Creating a Responsive Learning Environment:
Universally Designed and Differentiated
Self-Assessment or Observation Tool

Teacher Behaviors	The teacher demonstrates proficient understanding. The behavior is frequently evident in the classroom.	The teacher demonstrates basic understanding. This behavior is occasionally evident in the classroom.	The teacher demonstrates emerging understanding. This behavior is rarely evident in the classroom.	The teacher demonstrates little or no understanding. This behavior is never evident in the classroom.
Developing Expert Learners				
Proactively develops goal-oriented and strategic students who take responsibility for their own learning.				
1. Encourages a growth mindset that positively impacts performance.				
2. Acknowledges student variance and helps all students see their own abilities and unique personality traits.				
3. Assists students in monitoring their own strengths and weaknesses as learners.				
4. Helps each student become aware of where he is, where he needs to be, and how he can get there.				
5. Models the process of setting personally appropriate goals that take into account both strengths and weaknesses				
6. Helps students identify how their personal learning goals align with the Florida Standards, the curriculum, the precise learning goals of individual lessons and the teacher's instructional plans.				
7. Helps students to maximize their strengths and minimize their limitations in schoolwork or in interactions with peers.				
8. Creates learning conditions where students have to decide which learning or assessment option to choose, which way they want to study, how to prioritize their work or how to schedule their time.				
9. Assists students in recognizing the tools, strategies, and resources that help them learn and work towards mastering the Florida Standards.				

10. Supports students in activating background knowledge to identify, organize, analyze, and prioritize new information.				
11. Teaches students to organize resources and tools to facilitate their own learning.				
12. Models the differences between communicating passively, aggressively or assertively.				
13. Shows students how to sustain the effort and do the hard work needed to master the Florida Standards.				
14. Teaches students how to regulate their emotional reactions to the challenges of school in order to remove barriers to learning.				

Creating a Responsive and Supportive Learning Environment
Ensures that students at every readiness level and from every culture feel included, valued, challenged, supported, and safe.

15. Demonstrates understanding of a growth mindset and a fixed mindset and how mindset impacts a teacher's actions and student performance.				
16. Demonstrates evidence that he or she believes in each student's capacity to learn and succeed.				
17. Builds a relationship with each student in order to understand their readiness for what is being taught as well as their interests and learning preferences.				
18. Communicates that each student's contribution is needed for the classroom to be as effective as it should be.				
19. Persists in doing whatever it takes for each student to grow.				
20. Watches and listens to students then reflects on what is working and what could work better.				
21. Uses a concept of fairness that provides each student with what he or she needs even if it isn't the same as everyone else.				
22. Provides a highly challenging and non-threatening environment where all learners can thrive.				
23. Uses carefully constructed classroom routines, charts, calendars, schedules, visible timers, cues, etc., that can increase the predictability of daily activities and transitions.				
24. Encourages positive relationships between students, fosters risk-taking and encourages participation and involvement.				
25. Spends time with the students and is approachable.				
26. Uses verbal and non-verbal skills that demonstrate respect for each individual learner.				

27. Reviews classroom routines, space and time to provide the best possible learning conditions for each student's preferences and needs.				
28. Represents each learner to all other learners in a respectful way.				

High Quality Curriculum and Clear Learning Goals
Has precise clarity about the Florida Standards and what is most important for students to know, understand and be able to do.

29. Knows and understands the expected outcomes of the Florida Standards related to the subject and grade level that is being taught.				
30. Uses Florida standards to determine precisely what is most important for all students to know, understand and be able to do. Determines the most critical understandings first then uses them to determine what is most important to know and do.				
31. Analyzes Florida Standards to clearly identify and separate the desired outcome of the standard from the means to attain it.				
32. Uses student-friendly language to communicate to students what is most important for them to know, understand and be able to do.				
33. Uses graphic organizers, visuals, etc., to display the learning goals in multiple ways to assist students in identifying Florida Standards as well as precisely what is most important for them to know, understand and be able to do in a lesson.				
34. Prompts learners to explicitly formulate or restate the goal and uses prompts or scaffolds to help students visualize the desired outcome.				
35. Supports students in setting challenging short-term and long-term learning goals for themselves.				
36. Effectively links precise learning goals together to form a logical learning progression for a unit of study.				
37. Uses high quality curriculum, based on Florida Standards, that has clear learning goals, focuses on the critical understandings of the important content and engages students in the process of learning.				
38. Distinguishes between a Florida Standard, a precise learning goal for a lesson or series of lessons and a learning activity.				
39. Aligns every learning activity to the Florida Standards and what is most important for students to know, understand and be able to do.				
40. Clearly communicates to others what he or she is planning to teach, why it is being taught and how it aligns with Florida's Standards.				
41. Ensures that key information is equally perceptible to all learners by: 1) providing the same information through different modalities (vision, hearing, or touch); 2) providing information in a format that will allow for adjustability by				

the user (text that can be enlarged, sounds that can be amplified).				

