School District 148
Induction/Mentor Program Meeting
February 7, 2024

1) Welcome and thank you for your support.

2) Taking the Pulse of the Protégé/Mentor Relationship

3) Rehire, resign, dismiss.

4) Illinois Assessment of Readiness (IAR)
   a. Celebrate the time and effort with your students!!!!
   b. Check the technology.
   c. IAR Administration manuals; consider a testing log during administration.
   d. Test material security.
   e. Check with support staff to plan IAR testing for students with IEPs
   f. Text Dependent Prompts and Routines – Digging into the text.

5) Motivating students
   a. "No significant learning occurs without a significant relationship" - Comer
   b. Pythagoras
   c. Charlotte Danielson- 1b, 2a, 1e
   d. Fun in the Classroom

6) Engagement vs. "time on task"
   a. Research on engagement – Charlotte Danielson 3C
   b. Bonanza Activity & Mystery Matter (Science) at https://www.district148.net/mentor/imp-teacher-resources.
   c. Teacher examples - http://aam.govst.edu/ and http://www.district148.net/hpgrant.

7) IMP Activities - all activities due at the April Meeting, submit through TEAMS, as pdf files through email, or in written form, coordinator observations

8) Share shop – workshops available.

9) Workshop evaluation and evidence of completion

Indicators: IF05, IF08, IIC03

Taking the Pulse of the Mentor/Protégé Relationship

Strengths of Our Relationship	Opportunities for Improvement

Text-Dependent Questions

- Answers must be based on what has been read, not opinions or experience.
- More time must be spent on text worth reading and rereading carefully.
- *Recent study found that 80% of the questions students were asked when they are reading are answerable without direct reference to the text itself.*

Bringing the Common Core to Life" David Coleman · Founder, Student Achievement Partners Chancellors Hall · State Education Building · Albany, NY April 28, 2011

Non-Examples and Examples

Not Text-Dependent	Text-Dependent
•In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.	What makes Casey's experiences at bat humorous?
•In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.	What can you infer from King's letter about the letter that he received?
•In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?	"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

Resource: Achievethecore.org

Four Types of Text Dependent Questions

Type 1: Find it

What is...?
Where is...?
Who is...

Compare and contrast...

Type 2: Look Closer

Identify main idea...
Draw conclusions...
Make predictions...
Make inferences...

Type 3: Prove It

The first paragraph is important because...
How has the author organized the information? (cause/effect, clues/evidence, chronological, etc.)
Why does the author use a chart, an illustration...?

Type 4: Take it Apart

The author uses description to tell...Give an example from the text.

BLACK BELT CERTIFICATION

7 Steps to Creating Text Dependent Questions

- **Step 1:** Identify the Core Understandings and Key Ideas of the Text
- **Step 2:** Start Small to Build Confidence
- **Step 3:** Target Vocabulary and Text Structure
- **Step 4:** Tackle Tough Sections Head-on
- **Step 5:** Create Coherent Sequences of Text Dependent Questions
- **Step 6:** Identify the Standards That Are Being Addressed
- **Step 7:** Create the Culminating Assessment

Question Stems for Close Reading of Informational Texts (Adapted from Race to the Top/Strategies for Close Reading)

- What clues show you ...
- Point to the evidence ...
- How does the author describe X in paragraph X? What are the exact words?
- What reasons does the book give for X? Where are they?
- Share a sentence that (tells you what the text is about, or describes X, or gives a different point of view)
- What is the purpose of paragraph X? What are the clues that tell you this?
- What does the author think about X? Why do you think so — what is your evidence?
- What do you predict will happen next? What are the clues that make you think so?

Source: Reading Rockets

Pause and Reflect

Based on the definition you were just given of a text dependent question, can you think of one or two text dependent questions that you have posed to your students recently? Using your Learning Journal, write them down.

PYTHAGORAS *(pi-THAG-uh-rus)* **of Samos** (*c.* 560–*c.* 480 B.C.) was a Greek philosopher and religious leader, responsible for important developments in the history of mathematics, astronomy, and the theory of music. Pythagoras is most famous for the theorem on right triangles that bears his name.

The Teacher Who Paid His Student

"Psst! Young man! Over here!"

The ragged Greek boy stopped in his tracks. Had he really heard someone calling him from behind that vegetable cart?

"Here! Here I am! Come here. I have an offer for you."

The boy, whose name was Philocrates, bent over to look around the wagon. The eyes he saw peering back at him looked a bit wild, but kind.

"What do you want with me?" answered Philocrates. "Surely you can see that I have no money to buy your wares! I'm just a poor street boy, trying to make a living doing odd jobs for anyone who will hire me."

