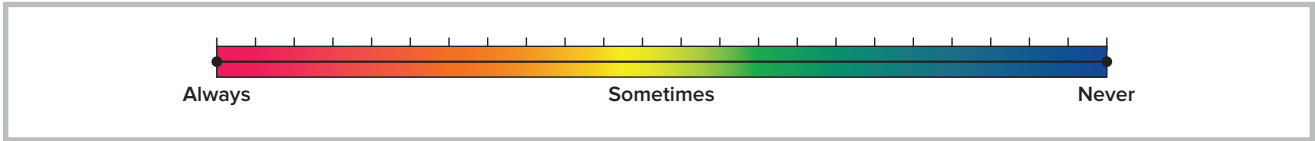


1. In my classroom, I generate visible evidence through instructional strategies and approaches.



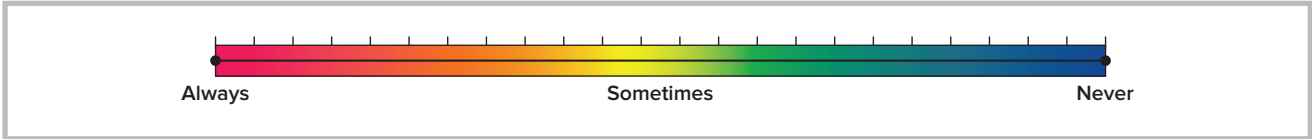
Examples to support my response:

2. Learners are engaged in their learning experiences and tasks while in my classroom.



Examples to support my response:

3. My students and I hold the belief that challenge is a good thing in our classroom.



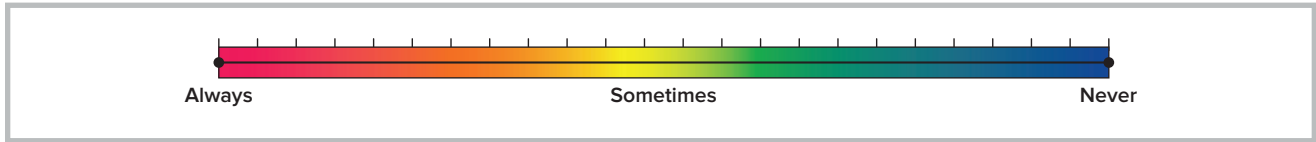
Examples to support my response:

4. Errors and mistakes are valued opportunities for learning in my classroom, and my students and I do not treat errors and mistakes as deficits or deficiencies in learning.



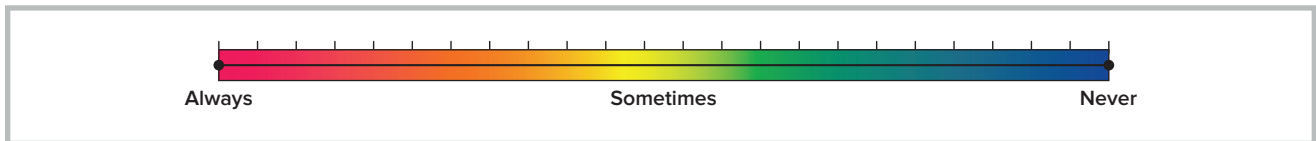
Examples to support my response:

5. All learners have equity of access and the opportunity to give and receive feedback during all learning experiences and tasks.



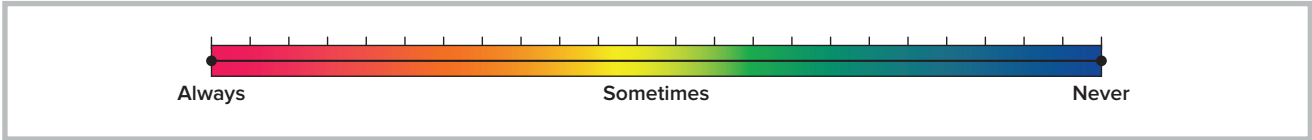
Examples to support my response:

6. Effective feedback focuses on the processes and products (i.e., the tasks), not the student—for example, “you are a good writer” versus “the word choice in your essay enhances the emotional response of the reader.”



Examples to support my response:

7. Effective feedback and grades are not synonyms. (More on this later in the playbook.)



Examples to support my response: