## STUDENT ENGAGEMENT

**NEW Guiding Question:**
In what ways is work designed to promote sustained interest (e.g. creates value for students, generates student questions, promotes student ownership of material, etc.)?

**Why this change?**
This question attends to the primary observable components of interest development that promote deeper learning and student engagement. This is important because student engagement is related to increased academic achievement, greater enjoyment of learning and desire to engage in challenging tasks.

SE1: Quality of questioning. Students question one another.
**SE2: Ownership of learning.** Opportunities and strategies (design of work) that promote sustained interest.
SE3: Capitalizing on students' strengths.

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**NEW Guiding Question:**
How are student identities and experiences surfaced and valued in the classroom to provide multiple ways of understanding and experiencing academic content?

**Why this change?**
This guiding question encourages educators to look for ways to <u>validate and affirm students' belonging in class.</u> Doing so is a way of building a culturally sustaining classroom and reducing the impact of stereotype threat. This also allows for <u>student identities and experiences to serve as learning resources and assets</u> for the whole class.

**SE3: Capitalizing on students' strengths.**

## ASSESSMENT FOR STUDENT LEARNING

**REVISED Vision Statement:**
The teacher creates multiple assessment opportunities and expects all students to demonstrate **progress towards their learning goals.**

**Why this change?**
This revision centers individual learning goals, which are a central component of a mastery-oriented classroom, and is meant to <u>make progress explicit for students.</u>

A2: Student use of formative assessments over time.
**A3: Quality of formative assessment methods.** Assessment tasks allow students to demonstrate learning **and progress.**
A5: Collection systems for formative assessment data.

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**REVISED Vision Statement:**
The teacher uses systems and routines for recording and using student assessment data (e.g., **individual** charts, conferring records, portfolios, rubrics) **and emphasizes this data as evidence of student progress towards learning goals.**

**Why this change?**
Having <u>observable systems dedicated to tracking progress towards performance goals has been shown to have detrimental effects across student demographics, and it can be particularly harmful as an instigator of stereotype threat for marginalized student groups. This revision emphasizes assessments and data as tools to track progress for learning goals, but it does not mean that performance doesn't matter.</u> It suggests the emphasis shift so that performance is seen as important, but not more important than learning goals.

**A5: Collection systems for formative assessment data.** "Observable" does not refer to a visible or public display of student data, but rather to ways of collecting data that can be seen and used to inform instructional practice.

## ASSESSMENT FOR STUDENT LEARNING

**NEW Vision Statement:**
The teacher provides feedback that fosters students' meta-cognition to promote their role as editors of their work and that of their peers.

**Why this change?**
Targeted feedback is a high-leverage tool for improving student learning outcomes and this revision incorporates one of the most important aspects of making ongoing targeted feedback feasible at the classroom-wide scale. Ultimately, feedback needs to come from more than the teacher and should empower students as editors of their own work. Taking time to provide students with feedback on their own role as editors is a critical capacity-building aspect of implementing ongoing, targeted feedback.

**A4: Teacher use of formative assessments.** Teacher gives targeted feedback aligned with the learning target(s) to individual students. This feedback fosters meta-cognition.

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**NEW Guiding Question:**
What opportunities are provided for students to revise their work based on teacher and peer feedback?

**Why this change?**
This guiding question supports the vision statement for increasing students' meta-cognition and self regulation to become better editors of their own work. Highlighting the opportunity for revision is also meant to increase the mastery-orientation of the classroom and lower the stakes for learning. This can increase engagement, retention, and, ultimately, depth of learning.

**A1: Student self-assessment.** Students use success criteria for improvement. Students using the success criteria to provide feedback and support revisions is an example of "students use success criteria for improvement."

**A2: Student use of formative assessments over time.** Reminder that formative assessments include feedback provided by teacher or peers. Students assess their own learning, determine learning goals, revise work, and monitor progress over time.

## CLASSROOM ENVIRONMENT & CULTURE

**REVISED Vision Statement:**
Students show responsibility for and ownership of classroom systems and routines that further independence, learning, and a culture of respect.

**Why this change?**
This revision reflects the student ownership and shared responsibility of classroom systems and routines that is present when a teacher creates a learning environment that reflects both the teacher's and students' norms and values, creating an inclusive learning space.

**CEC2: Learning routines.**
**CEC5: Norms for learning.**

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**NEW Vision Statement:**
The classroom culture fosters the exchange of constructive feedback and celebration of growth.

**Why this change?**
A low-stakes, supportive and nurturing environment is critical for developing mastery orientation, impactful feedback, and productive mindsets. To produce positive results for students, these foci needed to be embedded in the classroom culture and environment. "Central to these notions [what feedback can accomplish for learning] is a teacher-student relationship that not only permits but also fosters errors and the seeking of feedback, and classroom climates where peer assessment/feedback is a visible and important part of the learning for all students."*

**CEC2: Learning routines.** Students support the learning of others.
**CEC4: Student status.**

*Hattie, J. & Gan, M. (2010). Instruction based on feedback. In Mayer, R.E. & Alexander, P.A. (Eds.), Handbook of Research on Learning and Instruction (p. 265). Routledge.