"I have no wares to sell, except the truth," the stranger said. "Wouldn't you like to learn it?"

Philocrates scratched his head. He had met some unusual people, but this fellow seemed really different. The man's eyes

parkled, and his manner seemed friendly enough. But truth? low could truth fill one's stomach?

"Sorry, friend," he replied. "I have to keep working the streets) that my mother and sisters and I can eat each day. Perhaps you ın sell your truth to someone more wealthy than I."

He picked up his roughly woven sack of tools and waved a ıick farewell.

"Wait! Please wait," the stranger called. "Let me introduce my-ılf. My name is Pythagoras and I was born here on the island of ımos. But I have traveled to Miletus and Egypt and was even ptured and taken to Babylon for seven years. The things I have arned in these travels—oh, my son, you would be thrilled to arn them!"

"I'm sure I would, sir, but you don't understand my problem. I ıve no money, so I must work. It's that simple."

"All right," Pythagoras offered. "I'll make you a deal. If you will : me teach you, I will pay you what you would normally earn at ıur other work." He paused to let his unusual proposition sink . "Well, what do you say? Shall we start tomorrow morning? ou can meet me here by this bench."

Something drew Philocrates towards this odd teacher, but his actical nature made him resist. Finally he decided he would give ı try. If the stranger didn't really have any money to pay him for ıying student, he could always quit and go back to his odd jobs. hat did he have to lose?

"All right. We'll start tomorrow. But remember, I need daily ges."

The next day the strange pair began their first lesson in the alley ıere they had met, amidst the cries of merchants and the min-

gled smells of fish, freshly baked honey cakes, and sweating donkeys carrying goods to sell. While the townspeople shopped and gossiped, Pythagoras and his student squatted in the dirt. The eager teacher drew shapes and figures on the ground. To Philocrates, it was all new but intriguing. And, just as he promised, at the end of the day Pythagoras paid.

Day after day it was the same. Each time Philocrates learned a new lesson Pythagoras paid him three oboli, about a penny. Soon he was making far more money than he could have made doing errands and odd jobs. He was an excellent student and quickly built up quite a savings account.

Pythagoras loved the arrangement, too. It was exhilarating to have an eager young mind absorb his ideas. Unfortunately, Philocrates learned so quickly and well that Pythagoras was soon out of money.

"I'm sorry to tell you this, Philocrates, but today will be our last lesson. I have no more money to pay your wages, so you will have to find other ways to support yourself."

"But Pythagoras, you can't quit teaching me now," the boy protested. "I'm just starting to understand arithmetic and you were going to teach me astronomy and geometry, too."

"I'm sorry, young man, but I see no other choice."

Philocrates hung his head and thought. In a moment he came up with an idea.

"I know! You have been paying me to learn; now I will pay you to teach."

So for the next several months the two continued to meet, but this time the student paid the teacher. By the time the lessons were completed, Pythagoras had become an experienced teacher, and

Philocrates had gained an excellent education!

Pythagoras's first "school" with Philocrates may have had only one student. But several years later he founded a real school at Croton, a Greek colony in southern Italy. This school became so influential it changed even the way people thought about knowledge. During his many travels, Pythagoras had gained quite a reputation. Some people even thought he was divine, or the son of their god Apollo. When he called together a group of wealthy scholars to form a school, no wonder many responded enthusiastically.

The students in Pythagoras's school were all adults. He divided them into two grades depending on their knowledge. The first grade was called the *acoustici*, or the listeners. They were invited to listen to Pythagoras lecture but were not allowed to see him—they had not yet proven themselves worthy. He stood behind a curtain, where only the second grade, the *mathematici*, could see him.

After three years of listening to their teacher's voice, the *acoustici* were admitted into the inner circle of learners. Seeing Pythagoras must have been worth waiting for. He had a flair for the dramatic and dressed like a stage performer. While the students waited for Pythagoras's entrance, musicians played popular music. Finally the curtain was drawn back and Pythagoras, stately in his white robe, appeared before the learners. His feet were strapped with gold sandals, and his head was crowned with a golden wreath. No wonder people suspected him of having gods for ancestors.

Pythagoras worked most of his problems in the sand. His classroom always had a good supply of sand on the floor, and his

attendants stood by with a selection of differently-colored sand in containers. When Pythagoras wanted to show one part of a geometric shape, for instance, the attendants would fill that part with blue or green sand so that students could see it more easily.

Pythagoras gave lectures on "mathemata," which in his language meant studies of all kinds. Because Pythagoras emphasized arithmetic and geometry, the word came to mean mathematics as we know it today. He also taught astronomy and music, but he believed that everything in the universe depended on numbers. Pythagoras and his followers chose the motto "All is Number." They were convinced that if they understood numbers, they would hold the key to life itself.

