

## Agency, Authority and Identity

The extent to which students have opportunities to conjecture, explain, make arguments and build on one another's ideas, in ways that contribute to their development of agency (the capacity and willingness to engage academically) and authority (having command of the content), resulting in positive identities as sense-makers, problem solvers and creators of ideas.

CSTP 1.1, 1.2, 2.6, 2.7

Students ...	Teachers ...
<ul style="list-style-type: none"> <li>• Routinely ask questions and make comments that reveal deep engagement with the learning objectives</li> <li>• Are productively engaged at all times, show ability to analyze, evaluate and synthesize content</li> <li>• Hold one another accountable for justifying their answers by citing evidence and/or elaborating on their thought processes, when needed</li> <li>• Build on the contributions of others, assume considerable responsibility for the success of academic conversations, initiate topics and make unsolicited contributions</li> <li>• Take charge of their learning and construct new knowledge by defining tasks, planning, monitoring, changing course of action, and dealing with specific obstacles</li> <li>• Have opportunities to show and apply their understanding in multiple ways</li> <li>• Marshal willpower and regulate their attention when encountering complex tasks and in the face of distractions</li> <li>• Assume responsibility for seamless transitions between learning activities</li> </ul>	<ul style="list-style-type: none"> <li>• Effectively use a wide variety of questioning techniques to encourage student-to-student discussions and to move student thinking forward</li> <li>• Provide adequate time for students to engage in productive struggle and formulate responses</li> <li>• Ask uniformly high quality questions that require students to cite evidence, analyze content, evaluate and synthesize information and clearly explain their thought processes using academic language</li> <li>• Scan the room making note of when students are not engaged and take action and monitor the extent to which students re-engage</li> <li>• Consistently use instructional techniques that facilitate equitable, active student participation, including opportunities for hands-on learning</li> <li>• Encourage student independence in learning, facilitating seamless transitions from one task to the next</li> </ul>

What opportunities do students have to take charge and make sense of their learning and to grapple with problems and construct new ideas? How can more of these opportunities be created?

**Goal: Students demonstrate the capacity and willingness to engage with and show command of the content.**

## Access to Content

The extent to which classroom activity structures, scaffolds (when appropriate), and opportunities for extension provide equitable access to and invite and support all students to develop the capacity to understand content that is complex, ambiguous, provocative and personally or emotionally challenging. Scaffolding, when provided, does not lower the cognitive demand or the grade level expectations, allowing all students to experience the complexity of the task. The rigor involved in the learning experience promotes depth of knowledge and attention to accuracy and detail.

CSTP 1.4, 1.5, 2.2, 2.3, 2.4, 3.5, 3.6, 4.1, 4.2, 4.4, 4.5

Students ...	Teachers ...
<ul style="list-style-type: none"> <li>• Articulate the purpose of the lesson and its connection to their knowledge</li> <li>• Have opportunities to make their own sense of content-specific ideas</li> <li>• Demonstrate what they are learning through ability to explain, interpret, apply, shift perspective, empathize and self-assess their thought processes</li> <li>• Demonstrate strategic thinking by reasoning, developing a plan or sequence of steps to arrive at more than one possible response to the content under study</li> <li>• Contribute to explaining concepts to their peers</li> <li>• Independently seek new sources to expand their knowledge of the content being taught</li> <li>• Persevere to accomplish long-term or higher-order goals in the face of challenges and setbacks by engaging their academic mindsets, effortful control, strategies and tactics</li> </ul>	<ul style="list-style-type: none"> <li>• Make the purpose of the lesson/unit clear, including where it is situated within broader learning, linking that purpose to student interests</li> <li>• Facilitate opportunities for students to construct new knowledge and to make connections to their prior knowledge and experience</li> <li>• Consistently use students' learning styles, interests, and needs to plan diverse learning activities (including hands-on learning), group students, and differentiate the content, process or product</li> <li>• Ensure all student groups and/or pairings are strategic, purposeful and flexible, based on student characteristics</li> <li>• Frequently anticipate typical student understanding or misconceptions and are prepared with alternative and differentiated lesson activities and materials.</li> <li>• Provide ample opportunities for supportive interventions and challenging extension activities</li> </ul>

Who does and does not participate in the work of the class? How can more opportunities for each student to participate be created?

**Goal: Students gain access to content and participate in the work of the class; diverse learning needs are met through the use of an extensive repertoire of strategies, resources, and technologies.**

## Uses of Assessment

The extent to which the teacher solicits student thinking and subsequent instruction responds to those ideas, by building on productive beginnings or addressing emerging misunderstandings. High quality instruction “meets students where they are” and gives them opportunities to move forward.

CSTP 1.6, 5.1, 5.2, 5.3, 5.4, 5.5, 5.6

Students ...	Teachers ...
<ul style="list-style-type: none"> <li>• Express their thinking, justify their findings, and apply new concepts they have learned so far</li> <li>• Apply concepts from the new learning in a real-world or creative context</li> <li>• See errors as a chance for new learning</li> <li>• Make use of teacher feedback in their learning, taking opportunities for revising and refining understandings</li> <li>• Consistently conduct assessments of their own work and the work of peers, and provide specific and accurate feedback</li> <li>• Are highly knowledgeable about the assessment criteria</li> <li>• Co-construct expectations and rubrics for final products</li> <li>• Demonstrate learning and understanding in a variety of ways-letter writing, charts, models, essays, picture books, tableaux, poetry, debate, bar graphs, statistics, scaled drawings, experiment results, teach others, take action through public speaking, community work, advocacy, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Actively and systematically elicit diagnostic and formative information from individual students regarding their understanding and monitor the progress of individual students</li> <li>• Administer thought-provoking and challenging assessments that are open-ended and require a demonstration of deep understanding</li> <li>• Employ a variety of formative assessment techniques and use results to inform adjustments to content, process and products and to provide opportunities for re-engagement and revision</li> <li>• Ask students: What questions do you have?, What do you understand?, What is working for you?, What can I do to help you learn better?</li> <li>• Provide opportunities for all students to self-assess learning against established criteria in order to reflect on their growth as learners</li> <li>• Provide feedback to students that is timely and prompts students to make active use of that information in their learning</li> <li>• Confer with small groups and individuals</li> </ul>

What opportunities exist to build on students' thinking? How do teachers and/or other students take up these opportunities?

**Goal: Each student's learning experience is maximized through the strategic and flexible use of a wide range of assessments throughout instruction.**