



# Instructional

## LOOK FORS

Resources to enable personalized learning

OCTOBER 2018





# Table of Contents

## EXECUTIVE SUMMARY

The *Instructional Look Fors* aim to help educators build clarity and confidence in pursuing personalized learning by sharing the lessons learned at Summit Public Schools and Lindsay Unified School District, as well as research-based practices. This resource articulates six core principles and corresponding educator and student actions that foster quality personalized learning classrooms.



## 3 INTRODUCTION

- 3 Overview
- 3 Introduction to the Student Impact Framework
- 3 How does the *Instructional Look Fors* resource support the Student Impact Framework?
- 4 How can I use the *Instructional Look Fors*?
- 4 How is the *Instructional Look Fors* resource organized?
- 5 How was the *Instructional Look Fors* resource designed?

## 6 INSTRUCTIONAL LOOK FORS

- 6 Rigor
- 8 Customization
- 10 Purposefulness
- 12 Relevance
- 14 Collaboration
- 16 Community



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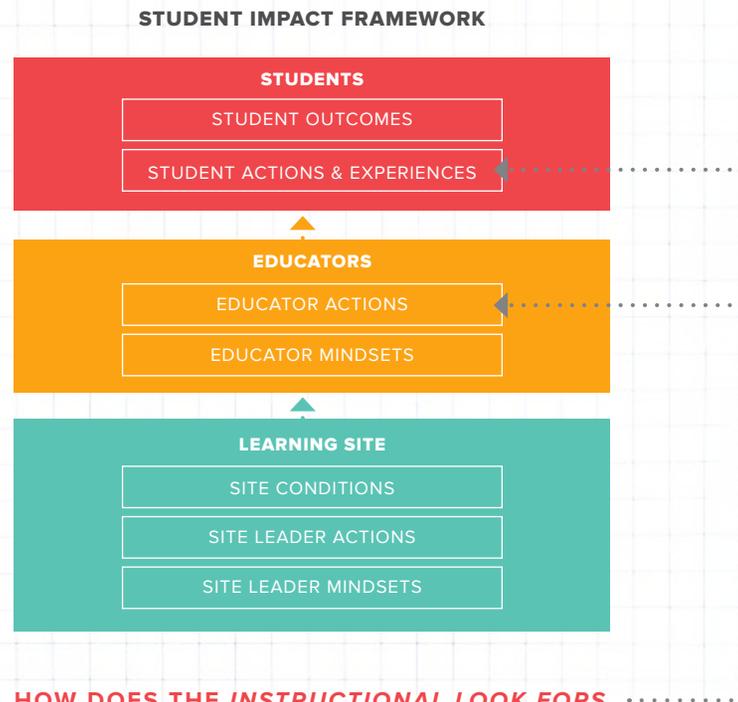
# Introduction

## OVERVIEW

Personalized learning has the potential to empower students to lead successful and fulfilling lives, yet shifting teaching and learning practices are significant undertakings. Schools, systems, and their many stakeholders have voiced a need for clarity on what personalized learning entails at both the classroom and site levels, an articulation of capacities and mindsets needed to implement new personalized learning practices, and confidence that the changes they are making will positively impact outcomes for students.

## INTRODUCTION TO THE STUDENT IMPACT FRAMEWORK

The Student Impact Framework is an oversimplified model of how impact happens for students. It starts with student outcomes and asserts that they are affected by students' actions and experiences, which are in turn affected by educators' actions and mindsets. Educators' actions and mindsets are then shaped by site level conditions and site leaders' actions and mindsets. We have developed resources, including the *Instructional Look Fors*, to support the realization of the Student Impact Framework.



## HOW DOES THE *INSTRUCTIONAL LOOK FORS* RESOURCE SUPPORT THE STUDENT IMPACT FRAMEWORK?

The *Instructional Look Fors* provide a set of observable indicators that depict how educators can create and support effective personalized learning classrooms. In addition to the *Look Fors*, the [Site Level Conditions](#) outline a set of conditions that foster the site level structures necessary for personalized learning. We have also outlined the [Educator and Leadership Mindsets Inquiry](#) that foster the [Site Level Conditions](#) for personalized learning and give educators the ability to implement the *Look Fors*. (See our [website](#) for how all the personalized learning resources fit into the Student Impact Framework.)