Because Pythagoras and his students believed that knowledge was powerful, they wanted to control it. They became secretive about what they knew. The school was a "Secret Brotherhood," and everyone who joined had to promise never to tell outsiders about their discoveries. If anyone did tell, the results could be disastrous for him or her.

"Have you heard about Hippasus?"

The question hummed throughout Croton.

"Yes. Isn't it horrible? Just because he broke the code of the Brotherhood. It doesn't seem fair."

"But the gods are always fair. He knew better than to tell about the discovery of irrational numbers."

"He must have known he would be expelled from Pythagoras's Secret Brotherhood. Do you suppose he thought that would be his only punishment?"

"I don't know. But there's something suspicious about the way he drowned, falling off that boat in such calm weather."

People were always talking about the Secret Brotherhood, also known as the Pythagorean School. Schools of adults were common, but this group had some unusual ideas. They became a kind of religious order with their own set of initiations and rites.

The 300 members of the Brotherhood shared whatever they had with each other. They were unusually kind to animals because they believed that human souls might come back after death for another life in an animal body. They were vegetarian and would not even wear wool because it came from sheep. If they could choose, they always took a low road instead of a high road, to show their humility. They would not poke a fire with iron because fire was the symbol of truth. They would not touch white roosters

or eat beans, because both roosters and beans symbolized perfection. On their clothing they each wore their sacred symbol—the pentagram, a five-pointed star.

In one way the Brotherhood was unusually progressive. During Pythagoras's day, women were forbidden to attend public meetings of any kind, but Pythagoras welcomed them to his school. Of course, they had to prove themselves just as the male students did. Nevertheless, at one time the select *mathematici* class included at least 28 women.

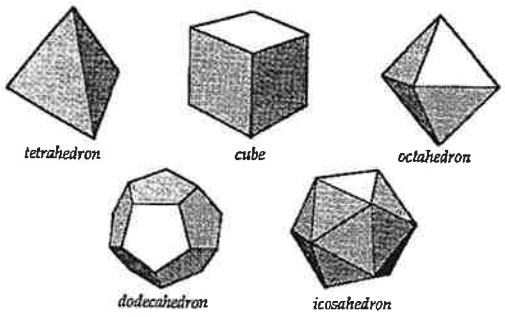
Because the Pythagoreans shared everything, it is hard to separate Pythagoras's discoveries from those of his followers. Much of modern mathematics is based on their work. Like Thales before him, Pythagoras insisted on mathematical proof. It was not enough to say that two angles were equal because they looked equal. One had to prove it. Pythagoras is most famous for providing the first logical proof of this theorem:

> *In a right triangle, the square of the hypotenuse is equal to the sum of the squares of the other two sides.*

The common formula for this theorem, if c is the length of the hypotenuse and a and b the lengths of the other two sides, is

$$a^2 + b^2 = c^2.$$

The Pythagoreans were also the first to divide all numbers into even and odd. They learned to construct the five regular solids, the only solids whose faces are all the same shape and size: the tetrahedron (four sides), the cube (six sides), the octahedron (eight sides), the dodecahedron (twelve sides), and the icosahedron (twenty sides). The first two had been known from ancient times, but the others had never been constructed.



The Pythagoreans learned to construct the five regular solids.

Great thinkers are not always appreciated in their own times. The Pythagoreans were often misunderstood. Many of their ideas and practices seemed strange to their countrymen. Some townspeople suspected the Pythagoreans would try to take over the local government. They blamed the Pythagoreans, who were quite wealthy, for trying to keep them poor. One day in about 500 B.C., an angry mob set the Pythagoreans' meetinghouse on fire during a lecture. Only a few members survived, and Pythagoras himself was killed. Some say that his students formed a human bridge over the fire so that he could escape—but when he reached a field of beans, he surrendered to his enemies rather than trample the sacred bean plants.

By this time chapters of the Brotherhood had spread throughout Sicily and southern Italy. For many years men and women continued to discuss the ideas Pythagoras had introduced. Today, all students of geometry and higher mathematics work with concepts

that Pythagoras discovered. The search for knowledge and truth continued long after Pythagoras's death and the end of the Brotherhood. It continues today wherever people are willing to pursue it.

