1 STANDARD 1: NEW LEARNING IS CONNECTED TO PRIOR LEARNING AND EXPERIENCE
INDICATORS

What Teachers Need to Demonstrate	Mandatory Evidence Sources of Instructional Practice	Optional Evidence Sources of Instructional Practice	Description/Notes
Indicator 1 Teacher activates **all** students' initial understandings of new concepts and skills	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plan • Teacher pre/post conference • Student work	• 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
Indicator 2 Teacher makes connections explicit between previous learning and new concepts and skills for **all** students	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing)	• Students' previous learning includes learning that occurs in and out of school contexts
Indicator 3 Teacher makes clear the purpose and relevance of new learning for **all** students	• Direct evaluator observation • Student classroom interviews	• Lesson plan • Teacher pre/post conference • Student feedback (e.g., survey, writing)	• 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?
Indicator 4 Teacher provides **all** students opportunities to build on or challenge initial understandings	• Direct evaluator observation • One confirmatory item from optional evidence source	• Lesson plan • Teacher pre/post conference • Student classroom interviews • Student feedback (e.g., survey, writing) • Student work	• Teacher needs to interpret levels of students' initial understandings in order to move learning forward