

Standard 1: New Learning is Connected to Prior Learning and Experience

What Teachers Need to Demonstrate	Description/Notes
<p>Indicator 1 Teacher activates all students' initial understandings of new concepts and skills</p>	<ul style="list-style-type: none"> Initial understandings can sometimes support or conflict with learning new concepts/ideas If initial understandings are ignored, the understandings that students develop can be very different from what the teacher intends Teacher needs to pay attention to students' incomplete understandings and misconceptions that they bring with them to a given topic
<p>Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for all students</p>	<ul style="list-style-type: none"> Students' previous learning includes learning that occurs in and out of school contexts
<p>Indicator 3 Teacher makes clear the purpose and relevance of new learning for all students</p>	<ul style="list-style-type: none"> Relevance of new learning includes connecting new learning to the broader learning goals of the lesson and understanding purpose of learning Students should be answering the question: What is the point?
<p>Indicator 4 Teacher provides all students opportunities to build on or challenge initial understandings</p>	<ul style="list-style-type: none"> Teacher needs to interpret levels of students' initial understandings in order to move learning forward

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