1b: Knowing and Valuing Students

To maximize learning, teachers must be able to make the curriculum accessible to each and every learner. Successful teachers are consistently guided by who their students are and who they hope to become, which means they understand, honor, and leverage students' intersecting identities–including their racial, cultural, religious, and gender identities, among others. They support student success by affirming the dignity of students and their lived experiences. Teachers must also develop understanding of students' current knowledge and skills in order to plan successful learning experiences. However, teachers' knowledge of students must extend beyond understanding their familiarity with content or their academic skills to include their social, emotional, and personality strengths. While there are patterns in human development for different age groups, students learn in individual ways and bring varied experiences and identities to learning. Teachers must also rely on their knowledge of students when they apply their understanding of the learning process and learning differences when planning and preparing.

Teachers need to spend significant time and effort throughout the year learning about their students, their lives outside of school, their wellbeing, and other assets and needs in relation to learning and development. Successful teachers value the fact that students come to school with a wealth of knowledge, experience, and skills. Students' experiences outside of formal education (with family and friends, through faith communities, in their jobs and activities) build knowledge, encourage curiosity, and communicate shared norms and values, including mindsets about learning. It is essential that teachers value and partner with students' families and communities. Doing so allows them to leverage the assets students bring from their out-of-school lives to the in-school learning experience in pursuit of academic and personal development that ultimately contribute to individual and societal flourishing.

Elements of Success

Respect for Students' Intersecting Identities: Students' lived experiences and funds of knowledge are the foundation for the development of identity, purpose, intellect, and character

Understanding of Students' Current Knowledge and Skills: Learning experiences reflect what students bring and are designed with their current knowledge and skills in mind

Knowledge of Whole Child Development: Students' cognitive, physical, social, and emotional development are all addressed in the design of learning environments and experiences to promote student success and autonomy

Knowledge of the Learning Process and Learning Differences: Learning requires active intellectual engagement and appropriate support aligned to students' individual differences and needs.

Considerations

In what ways are students' identities and cultures incorporated and reflected in learning experiences and environments?

How do teachers use their understanding of students' prior knowledge and experience to support individual learning?

How are students' academic, social, and emotional assets leveraged to promote student success?

In what ways are teachers' knowledge of the learning process and learning differences reflected in planning and preparation?

THE DANIELSON GROUP

1b: Knowing and Valuing Students

Unsatisfactory	Basic	Proficient	Distinguished
The teacher lacks sufficient knowledge of students to support student learning or development.	The teacher's knowledge of students' identities, as well as their strengths and needs partially supports learning and development.	The teacher's knowledge of students supports learning and development, and enables the teacher to build upon student assets.	The teacher's knowledge of students is extensive and fosters student learning and development to support academic and personal success.
Respect for Students' Identities			
The teacher is not aware of or pays little attention to students' race, culture, or identity.	*The teacher applies knowledge of students' race, culture, and identities to planning and preparation with limited success.*	*The teacher successfully incorporates knowledge of students' race, culture, and identities into planning and preparation.*	*The teacher recognizes and appreciates students' race, culture, and unique identities, designing culturally responsive and affirming learning experiences with them in mind.*
Understanding of Students' Current Knowledge and Skills			
The teacher does not try to ascertain information about students' varied prior knowledge, skills, or mindsets.	*The teacher applies an understanding of students' varied knowledge and skill levels, as well as mindsets related to learning, with limited success.*	*The teacher successfully applies an understanding of students' levels of knowledge and skill, as well as their mindsets about learning, in planning and preparation.*	*The teacher's deep understanding of each student's knowledge, skills, and mindsets ensures that students receive appropriate scaffolds when necessary, meet rigorous outcomes, and are challenged to do their best work.*
Knowledge of Whole Child Development			
The teacher does not attend to or understand students' cognitive, social, emotional, and character development.	*The teacher's understanding of students' cognitive, social, emotional, and character development in planning and preparation with limited success.*	*The teacher successfully incorporates an understanding of students' cognitive, social, emotional, and character development is successfully incorporated into planning and preparation.*	*The teacher deeply understands and integrates students' cognitive, social, emotional, and character development to model and teach habits and mindsets that promote student assumption of responsibility.*
Knowledge of the Learning Process and Learning Differences			
The teacher displays insufficient understanding of how students learn and develop in general or of individual differences for students in the class.	*The teacher has limited understanding of the learning process and of individual learning differences.*	*The teacher's accurate understanding of how students learn and learn differently is evident in planning and preparation.*	*In lessons planned or adapted, the teacher uses extensive knowledge of the learning process and learning differences to design experiences that are engaging and successful.*

CRITICAL ATTRIBUTES

1e: Planning Coherent Instruction

The teacher's knowledge of the content, students, and resources all come together to enhance student learning of instructional outcomes through the design and implementation of instructional plans. A critical feature of instructional design is coherence; that is, the different elements of the plan—the outcomes, activities, materials, methods, and grouping of students—all support one another. Even in classrooms where students assume considerable responsibility for their learning, the teacher establishes the framework for investigations through tasks and activities. The important question to be answered is this: "How will students learn?" There are many options, of course. They could work—either alone or together—to solve a problem, participate in a class discussion, or reflect in their journals on new information. The list is endless, and skilled teachers draw on high-quality materials and their own extensive repertoire when making these decisions.