## HOW CAN I USE THE INSTRUCTIONAL LOOK FORS?

This resource is meant to offer the “raw materials” that practitioners—system and school leaders, educators, and school designers—can adapt into tools for their unique contexts (e.g., an observation framework). Possible use cases for the *Look Fors* may include:

- ▶ **Building shared language**—by having a resource that provides normed language around quality personalized learning, schools have a chance to design for more cohesive implementation.
- ▶ **Reflection and goal setting**—by providing prompts to help educators reflect on their progress while transitioning to personalized learning, educators can set clear goals around how they want to grow.
- ▶ **Coaching**—by helping design coaching conversations, walk throughs, and professional development for educators, coaches can ground their work in a comprehensive set of indicators and build consistent expectation for educators.

Both Lindsay and Summit are actively using these Look Fors to build tools that set expectations and coach around high-quality personalized learning teaching practices.

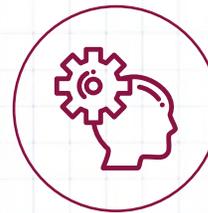


### FOR MORE IDEAS

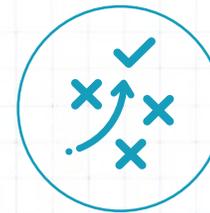
around how you might use and adapt this content in your school, take a look at a sample of [Summit](#) and [Lindsay's tools](#).

## HOW IS THE INSTRUCTIONAL LOOK FORS RESOURCE ORGANIZED?

Based on the research conducted by Columbia’s Center for Public Research and Leadership, as well as the practice-based experience of Lindsay, Summit, and Transcend, the team identified six principles with 26 sets of indicators of what quality personalized learning looks like (see more research in [Summaries of the Research and Co-construction Processes](#)). The *Look Fors* resource defines ideal personalized learning classrooms through the six guiding *Principles* shown below: Rigor, Customization, Purposefulness, Relevance, Collaboration, and Community.



RIGOR



CUSTOMIZATION



PURPOSEFULNESS



RELEVANCE



COLLABORATION



COMMUNITY

For each of these six principles, the *Look Fors* describe student actions that indicate if each principle is present, as well as educator actions for developing and supporting these student actions in personalized learning classrooms. These linkages also support problem-solving and improvement because an educator can identify, or be coached on, where in the chain productive strategies are occurring or a breakdown is happening to adjust their actions.

It is also important to note that the educator *Look Fors* contain example strategies while the student *Look Fors* do not—these are meant to be suggestions, rather than a comprehensive set of strategies, and readers can add additional bullets based on needs or local context. These actions include ones an educator might plan (labeled P) and ones an educator might do spontaneously while facilitating learning activities (labeled F).

The resource is guided by six **Principles** that define personalized learning. Each Principle is represented by a different color and icon.

## HOW WAS THE INSTRUCTIONAL LOOK FORS RESOURCE DESIGNED?

### Research and Experience Based

This resource is research-based and was informed by literature on student-centered learning, personalized learning, and learning science (among other areas) as well as by the experiences and expertise of two public school systems.

### Incorporating Various Voices

In addition to incorporating the experience of two models that are starting to spread to schools across the country, this resource was designed using an inclusive process with input and feedback from a diverse set of educators and school / system leaders, as well as leading experts in personalized learning, to ensure many (and particularly historically underrepresented) perspectives were reflected in the content. When done well, personalized learning has the potential to foster equitable outcomes amongst students; this resource aims to support that goal.

To learn more about the design of the *Look Fors*, please refer to the [Student Impact Framework](#).

