3.5) | Activities/experiences allow equitable access, adequate practice time, meaningful student to student interactions. |
| 13. Design and implement integrated interdisciplinary learning opportunities for all students. (TPE 1.7, 3.3, 4.3) | Includes 2 disciplines plus VAPA, incorporates disciplinary practices from each. |
| D. Reflection-in-Action | |
| 14. Monitor student learning and adjust instruction in-action. (TPE 1.8) | Formative assessments throughout to monitor student learning, and adjusting instruction based on results. |