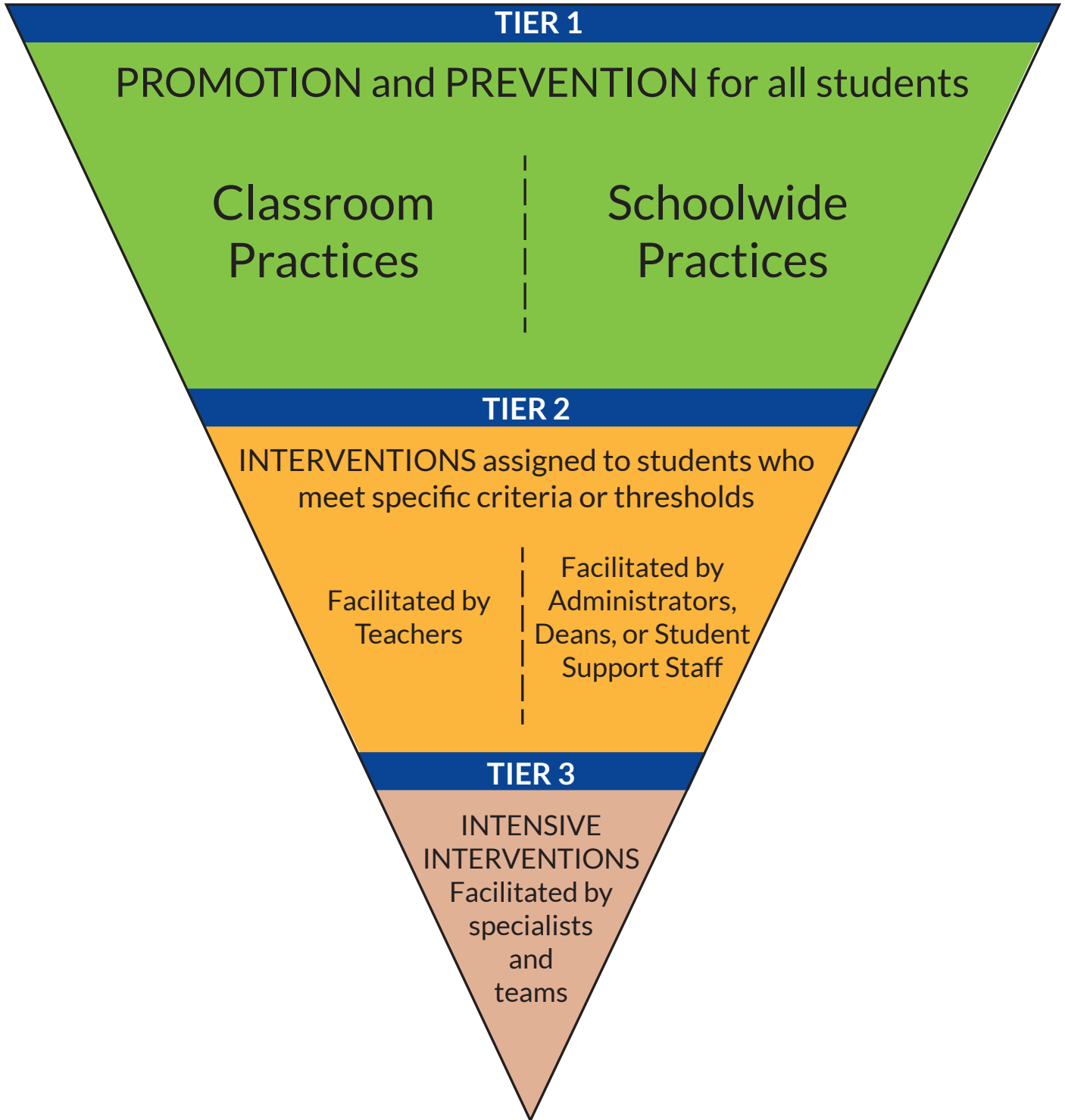


The Frameworks that Support the Engaged Classroom



An Empowered Teacher Presence supports teachers to navigate and balance these pedagogical frameworks