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<b>1a: Positive Interdependence</b> —Students working in groups have essential and complementary roles that allow them to make progress towards a shared goal on a group-worthy task.	<b>1b: Positive Interdependence</b> —Educators ensure students act interdependently during group work by using any of the following sample strategies: <ul style="list-style-type: none"> <li>Developing activities that are conducive to collaboration such as learners having interdependent roles, tasks, or resources (P)</li> <li>Introducing group work clearly and concisely so students are clear about the expectations for collaboration (P/F)</li> <li>Emphasizing the group outcomes students are working toward (P/F)</li> <li>Redirecting students when participation is not balanced or group members are working independently instead of collaboratively (F)</li> </ul>
<b>2a: Individual Accountability</b> —Students working in groups engage fully in learning activities and do not rely on others to do the hard work for them, ensuring everyone individually achieves learning objectives.	<b>2b: Individual Accountability</b> —Educators promote individual accountability when students are working in groups by employing any of the following sample strategies: <ul style="list-style-type: none"> <li>Directly checking for understanding among individual group members to ensure everyone is learning the content and skills (P/F)</li> <li>Asking students to check each other's understanding or teach a peer or adult what they learned to ensure each group member is learning the content and skills (P/F)</li> <li>Observing for, tracking, and providing feedback on individual contributions to group activities (F)</li> <li>Establishing and implementing routines that enable students to do their best work and hold their peers accountable to do the same (P/F)</li> </ul>
<b>3a: Interpersonal Skills</b> —Students working in groups deploy	<b>3b: Interpersonal Skills</b> —Educators support students' development and application of interpersonal skills needed for collaboration by using any of the following sample strategies:

This column contains the **student Look Fors** associated with the Principle. Each one is labeled with research-based Actions in bold at the beginning.

This column contains the **educator Look Fors**. These *Look Fors* include a menu of strategies educators can take to support the student *Look For* in the same row. These Strategies are tagged with P if they are planned, F if they are facilitated spontaneously, and P/F if they are either.



# Rigor LOOK FORS

Students stretch themselves intellectually and personally by engaging with skills, habits, and content in challenging, developmentally appropriate ways.

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>1a: Cognitive Lift</b>— <i>Students do the majority of the cognitive lifting—explaining, making connections, addressing questions, etc.—during written work and discourse.</i></p>	<p><b>1b: Cognitive Lift</b>—<i>Educators ensure students have the opportunity to take on the majority of the work of learning and facilitate consistent and varied opportunities for active learning by using any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Employing inquiry-based and investigative learning that is driven by student questions (P)</li> <li>▶ Providing plentiful opportunities for deliberate practice (P)</li> <li>▶ Anticipating student thinking in advance and developing complex extending questions that probe and guide students (P)</li> <li>▶ Ensuring educator talk only occurs when necessary and is clear and concise when it occurs, in order to prioritize student processing (P/F)</li> <li>▶ Distributing questions across multiple students (P/F)</li> <li>▶ Asking for multiple, diverse examples or supporting evidence (P/F)</li> <li>▶ Asking students to explain their process versus only sharing their product (P/F)</li> <li>▶ Prompting students to respond to one another's thoughts and answers instead of the educator doing this, when appropriate (F)</li> <li>▶ Encouraging students who are passively and/or actively disengaged from learning activities (F)</li> <li>▶ Ensuring whole group instruction time, when used, is dynamic and engaging by, for example               <ul style="list-style-type: none"> <li>▪ Leveraging student voice during whole group experiences;</li> <li>▪ Building community through the whole group experience;</li> <li>▪ Building excitement or engagement about the content or project;</li> <li>▪ Creating shared understanding or clarifying a shared misunderstanding, mindful of not “imposing misunderstanding” in cases where students bring different reality-grounded perspectives; or</li> <li>▪ Celebrating growth or achievement</li> </ul> </li> </ul>
<p><b>2a: Higher-Order Thinking</b>— <i>Students employ higher-order thinking skills such as applying, analyzing, evaluating, and creating to complete learning activities.</i></p>	<p><b>2b: Higher-Order Thinking</b>—<i>Educators support students in developing cognitive skills by employing any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Utilizing instructional strategies to reduce load on short-term working memory, such as frequent repetition of new material, explicit instruction, deliberate practice, and external memory aids (P)</li> <li>▶ Using problems that have multiple solutions or solution paths (P)</li> <li>▶ Providing students with opportunities to apply their learning to new context and problems (P)</li> <li>▶ Providing multiple sources of information that vary in type (e.g. visual, written, audio) (P)</li> <li>▶ Including tasks that require students to evaluate and synthesize a blend of factual and conceptual knowledge in order to draw and defend conclusions (P)</li> <li>▶ Engaging students in creating final products that reflect deep mastery (P)</li> <li>▶ Ensuring the majority of instructional prompts are open-ended questions at higher levels of depth of knowledge (P/F)</li> <li>▶ Understanding student thinking and asking extending questions that probe and guide students to appropriate depth of thinking (F)</li> </ul>

The strategies are tagged with **P** if they are planned, **F** if they are facilitated spontaneously, and **P/F** if they are either.

