

# ENGAGEMENTforLEARNING

	Active Participation	Appropriately Challenging	Culturally Relevant
Direct Instruction	<ul style="list-style-type: none"> <li>• Students demonstrate interest or curiosity in the lesson's topic as a result of their involvement in a logical introduction / anticipatory set (e.g., "hook").</li> <li>• Students demonstrate an understanding of the lesson's purpose.</li> <li>• Students are held accountable to remain involved throughout teacher modeling (e.g., note-taking, checks for understanding).</li> </ul>	<ul style="list-style-type: none"> <li>• The lesson's purpose and introduction are intellectually stimulating and appropriate for the grade level.</li> <li>• Teacher modeling provides a detailed account of the steps required to complete the desired task, paying specific attention to the meta-cognitive processes involved.</li> </ul>	<ul style="list-style-type: none"> <li>• Students relate to the lesson's introduction as a result of their prior knowledge and skills.</li> <li>• The lesson's purpose and introduction reflect an awareness and sensitivity of the students in the classroom.</li> <li>• Teacher modeling appeals to the diverse knowledge and skills of students in the classroom (e.g., providing identifiable examples).</li> </ul>
Guided Instruction	<ul style="list-style-type: none"> <li>• Students practice applying knowledge and skills with appropriate teacher guidance.</li> <li>• Students demonstrate an understanding of the lesson's content when prompted by the teacher.</li> <li>• Students are held accountable to respond accurately to teacher questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning and performance demands are differentiated based upon individual readiness.</li> <li>• Teacher questions and prompts require higher-order thinking skills.</li> <li>• Students are able to accurately complete assigned tasks with appropriate teacher guidance.</li> <li>• The teacher frequently checks for student understanding and adjusts instruction based upon individual readiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Academic content reflects the diverse knowledge and skills of the students in the classroom.</li> <li>• Academic tasks are differentiated based upon individual interests and learning styles.</li> <li>• Teacher questions and prompts reflect an awareness and sensitivity of the students in the classroom.</li> </ul>
Collaborative Learning	<ul style="list-style-type: none"> <li>• Students demonstrate positive interdependence while applying knowledge and skills.</li> <li>• Students are held accountable for individual and group performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Group tasks and/or responsibilities are differentiated based upon individual readiness.</li> <li>• Group tasks and/or responsibilities require higher-order thinking skills.</li> <li>• Students are able to accurately complete assigned tasks interdependently.</li> <li>• The teacher frequently checks for student understanding and adjusts instruction based upon individual readiness.</li> </ul>	<ul style="list-style-type: none"> <li>• Group tasks and/or responsibilities reflect the diverse knowledge and skills of the students in the classroom.</li> <li>• Group tasks and/or responsibilities are differentiated based upon individual interests and learning styles.</li> <li>• Group tasks and/or responsibilities reflect an awareness and sensitivity of the students in the classroom.</li> </ul>
Independent Learning	<ul style="list-style-type: none"> <li>• Students demonstrate proficiency while independently applying knowledge and skills.</li> <li>• Students are held accountable to complete assigned tasks without assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent tasks are differentiated based upon individual readiness.</li> <li>• Independent tasks require higher-order thinking skills.</li> <li>• Students are able to accurately complete independent tasks without assistance.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent tasks are differentiated based upon individual interests and learning styles.</li> <li>• Independent tasks reflect an awareness and sensitivity of the students in the classroom.</li> <li>• Multiple means of assessment are provided (e.g., preferred method of delivery).</li> </ul>