When teachers have access to well-designed instructional materials, much of the work of unit and lesson design has been done by the materials' developers; indeed, this is one of the principal benefits of using such materials. However, it would be a mistake to conclude that in such cases teachers play no role at all in planning coherent instruction, which is, after all, more complex than simply implementing a plan. A curriculum serves as a starting point in preparing for coherent instruction but does not ensure student learning. Excellent teachers adapt curriculum to meet the needs of the students who are in front of them without compromising their high expectations. Opportunities for flexible learning and thoughtful collaboration are additional elements to consider in planning. The teacher, whether designing or adjusting the structure and flow of learning experiences, plays a critical role in arranging for learners to do the learning

Elements of Success

Tasks and Activities
Tasks and activities are specifically matched to learning outcomes, encourage higher-level thinking and student agency, and create authentic opportunities to engage with meaningful content

Flexible Learning
Multiple strategies and approaches are tailored to individual student needs to create the appropriate level of challenge and support for each student

Student Collaboration Student groups are an essential component of learning and development, and are organized thoughtfully to maximize opportunities and build on students' strengths.

Structure and Flow Lesson and unit plans are well structured and flow from one to the next to support student learning and development.

Considerations

In what ways do aligned tasks and activities provide opportunities for students to meaningfully engage with content?

What are some ways that individualized strategies and approaches are used to support student success?

How do teachers plan thoughtfully organized instructional groups that will build on students' strengths, encourage dialogue, and foster collaboration?

How are lessons and learning experiences arranged and structured to build upon and enhance student learning and autonomy?

1e: Planning Coherent Instruction

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
The design of learning experiences does not support student engagement with important content.	Learning experiences are somewhat coherent in structure, within and across lessons, partially supporting students to meet the intended outcomes.	Learning experiences are challenging and engaging; they are designed to meet the needs of students in the class.	Learning experiences prioritize the needs of individual students, ensure all students can meet the intended outcomes, and support student assumption of responsibility for learning.
Tasks and Activities			
Tasks and activities are uninteresting to students, do not challenge them, and/or do not align to instructional outcomes.	*Tasks and activities are partially aligned to the instructional outcomes and represent a modest level of intellectual challenge.*	*Tasks and activities are aligned with learning outcomes and provide opportunities for higher-level thinking.*	*Tasks and activities encourage student agency and create authentic opportunities to engage with meaningful content.*
Flexible Learning			
There is only a single approach or activity planned for students to learn the content.	*There are multiple ways for students to learn the content and a variety of strategies are used with some success during the lesson.*	*Multiple strategies and approaches are tailored to the needs of various students to accelerate and support their success.*	*Lessons provide opportunities for students to engage beyond the content of the lesson; and, when appropriate, the teacher works with students to co-design learning experiences.*
Student Collaboration			
Student groupings are not used or do not support learning.	*Students are in groups that are only partially appropriate to the learning activities or goals.*	*Instructional groups are organized thoughtfully to maximize learning and build on students' strengths.*	*Collaboration through teacher-designed and student-chosen instructional groups is an essential component of learning and development.*
Structure and Flow			
Plans for learning are not well structured or sequenced.	*Plans for learning are partially well structured but may not be realistic about time expectations.*	*Plans for learning are well structured and have a flow that allows for student learning and reflection.*	*Plans for learning are well structured and have a flow that supports student autonomy in the learning process.*

2a: Cultivating Respectful and Affirming Environments

Co-creating an environment with students built on respect is a critical element of a teacher's skill in promoting social and emotional wellbeing and students' academic success. In any context, students need to experience safe, supportive, and challenging learning environments where each of them is valued, feels like a full member of the community, and is supported to take academic and intellectual risks. An environment of respect and rapport is essential for learning and development to occur.

Positive relationships between teachers and students and among students provide a foundation for collaborative learning. The nature of learning in today's classrooms is inherently social. When intentional relationships form the foundation of a respectful environment that honors the dignity of each student, students feel a sense of belonging in the classroom community. Teaching depends, fundamentally, on the quality of relationships among individuals, which are built through and reflected in classroom activities and practices. For instance, the way in which teachers engage students in a discussion or an activity speaks volumes about the extent to which they value their students as individuals.