# Rigor LOOK FORS *(continued)*

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>3a: Essential Knowledge</b>— <i>Students engage deeply with complex and challenging facts and concepts that build a meaningful foundation of knowledge.</i></p>	<p><b>3b: Essential Knowledge</b>—<i>Educators ensure students engage with content and concepts that are complex and challenging by using any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Ensuring that learning activities require students to apply skills and habits to facts and concepts that are meaningful and important to students (P)</li> <li>▶ Including a variety of spiraled opportunities for meaningful and important knowledge to be explained and discussed (P)</li> <li>▶ Anticipating* and monitoring student thinking and asking questions that probe and guide students to appropriate factual and conceptual understanding (P/F)</li> <li>▶ Incorporating formative and summative assessments, including checks for understanding, to assess depth of knowledge (P/F)</li> <li>▶ Correcting misunderstandings* of facts and concepts accurately, completely, and as they arise (F)</li> <li>▶ Monitoring the topics students select to focus on when choice is provided to ensure appropriate rigor of facts and concepts, and redirecting as needed (F)</li> </ul> <p><i>*while being mindful of biases that can creep into anticipation; base anticipations on facts and data</i></p>
<p><b>4a: Social Emotional Habits</b>— <i>Students consciously apply key social emotional habits necessary for lifelong success to their interpersonal and intrapersonal activities.</i></p>	<p><b>4b: Social Emotional Habits</b>—<i>Educators support students in developing the social emotional habits that contribute to lifelong success* by employing any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Modeling habits in planned and unplanned moments during instruction (P/F)</li> <li>▶ Providing explicit direct instruction on key habits (P/F)</li> <li>▶ Emphasizing the importance of particular habits at key points (P/F)</li> <li>▶ Acknowledging student demonstrations of habits as positive reinforcement (F)</li> </ul> <p><i>*See examples of what lifelong learning in Lindsay's <a href="#">Lifelong Learning Standards</a> and Summit's <a href="#">Habits of Success</a> to see how they support their students to thrive in their context</i></p>

The strategies are tagged with **P** if they are planned, **F** if they are facilitated spontaneously, and **P/F** if they are either.



# Customization LOOK FORS

Students engage in experiences tailored to their learning needs, preferences for how to learn, and specific developmental levels.

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>1a: Appropriate Challenge—</b>  <i>Students</i> engage with appropriately challenging activities that meet them at their developmental level (ZPD), stretching them just beyond their comfort zone.</p>	<p><b>1b: Appropriate Challenge—</b><i>Educators</i> incorporate the fewest number of scaffolds needed for students to be met at their developmental level (ZPD) and ensure appropriate challenge by using any of the following sample strategies:</p> <ul style="list-style-type: none"> <li>▶ Reviewing a balance of quantitative and qualitative data on students' current levels of understanding and skill to modify activities appropriately for different individuals and groups (P)</li> <li>▶ Including multiple access points into a learning activity that are aligned to student ability through cues or prompts such as sentence starters, lists of steps for solving a problem, or models (P)</li> <li>▶ Anticipating* possible areas of student misunderstanding and developing interventions to help students meet the timelines they set for their goals</li> <li>▶ Incorporating opportunities for small group instruction and individual conferencing (P)</li> <li>▶ Reducing group size and/or creating mixed ability collaborative learning groups to support student processing, when appropriate (P/F)</li> <li>▶ Incorporating both planned and unplanned checks to understand and assess student progress (P/F)</li> <li>▶ Providing ongoing support aligned to the amount of challenge individual students or groups of students are experiencing through reteaching, questioning, modeling, or discussion (F)</li> </ul> <p style="font-size: small;"><i>*while being mindful of biases that can creep into anticipation; base anticipations on facts and data</i></p>
<p><b>2a: Student Driven—</b>  <i>Students</i> deliberately self-assess, set goals, create plans to meet those goals, and progress along their learning pathway in ways that allow them to be appropriately challenged and meet their objectives.</p>	<p><b>2b: Student Driven—</b><i>Educators</i> empower students to be self-directed in planning and executing a unique learning path that enables them to master learning objectives by employing any of the following sample strategies:</p> <ul style="list-style-type: none"> <li>▶ Designing activities and resources so students can move fluidly between tasks without educator direction or support, including extension activities (P)</li> <li>▶ Presenting students with meaningful and appropriate choices regarding the order, challenge, and content (when applicable) of learning activities (P)</li> <li>▶ Providing opportunities for students to reflect on their progress, set appropriate goals, make plans to meet those goals, and build skills to meet these plans (P)</li> <li>▶ Establishing routines, procedures, and resources (such as task cards) so that students can drive their learning, know what to do when they need feedback, and can assess when to complete a task or engage in collaborative support (P)</li> <li>▶ Co-creating individualized learning plans with students based on their strengths and weaknesses and using these plans to guide selection of learning topics, strategies, activities, and supports (P/F)</li> <li>▶ Setting and monitoring goals with students to move through learning activities with appropriate challenges and realistic time frames (F)</li> </ul>