Formative Assessment Process *Frequently collects and uses student information to focus and adjusts instruction. Requires students to set goals, monitor their own learning and make adjustments, as needed.*				
42. Considers everything that a student does as a form of assessment.				
43. Provides students with a variety of ways (dance, art, manipulatives, social media, video, presentations, web tools, paper-pencil, etc.) to demonstrate what they understand, know and can do.				
44. Pre-assesses students to determine each student's level of skill, knowledge, and understanding related to the Florida Standards and precisely what is most important for them to know, understand and be able to do.				
45. Uses ongoing conversations, observations and interest inventories to know each student's individual interests.				
46. Uses ongoing conversations, observations, surveys and other products to know each student's learning preferences.				
47. Designs instructional plans by using pre-assessment information about each individual learner's readiness for what is being taught as well as their interests and learning preferences.				
48. Adjusts instructional plans, including format, methods and content, by using ongoing conversations, observations and student products from each individual learner.				
49. Uses summative assessment information obtained in a variety of ways to determine whether students have reached the learning target established prior to instruction and are successfully working towards Florida Standards.				
50. Assists students in answering these questions in relation to the Florida Standards and precise learning goals: Where am I going? Where am I now? How will I close the gap between where I am now and where I need to be?				
51. Helps students continually self-assess to monitor their progress towards learning goals.				
52. Teach different self-assessment techniques so that learners can identify and choose ones that are optimal to meet their individual needs and preferences.				
53. Provides specific and meaningful feedback that is substantive and informative rather than comparative or competitive. Provides students with "next steps."				
54. Engage learners in assessment discussions of what constitutes excellence and generate relevant examples that connect to their background and interests.				

Respectful Work – Flexible Grouping
Proactively eliminates barriers to learning and plans instruction to effectively and efficiently address learner diversity while still meeting Florida Standards.

55. Ensures that every learning experience is tightly linked to the Florida Standards and precisely what is most essential for students to know, understand and be able to do.				
56. Demonstrates that readiness is the entry point relative to the knowledge, understanding or skills of the learning target and is not necessarily synonymous with ability.				
57. Anchors instruction by priming, activating and/or providing relevant prior knowledge and prerequisite skills.				
58. Highlights or emphasizes key elements in text, graphics, diagrams and formulas.				
59. Varies learning activities by students' interest but links tasks to the Florida Standards and precisely what is most important for students to know, understand and do.				
60. Varies learning activities by the learning preferences of the students.				
61. Assigns students the most difficult and complex tasks they can do and provides the right level of scaffolding for the student to achieve at the highest level.				
62. Plans activities that teach and require all students to generalize and apply what they have learned.				
63. Makes explicit cross-curricular connections.				
64. Makes learning experiences more abstract and open-ended or more explicit, concrete and structured, as needed, while keeping the work aligned with what is most important for students to know, understand and be able to do.				
65. Uses the Florida Standards and the precise learning goals to provide learning experiences that provide opportunities for all students to develop skills in creativity, collaboration, communication and critical thinking.				
66. Efficiently and effectively uses current instructional technology to remove barriers to learning in order to increase learning gains.				
67. Efficiently and effectively integrates assistive technology to support students and provide equal access to learning goals, instruction and materials.				
68. Provides instruction through different modalities (visual, auditory, tactile, etc.).				
69. Provides content in a format that allows for adjustability by the student (text that can be enlarged, sound that can be amplified).				
70. Varies the pace of instruction based on student need.				
71. Designs work that encourages engaged and motivated students and not just compliant behavior.				

72. Provides learning activity options that optimize what is relevant, valuable and meaningful to the learner.				
73. Gives each learner choices by providing options that are equally focused, equally challenging and supported, equally powerful and equally engaging.				
74. Continually expands his or her repertoire of instructional strategies, tools and resources related to the needs of the learners and the most critical things that students must know, understand and be able to do.				
75. Carefully designs the most efficient and effective grouping structure for each learning experience.				
76. Uses flexible grouping to organize students based on their readiness for what is being taught, interests and learning preferences.				
77. Explicitly teaches students how to communicate and collaborate effectively within a community of learners.				
78. Uses a combination of whole group instruction, small group instruction, pairs, peer-tutoring and individual work in order to effectively meet the Florida Standards.				
79. Forms small groups and plans instruction for the group based on specific assessment information.				
80. Provides opportunities for each student to work with every other student in the class.				
81. At times, allows students to self-select groups or partners.				
82. Uses teacher-led small groups as well as student-led small groups.				
83. Teaches students the social skills and classroom routines needed to make groups effective and efficient.				
84. Knows and uses the principles of cooperative learning.				

This list is meant to be representative rather than exhaustive; therefore, additional items could be added.