

ESSA Standard/Requirement	Top 20 Principle
Improved work conditions	<p><i>Thinking and Learning</i> 6. Clear, explanatory, and timely feedback to students is important for learning.</p> <p><i>Classroom Management</i> 17. Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationships, and (c) providing a high level of student support.</p>
Professional development	<p><i>Thinking and Learning</i> 1. Students’ beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning. 3. Students’ cognitive development and learning are not limited by general stages of development. 6. Clear, explanatory, and timely feedback to students is important for learning. 8. Student creativity can be fostered.</p> <p><i>Motivation</i> 11. Teachers’ expectations about their students affect students’ opportunities to learn, their motivation, and their learning outcomes. 12. Setting goals that are short term (proximal), specific, and moderately challenging enhances motivation more than establishing goals that are long term (distal), general, and overly challenging.</p> <p><i>Social and Emotional Learning</i> 14. Interpersonal relationships and communication are critical to both the teaching–learning process and the social-emotional development of students. 15. Emotional well-being influences educational performance, learning, and development.</p> <p><i>Classroom Management</i> 16. Expectations for classroom conduct and social interaction are learned and can be taught using proven principles of behavior and effective classroom instruction.</p>

	<p><i>Assessment</i></p> <p>18. Formative and summative assessments are both important and useful but require different approaches and interpretations.</p> <p>19. Students’ skills, knowledge, and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.</p> <p>20. Making sense of assessment data depends on clear, appropriate, and fair interpretation.</p>
Leveling the playing field (e.g., class size)	<p><i>Thinking and Learning</i></p> <p>4. Learning is based on context, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.</p> <p>6. Clear, explanatory, and timely feedback to students is important for learning.</p> <p>7. Students’ self-regulation assists learning, and self-regulatory skills can be taught.</p> <p>8. Student creativity can be fostered.</p> <p><i>Motivation</i></p> <p>11. Teachers’ expectations about their students affect students’ opportunities to learn, their motivation, and their learning outcomes.</p> <p><i>Classroom Management</i></p> <p>17. Effective classroom management is based on (a) setting and communicating high expectations, (b) consistently nurturing positive relationships, and (c) providing a high level of student support.</p> <p><i>Assessment</i></p> <p>19. Students’ skills, knowledge, and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.</p>
Evidence-based interventions	<p><i>Thinking and Learning</i></p> <p>1. Students’ beliefs or perceptions about intelligence and ability affect their cognitive functioning and learning.</p>

	<p>4. Learning is based on context, so generalizing learning to new contexts is not spontaneous but instead needs to be facilitated.</p> <p>5. Acquiring long-term knowledge and skill is largely dependent on practice.</p> <p>6. Clear, explanatory, and timely feedback to students is important for learning.</p> <p><i>Motivation</i></p> <p>9. Students tend to enjoy learning and perform better when they are more intrinsically than extrinsically motivated to achieve.</p> <p>12. Setting goals that are short term (proximal), specific, and moderately challenging enhances motivation more than establishing goals that are long term (distal), general, and overly challenging.</p> <p><i>Social-Emotional Learning</i></p> <p>15. Emotional well-being influences educational performance, learning, and development.</p> <p><i>Assessment</i></p> <p>18. Formative and summative assessments are both important and useful but require different approaches and interpretations.</p> <p>19. Students’ skills, knowledge, and abilities are best measured with assessment processes grounded in psychological science with well-defined standards for quality and fairness.</p> <p>20. Making sense of assessment data depends on clear, appropriate, and fair interpretation.</p>
English language learners	<p>A</p> <p>TL-1,2,4,5,6</p> <p>SEL-13,14*</p> <p>M-10,11</p> <p><i>Social and Emotional Learning</i></p> <p>13.</p> <p>14. Interpersonal relationships and communication are critical to both the teaching–learning process and the social-emotional development of students.</p>

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Raising test scores and closing the achievement gap	<p>A</p> <p>TL-1,4,5,7</p> <p>M-9,11,12</p> <p>SEL-15</p>
** same population	<p>CM-16,17</p> <p>SEL-13,14</p> <p>M-11</p> <p>A-19,20</p>
** parent involvement	<p>SEL-14,15</p> <p>M-9,11</p> <p>TL-7,8</p>
!! state monitoring	ALL
!! alternate indicators	ALL

** - specific to charter schools

!! – state issues

TL – thinking and learning

M – motivation

SEL – social-emotional learning

A – assessment

CM – classroom management