The strategies are tagged with **P** if they are planned, **F** if they are facilitated spontaneously, and **P/F** if they are either.

# Customization

## LOOK FORS *(continued)*

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>3a: Additional Supports for Students with IEPs or Defined Language Needs—</b> <i>Students engage in learning activities tailored to their unique profile of defined learning needs and preferences.</i></p>	<p><b>3b: Additional Supports for Students with IEPs or Defined Language Needs (e.g., ELLs)—</b><i>Educators provide a variety of ways for students to work toward learning outcomes that align with defined student needs by using any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Providing multiple sources of information that vary in type (e.g., visual, written, audio for hearing impairments, dyslexia) (P)</li> <li>▶ Look out for and identify students who may have particular learning needs (F)</li> <li>▶ Incorporating different types of learning activities (e.g. individual work, group work, computer-based activities, physical activities) that support students with defined needs (P)</li> <li>▶ Organizing content to increase access to academic tasks for English language and special education students (e.g. graphic organizers, sentence frames, leveled/chunked texts) (P)</li> <li>▶ Offering English language students explicit and direct instruction in language skills and repeated and purposeful opportunities to practice and apply the new skills (P/F)</li> </ul> <ul style="list-style-type: none"> <li>▶ Using a variety of research-based instructional strategies to support English language and special education students' academic needs (e.g. building background, comprehensible input, explicit teaching of skills) (P/F)</li> <li>▶ Providing students with any special accommodations (e.g., headphones, ability to sit in the hall, quiet rooms) that support their abilities to engage in active discussion without noise levels disrupting learning (F)</li> <li>▶ Supporting all students in developing an understanding of their own learning differences and needs (P/F)</li> </ul>
<p><b>4a: Demonstrations of Learning—</b> <i>Students demonstrate their evolving knowledge, skills, and habits through a variety of modes and at various points in the learning process.</i></p>	<p><b>4b: Demonstrations of Learning—</b><i>Educators provide a variety of opportunities and ways for students to demonstrate their knowledge and skills by employing any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Assigning a diagnostic task to verify students have the prerequisite competencies, skills, and knowledge to engage in learning activities (P)</li> <li>▶ Offering a manageable set of options for demonstrating mastery of learning outcomes that appeal to varying student preferences and learning modalities (P)</li> <li>▶ Providing “on demand” assessment options that allow students to assess mastery when ready (P)</li> </ul> <ul style="list-style-type: none"> <li>▶ Using planned and spontaneous checks for understanding to monitor student progress (P/F)</li> <li>▶ Making the criteria for demonstrating deep mastery clear and accessible through explanations or exemplars (P)</li> <li>▶ Prompting students to generalize or connect what they learn to broader contexts and other ideas (F)</li> <li>▶ Asking students to critically evaluate new knowledge and concepts (F)</li> </ul>

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# Purposefulness

## LOOK FORs

Students work with effort and energy to accomplish goals that connect to a meaningful purpose, and they are aware of their progress toward achieving these goals at all times.

