A	D	M	1.0	R	E
Assess/Activate	Decide/Delineate	Model/Monitor	Instruct/Involve	Reflect/Revise	Engage/Enrich
 Prior CCSS successes/student levels, language needs, cultural backgrounds Motivation Interests IEP goals 504 plans Learner profiles Emotionally safe learning environments Working memories Ongoing learning Class and student routines 	 CCSS anchorpractice-baseline standards Formative assessments CCSS evidence CCSS expectations CCSS procedures Learning norms School rules Self-regulation Step-by-step organization CCSS transitions COSS transitions CCSS transitions CCSS transitions COSS transitions 	23. CCSS learning activities 24. Assessments 25. Respect for differences 26. CCSS evidence: examples/nonexamples 27. Student behavior 28. CCSS rubrics 29. Critical thinking skills 30. Open-ended responses 31. CCSS efforts and progress through portfolios 32. Universal design for learning (UDL) strategies that connect to the CCSS	 33. All students 34. Staff/administration 35. Families 36. Specialists 37. Related service providers 38. Differentiated instruction/multitiered systems of support (DI/MTSS) 39. Understanding by design (UBD) 40. Problem-/project-based learning (PBL) 41. Cooperative learning (CL) 42. Visual, auditory, kinesthetic tactile (VAKT) elements 43. Whole-part-whole lessons 44. Technology options 45. CCSS celebrations 	46. CCSS steps 47. Processes 48. Engagements 49. Illustrations/visualizations 50. CCSS time lines 51. Pacing 52. Lesson objectives 53. Instructional models 54. Outcomes 55. Achievements	 56. Opportunities for advancement and/or repetition 57. Revisiting to solidify concepts 58. Creativity 59. Interdisciplinary connections 60. College and career read iness (CCR) skills 61. Anchor and sponge activities 62. Higher- and lower-level learners 63. Collaborative approaches 64. Metacognition 65. Fun activities

The Admire Model