Classroom environments that support learning for each student are co-created with them and characterized by cultural responsiveness and responsibility; they reflect, honor, and sustain shared values and individual identities. Even in the most respectful classrooms, as in all human endeavors, conflict is likely to arise, and positive conflict resolution is a key aspect of maintaining an environment of respect and rapport, as well as repairing harm and restoring justice when necessary. Co-establishing these community agreements or classroom norms for interaction and conflict resolution is as important as establishing standards of conduct or routines for activities such as sharpening pencils—aspects of creating a learning community that experienced teachers focus much attention on at the outset of a school year.

Elements of Success

Positive Relationships
Teacher-student and student-student interactions demonstrate caring and respect and honor the dignity of each member of the community.

Sense of Belonging
Teachers and students co-create a community that reflects their unique collective identity and interests as a class while honoring individual identities.

Cultural Responsiveness
Ways of interacting in the classroom are culturally responsive, and they are supported by teachers' own cultural competence and understanding of societal dynamics and their impact on learning environments

Positive Conflict Resolution
A clear and culturally competent approach to conflict resolution has been established and is used effectively to resolve conflict and restore trust

Considerations

How have teachers intentionally nurtured relationships with and among students?

What evidence indicates that the students feel a sense of shared identity while also feeling celebrated as individuals?

In what ways do teachers demonstrate cultural competence in creating an inclusive learning environment?

What are some ways that teachers maintain a positive and respectful rapport while addressing and resolving student conflicts?

THE DANIELSON GROUP

2a: Cultivating Respectful and Affirming Environments

Unsatisfactory	Basic	Proficient	Distinguished
Students do not feel safe and valued; learning environments are characterized by negativity, disrespect, inappropriateness, insensitivity, and/or unresolved conflict.	**Learning environments are partially characterized by caring and respectful interactions.**	**Learning environments are characterized by positive developmental relationships that are intentionally nurtured and celebrated.**	**Students play an active role in creating learning environments characterized by a sense of community, where each member feels safe, valued, and connected.**
Positive Relationships			
Classroom interactions, both between the teacher and students and among students, are frequently negative, uncaring, inappropriate, or insensitive to students' identities and developmental levels.	*Classroom interactions, both between the teacher and students and among students, are inconsistently caring and respectful, but form a foundation for positive relationships to develop.*	*Classroom interactions, both between the teacher and students and among students, demonstrate caring and respect that honors students' identities, race, and cultural background.*	*Patterns of interacting in the classroom are culturally responsive; the teacher's own cultural competence and critical consciousness foster positive relationships and students take an active role in developing and sustaining positive relationships.*
Sense of Belonging			
Some students' verbal or nonverbal communication indicates that they feel isolated, insecure, or not part of the classroom community.	*Verbal and nonverbal communication indicates that many students feel part of a classroom community that welcomes and honors their individual identity.*	*Verbal and nonverbal participation indicates most students participate in a class community that reflects their collective identity while honoring individual variations.*	*Student participation indicates they are co-creating a community that reflects their unique collective identity and interests as a class while honoring individual identity.*
Cultural Responsiveness			
Learning environments do not reflect the individual racial and cultural identities of students.	*Learning environments reflect and honor some elements of students' individual and shared racial and cultural identities.*	*Learning environments reflect elements of students' racial and cultural identities while recognizing, addressing, and honoring differences between students' and teachers' unique identities.*	*Students have helped create a unique identity for their class that includes all, celebrates each individual's racial and cultural identity, honors diversity, and acknowledges and addresses racial and cultural dynamics at play in the environment.*
Positive Conflict Resolution			
Conflict and disrespectful interactions occur in the classroom and are neither addressed nor resolved.	*Conflict and disrespectful interactions are addressed by the teacher, with uneven results.*	*The teacher and students effectively use a clear and culturally competent approach to conflict resolution to resolve conflicts and restore trust.*	*Students in the class are responsible for resolving conflict and actively follow established processes or norms for resolving conflict and restoring trust.*

CRITICAL ATTRIBUTES

Research on Engagement

Research tells us that the teachers who are most successful in engaging students develop activities with students' basic psychological and intellectual needs in mind (Ames, 1992; Anderman & Midgley, 1998; Strong et al., 1995). In general, students need work that develops their sense of competency, allows them to develop connections with others, gives them some degree of autonomy, and provides opportunities for originality and self-expression (Anderman & Midgely, 1998; Strong et al., 1995). The challenge teachers face, then, is to create a learning environment that attends to all or most of these needs.

Following is a list of suggestions for designing more engaging in-class activities and increasing the amount of time students spend on task.