Multi-Tiered System of Supports



Learning and Life Competencies for School, College, and Career Success

Competency	Skill	Target Behaviors
Self-Awareness	I know myself.	<p>I am aware that my mindsets and emotions impact my capacity to learn and be skillful.</p> <p>I can accurately assess my feelings, behavior, interests, values, and strengths through my experiences.</p> <p>I know when I have done the right thing and when I make mistakes.</p> <p>I know when I bother others or upset them.</p>
	I am aware of skills, behaviors, and attitudes that help me.	<p>I can name and describe the benefits of skills, behaviors, and mindsets that help me be a good student and a good person.</p> <p>I know what motivates me.</p> <p>I know when it is important to follow the rules, procedures, and norms of acceptable behavior.</p>
Self-Management	I identify, express, and manage emotions.	<p>I name and assess emotions accurately.</p> <p>I express emotions skillfully even when I feel angry, frustrated, or disrespected.</p> <p>I manage my emotions by using strategies to cool down and regain my balance.</p>
	I exhibit self-regulation.	<p>I sustain my focus and pay attention throughout an activity or task.</p> <p>I work silently without bothering others.</p> <p>I accept help, feedback, correction, or consequences with goodwill.</p> <p>I follow instructions, procedures, and rules.</p>
	I demonstrate perseverance and resiliency.	<p>I persist in my effort until I “get it” and finish the task.</p> <p>I pursue and sustain efforts to complete long-term tasks and achieve long-term goals related to my future.</p> <p>I can right myself and bounce back even when I experience temporary setbacks, failure, or adversity.</p>
Social Efficacy	I communicate and problem-solve effectively.	<p>I focus my attention on people who are speaking to me.</p> <p>I listen respectfully and paraphrase/summarize or question before speaking.</p> <p>I use school-appropriate language and project appropriate body language.</p> <p>I use problem-solving strategies to work things out.</p> <p>I resolve interpersonal conflicts constructively.</p>
	I demonstrate empathy and respect.	<p>I make an effort to understand the emotions, words, and actions of others.</p> <p>I respect the dignity of each person and their rights to be heard, to be valued, and to learn in a safe classroom.</p> <p>I accept other viewpoints respectfully and appreciate individual and group similarities and differences.</p> <p>I stand up for people whose rights, identity, or dignity have been violated.</p> <p>I interrupt or call attention to incidents of bullying, harassment, prejudice, or teasing.</p>

Competency	Skill	Target Behaviors
Social Efficacy	I foster healthy relationships.	<p>I greet and talk to people in a friendly manner.</p> <p>I use words of common courtesy like please and thank you, excuse me, sorry about that.</p> <p>I am dependable and follow through on what I say I am going to do.</p> <p>I help and support others.</p>
	I am assertive and I self-advocate.	<p>I use neutral, non-aggressive language to express myself.</p> <p>I can verbalize and present my ideas, my values, and my needs to others.</p> <p>I take the initiative to seek help.</p> <p>I can navigate across different settings in order to present my best self to others.</p>
	I cooperate and participate.	<p>I work effectively with different students.</p> <p>I take on various roles and responsibilities to complete the learning task.</p> <p>I take turns, listen to and encourage others, and do my fair share.</p>
	I demonstrate civic responsibility.	<p>I volunteer to take on leadership roles or extended responsibilities in a group.</p> <p>I do positive things to make the class a good place to learn.</p> <p>I take responsibility for my words and actions and acknowledge the impact of my behavior on the community.</p> <p>I make responsible decisions.</p>
Academic Efficacy	I invest in quality work.	<p>I attempt each part of the question, task, assignment, or test.</p> <p>I revise, edit/proof, and correct for quality and accuracy.</p> <p>I push myself to take academic risks.</p> <p>I complete assigned tasks regularly.</p> <p>I engage in critical, reflective, and creative thinking.</p>
	I organize to learn and study.	<p>I attend class every day and arrive to class on time.</p> <p>I organize myself and manage my materials.</p> <p>I prioritize and manage my time and tasks.</p> <p>I figure out the instructions before I begin a task.</p> <p>I use a range of study strategies to remember and apply key knowledge, skills, and understandings.</p>
	I set goals and self-assess.	<p>I make sure that I know the criteria for high-quality work.</p> <p>I set specific learning goals and identify and adjust action steps to improve my grade.</p> <p>I monitor my academic progress through written and oral self-reflection and conferencing.</p> <p>I can identify the evidence that shows my effort to meet my goal.</p>

Six Conditions for Academic Engagement

I feel respected,
known, and heard.
You've got my
goodwill
(I TRUST)

I feel curious, motivated,
and goal-driven.
You've got my
interest
(I WANT TO)

I feel competent, confident,
and able to persist.
You've got my
effort
(I CAN)



I feel alert, settled,
and able to focus.
You've got my
attention
(I'M READY)

I feel connected, included,
and cooperative.
You've got my
participation
(I BELONG)

