

A	D	M	I	R	E
Assess/Activate	Decide/Delineate	Model/Monitor	Instruct/Involve	Reflect/Revise	Engage/Enrich
1. Prior CCSS successes/student levels, language needs, cultural backgrounds	11. CCSS anchor-practice-baseline standards	23. CCSS learning activities	33. All students	46. CCSS steps	56. Opportunities for advancement and/or repetition
2. Motivation	12. Formative assessments	24. Assessments	34. Staff/administration	47. Processes	57. Revisiting to solidify concepts
3. Interests	13. CCSS evidence	25. Respect for differences	35. Families	48. Engagements	58. Creativity
4. IEP goals	14. CCSS expectations	26. CCSS evidence: examples/nonexamples	36. Specialists	49. Illustrations/visualizations	59. Interdisciplinary connections
5. 504 plans	15. CCSS procedures	27. Student behavior	37. Related service providers	50. CCSS time lines	60. College and career readiness (CCR) skills
6. Learner profiles	16. Learning norms	28. CCSS rubrics	38. Differentiated instruction/multitiered systems of support (DI/MTSS)	51. Pacing	61. Anchor and sponge activities
7. Emotionally safe learning environments	17. School rules	29. Critical thinking skills	39. Understanding by design (UBD)	52. Lesson objectives	62. Higher- and lower-level learners
8. Working memories	18. Self-regulation	30. Open-ended responses	40. Problem-/project-based learning (PBL)	53. Instructional models	63. Collaborative approaches
9. Ongoing learning	19. Step-by-step organization	31. CCSS efforts and progress through portfolios	41. Cooperative learning (CL)	54. Outcomes	64. Metacognition
10. Class and student routines	20. CCSS transitions	32. Universal design for learning (UDL) strategies that connect to the CCSS	42. Visual, auditory, kinesthetic tactile (VAKT) elements	55. Achievements	65. Fun activities
	21. Collaborative staff and student roles		43. Whole-part-whole lessons		
	22. CCSS time frames		44. Technology options		
			45. CCSS celebrations		

The Admire Model