1. *Ensure course materials relate to students' lives and highlight ways learning can be applied in real-life situations* (Lumsden, 1994; Skinner & Belmont, 1991). Schoolwork should be meaningful to students outside the school building, as well as within. Students are more engaged in activities when they can build on prior knowledge and draw clear connections between what they are learning and the world they live in. They also need to feel that "school work is significant, valuable, and worthy of their efforts" (Policy Studies Associates, 1995).

2. *Allow students to have some degree of control over learning* (Brooks et al., 1998). This can be done in any number of ways, from giving students choices between different assignments, to minimizing adult supervision over group projects, to letting students monitor and evaluate their own progress (Anderman & Midgley, 1998; Dev, 1997; Policy Studies Associates, 1995). Anderman & Midgely (1998) note that this doesn't mean teachers must relinquish control of the classroom: "Even small opportunities for choice, such as whether to work with a partner or independently" (p. 3) give students a greater sense of autonomy.

3. *Assign challenging but achievable tasks for all students, including at-risk, remedial, and learning disabled students.* Tasks that seem impossible easily discourage learners, as do those tasks that are rote and repetitive (Dev, 1997; Policy Studies Associates, 1995). Remedial programs that limit students to repetitive basic skills activities actually "prompt students' lack of engagement in their schoolwork and frequently result in limited achievement" (Policy Studies Associates, 1995). Students need to feel successful and that they've earned success.

4. *Arouse students' curiosity about the topic being studied.* Strong, Silver, and Robinson (1995) suggest using the "mystery" approach, in which students are presented with fragmentary or contradictory information about a subject and are then asked to examine available evidence to develop their own hypotheses. This kind of activity also builds on students' needs for competence and autonomy, giving students an opportunity to direct inquiry and "discover for themselves."

5. *Design projects that allow students to share new knowledge with others.* Strong, Silver & Robinson (1995) observe that when students do assignments that only the teacher will read, they are entering into a nonreciprocal relationship. More often than not, the teacher already knows and has no real need for the information the student is providing him or her. Projects are more engaging when students share what they are learning in reciprocal relationships, as in collaborative projects where each student's knowledge is needed by others in the group to complete an assignment.

It is also important to note that, in addition to instructional practice, certain elements of the classroom environment, such as seating arrangements and student behavior, will influence how long students remain on task and engaged in their work. Bonus and Riordan (1998) suggest teachers consider the goals of individual activities when determining how to arrange seats in the classroom. In their research into on-task behavior in second- and third-grade classrooms, they found that students remained engaged in learning longer when desks were arranged appropriately for the task at hand: U-shaped arrangements for class discussions, rows for test taking, etc. (Bonus & Riordan, 1998).

NWREL

Increasing Student Engagement and Motivation: From Time-on-Task to Homework

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NORTHWEST REGIONAL EDUCATIONAL LABORATORY

3c: Engaging Students in Learning

Ultimately, teachers are responsible for the learning and development of students, which requires students' active, intellectual engagement in learning experiences. When teachers arrange for ambitious instruction with each of their students in mind and cultivate safe, supportive, and challenging learning environments, the conditions exist for this type of engagement to occur. As such, all other components of the Framework for Teaching contribute to this one, and many have referred to it as the "heart" of the Framework. This designation reinforces the fundamental principles and constructivist foundation of the Framework, especially the idea that it is the learner who does the learning.

True engagement is present when students are intellectually active and emotionally invested in learning important and challenging content, not simply when they are "busy" or "on task." The critical distinction between experiences in which students are compliant and those in which they are engaged is that in the latter, students are developing their understanding through rich learning experiences, collaboration and teamwork, and thinking and reflection. They are not simply completing an assignment or passively receiving content. When students engage at a deeper level, they are encouraged to be curious, supported to assume responsibility for their learning, and motivated to increase the challenge, complexity, and relevance of learning experiences themselves.

Successful teachers provide multiple ways for students to engage with the content and represent their ideas. Even so, engaging learning experiences typically have a discernible, coherent structure that teachers have carefully prepared. Tasks and activities provide cognitive challenge and students are encouraged to reflect on what they have learned. That is, the experience has closure, in which teachers encourage students to derive the important learning from the tasks, discussion, or materials. The best evidence of engagement is not what teachers are saying or doing (or even what they have planned) but what students are saying and doing as a result.

Elements of Success

Rich Learning Experiences
Students demonstrate agency and critical thinking in completion of tasks and activities that require high levels of intellectual engagement.

Collaboration and Teamwork
Student collaboration is a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.

Use of Instructional Materials and Resources
Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content.

Opportunities for Thinking and Reflection
Individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

Considerations

How do students demonstrate agency in making learning tasks more engaging and meaningful?

What are some ways that teachers ensure that student collaboration is utilized to deepen understanding and further learning?