I feel invested, responsible,
and accountable.
You've got my
commitment
(I SHOULD)

Academic Engagement:
sustained learning that involves students
emotionally, cognitively, and behaviorally

Domains of the Engaged Classroom

Domains	Practices and Strategies	
<p>Positive Personal Relationships</p> <p><i>How do I foster and sustain strong and supportive personal relationships?</i></p>	<p>1 Knowing Students and Making them Feel Known</p> <ul style="list-style-type: none"> <input type="checkbox"/> Student Names <input type="checkbox"/> Meet and Greet <input type="checkbox"/> Student Profile Data <input type="checkbox"/> Personal Check-ins <input type="checkbox"/> Value-added Feedback 	<p>2 Creating Group Cohesion</p> <ul style="list-style-type: none"> <input type="checkbox"/> Gatherings <input type="checkbox"/> Anchor Experiences <input type="checkbox"/> Circle <input type="checkbox"/> Student Feedback
<p>Organizing the Learning Environment</p> <p><i>How do I purposefully organize my learning environment to support academic engagement?</i></p>	<p>3 Organizing the Learning Environment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Visual Postings <input type="checkbox"/> Furniture Arrangement <input type="checkbox"/> Tools and Resources 	<p>4 Foundational Procedures</p> <ul style="list-style-type: none"> <input type="checkbox"/> Starting Class <input type="checkbox"/> Ending Class <input type="checkbox"/> Getting Attention <input type="checkbox"/> Maintaining Silence <input type="checkbox"/> Clear Instructions <input type="checkbox"/> Grouping Formats
<p>Content Design, Learning Tasks, and Protocols</p> <p><i>How do I ramp up engagement and rigor in order to increase academic achievement?</i></p>	<p>5 Rigorous, Meaningful Learning Tasks</p> <ul style="list-style-type: none"> <input type="checkbox"/> Representing to Learn <input type="checkbox"/> Problematizing a Learning Task <input type="checkbox"/> Student Voice and Choice <input type="checkbox"/> End-of-Unit Assessments <input type="checkbox"/> Developmentally Informed Content <input type="checkbox"/> Culturally Relevant Content 	<p>6 Learning Protocols</p> <ul style="list-style-type: none"> <input type="checkbox"/> Text Protocols <input type="checkbox"/> Activators <input type="checkbox"/> Turn and Talk <input type="checkbox"/> Cooperative Learning <input type="checkbox"/> Whole Group Discussion

Domains	Practices and Strategies		
<p>Academic Support</p> <p><i>How do I target my academic practices and strategies to meet the range of learners in my classroom?</i></p>	<p>7 Academic Press</p> <ul style="list-style-type: none"> <input type="checkbox"/> Setting and Monitoring Expectations <input type="checkbox"/> Academic Reflection, Goal Setting, and Progress Tracking <input type="checkbox"/> Anticipating and Planning for Learning Gaps <input type="checkbox"/> Study Strategies <input type="checkbox"/> Revise, Edit/Proof, and Correct <input type="checkbox"/> Guided Work Period 	<p>8 Formative Assessment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic Check-ins <input type="checkbox"/> Walk-around Look-fors <input type="checkbox"/> Feedback For Self-correction <input type="checkbox"/> Five-minute Assessment Tools 	<p>9 Academic Interventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Academic Problem-solving and Planning Conference <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Academic Turnaround Plan <input type="checkbox"/> Academic Coaching
<p>Restorative and Accountable Discipline and Behavior Support</p> <p><i>How do I plan for, respond to, and manage behavior concerns and intervene in high-impact situations?</i></p>	<p>10 Planning for Behavior Concerns</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom Behavior Plan <input type="checkbox"/> First Response to Behavior Concerns <input type="checkbox"/> Behavior Check-ins 	<p>11 Defusing Charged Situations</p> <ul style="list-style-type: none"> <input type="checkbox"/> Depersonalization <input type="checkbox"/> Responding to Disrespectful Behavior <input type="checkbox"/> Defusing Students who are Upset <input type="checkbox"/> Defusing Power Struggles <input type="checkbox"/> Re-set Protocols <input type="checkbox"/> Interrupting Physical Altercations <input type="checkbox"/> Responding to Oppositional Behavior 	<p>12 Behavioral Interventions</p> <ul style="list-style-type: none"> <input type="checkbox"/> Restorative Conversations <input type="checkbox"/> Behavioral Problem-solving and Planning Conferences <input type="checkbox"/> Progress Monitoring <input type="checkbox"/> Behavioral Coaching

Professional Learning Cycle