In what ways are instructional materials and resources used to support deep learning by all students?

What evidence indicates that the lesson is structured to allow students multiple meaningful opportunities to think and consolidate understanding?

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THE DANIELSON GROUP

3c: Engaging Students in Learning

CRITICAL ATTRIBUTES

Unsatisfactory	Basic	Proficient	Distinguished
Learning experiences do not require active intellectual engagement by students.	Learning experiences partially engage students intellectually; the activities require students to do some thinking.	Learning experiences support curiosity and exploration and encourage higher-order thinking; students engage in multiple ways and represent their ideas and responses through multiple means.	Students take initiative to increase the challenge or complexity of learning experiences and make suggestions for modifications that increase meaning and relevance.
Rich Learning Experiences			
Tasks are inappropriate for students in the class, many students are not engaged in them, or they may only require recall or use a single approach.	*Students are partially engaged in tasks that require thinking as opposed to only recall; some tasks have multiple correct responses or approaches.*	*All students engage in activities that support agency and require critical thinking; tasks require high levels of intellectual engagement and students explain their thinking.*	*Through choices provided by the teacher or their own initiative, students modify learning tasks to make them more meaningful or challenging.*
Collaboration and Teamwork			
Students do not collaborate, they do not engage with one another effectively, and/or instructional groupings are inappropriate for the task.	*Students collaborate during the lesson in ways that are mostly suitable to the activities and outcomes and partially support learning for each student; they work well together during group activities.*	*Student collaboration is a key component of learning and engagement in the class, instructional groupings are strategically arranged to support learning and engagement, and effective teamwork is explicitly taught and celebrated.*	*Students take initiative to collaborate in new or unplanned ways that further their learning; they actively serve as resources for one another and focus on making their learning more engaging and meaningful.*
Use of Instructional Materials and Resources			
Instructional materials and resources are not used correctly or effectively by the students, are not supportive of their learning, and/or are not equitably available.	*Instructional materials and resources are used by the students with some success to support learning, and students have equitable access to them.*	*Instructional materials and resources are used effectively to support intellectual engagement and deep learning of the content; they are varied and used to support equitable access to the content.*	*Students take initiative in using instructional materials and resources by adapting them appropriately for their own needs; they suggest modifications or additions to make them more relevant or challenging.*
Opportunities for Thinking and Reflection			
The pace of the lesson is too slow or is rushed, or opportunities for thought and reflection are poorly implemented; students do not have time to reflect or consolidate understanding.	*The pacing of the lesson provides opportunities for some thought and reflection, allowing students to engage and develop understanding.*	*The pacing of the lesson supports high levels of intellectual engagement and deeper learning; students have multiple and effective opportunities to think, reflect, and consolidate understanding.*	*Through opportunities provided by the teacher or their own initiative, students demonstrate autonomy and effective use of strategies for reflection; they are able to identify and advocate for their own need to engage in further processing or reflection in order to consolidate understanding and solidify new learning.*

15-Minute Task Lifts African-Americans' Grades

PROBLEM AREA:

EDUCATION

Problem

Students of color lag behind their European-American counterparts at every level of education.

Solution

Writing about a personal value for just 15 minutes at the beginning of the semester elevates African-Americans' grades, closing the gap between European-American and African-American students by 40 percent.

The Details

At the beginning of the fall semester, social psychologist Geoffrey Cohen and his colleagues randomly assigned African-American and European-American seventh-graders to complete one of two 15-minute writing assignments. In the treatment condition, students named their most important value and explained why it was important to them. In the control condition, students named their least important value and explained why it might be important to someone else.

African-American students who wrote about their most treasured value had higher grade-point-averages at the end of the semester than did African-American students who wrote about their least important value. The intervention did not affect European-American students meaning that European-American students in the two conditions had the same GPAs.

Why This Works

People like to feel good about themselves. A positive self-image is like a psychological immune system: it protects us from hardships. By helping students feel better about themselves, the self-affirming writing assignment shielded African-American students from negative stereotypes about their group, and helped them work to their potential.

When This Works Best

Self-affirmation techniques work best when people feel their identities are under fire, such as when people feel others are viewing them through stereotypes.

The Original Study

Cohen, G. L., Garcia, J., Apfel, N., & Master, A. (2006). Reducing the racial achievement gap: A social-psychological intervention. *Science, 313*(5791), 1307-1310.

Replications

Cohen, G. L., Garcia, J., Purdie-Vaughns, V., Apfel, N., & Brzustoski, P. (2009). Recursive processes in self-affirmation: Intervening to close the minority achievement gap. *Science, 324*(5925), 400-403.

Credits

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