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>1a: Goal Orientation—</b>  <i>Students work toward meaningful short- and long-term goals and can articulate why they are prioritizing these goals, how short-term goals (e.g., success on daily work) build toward long-term goals, and what success looks like at each stage.</i></p>	<p><b>1b: Goal Orientation—</b><i>Educators ensure students internalize short- and long-term goals that build toward a meaningful purpose for learning and serve as guides for daily work by using any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Building student understanding of criteria for success through scoring rubrics or exemplars (P)</li> <li>▶ Providing direct instruction on goal setting and criteria for high-quality goals (e.g., SMART goals) (P)</li> <li>▶ Facilitating daily or weekly goal-setting routines (P)</li> <li>▶ Setting upper and lower limits for student-developed goals in advance of goal setting (P)</li> <li>▶ Establishing and articulating goals with students (P/F)</li> <li>▶ Modeling goal setting (P/F)</li> <li>▶ Supporting and monitoring students' use of quantitative and qualitative data to set goals (P/F)</li> <li>▶ Using quantitative and qualitative (e.g., assessment) data to create goals with students (P/F)</li> </ul>
<p><b>2a: Awareness of Progress—</b>  <i>Students are aware of their current progress toward goals by way of self-assessment and frequent peer and educator feedback.</i></p>	<p><b>2b: Awareness of Progress—</b><i>Educators ensure students are constantly aware of their progress toward goals by employing any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Conducting 1:1 check-ins that are planned and prioritized based on students' quantitative and qualitative data (P)</li> <li>▶ Communicating directly with students' families in a culturally-appropriate way (P)</li> <li>▶ Providing feedback that is closely aligned to goals (P/F)</li> <li>▶ Targeting feedback toward misconceptions and gaps in understanding (P/F)</li> <li>▶ Providing students with time, tools, and processes to self-reflect and self-evaluate (P/F)</li> <li>▶ Providing students with time, tools, and processes for peer assessment (P/F)</li> </ul>
<p><b>3a: Growth Mindset—</b>  <i>Students engage and persevere at points of difficulty or error, avoid self-limiting statements, and dispute negative self-talk, instead utilizing growth mindset language and positive self-talk.</i></p>	<p><b>3b: Growth Mindset—</b><i>Educators guide students to develop a growth mindset and the ability to persevere when challenged by using any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Modeling and guiding students to use growth mindset language or positive self talk (P/F)</li> <li>▶ Positively and publicly recognizing growth that is attributable to hard work (P/F)</li> <li>▶ Building students' understanding of the processes that happen in the brain while learning (P/F)</li> <li>▶ Acknowledging struggle as a natural part of learning while providing appropriate guidance and support to maintain the instructional goals and cognitive demands of the task (P/F)</li> <li>▶ Helping students explore any self-limiting statements as they occur (F)</li> </ul>

The strategies are tagged with **P** if they are planned, **F** if they are facilitated spontaneously, and **P/F** if they are either.

# Purposefulness

## LOOK FORS *(continued)*

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>4a: Academic Urgency—</b>  <i>Students use their time and energy strategically and employ self-regulation strategies (e.g., breaks, fidgets, movement, self-talk) as needed to maximize learning and progress toward goals.</i></p>	<p><b>4b: Academic Urgency—</b><i>Educators support students in maximizing their time and energy to further progress toward goals by employing any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Providing explicit direct instruction on self-regulation skills such as engaging in mindfulness techniques to direct focus or responding (not reacting) to emotions that come up while working (P)</li> <li>▶ Anticipating* possible areas of common student misunderstanding of concepts and planning interventions to ensure no time is wasted (P)</li> <li>▶ Operating at a speed that models learning is a priority (P/F)</li> <li>▶ Using each moment to further progress toward learning objectives (P/F)</li> <li>▶ Ensuring educator talk only occurs when necessary and is clear and concise when it occurs in order to prioritize student processing (P/F)</li> <li>▶ Communicating and reinforcing high expectations for students' productivity and progress (P/F)</li> <li>▶ Acknowledging when students are using time and energy purposefully as reinforcement (F)</li> <li>▶ Redirecting students when off-task and helping them identify a strategy to self-regulate in the future (F)</li> <li>▶ Communicating clear directions and rationale for activities, including varied daily objectives that allow students to work in a self-directed manner towards their goals (F)</li> <li>▶ Establishing clear routines for starting class, including a routine for entering class, a consistent response to students who arrive late, an opening activity that students can start independently, clear norms and expectations visible to students, and a procedure for taking attendance (P)</li> </ul> <p style="text-align: right;"><small>*While being mindful of biases that can creep into anticipation. As needed, invest in sub-group analysis to identify and actively mitigate against any implicit biases</small></p>

The strategies are tagged with **P** if they are planned, **F** if they are facilitated spontaneously, and **P/F** if they are either.



# Relevance LOOK FORS

Students recognize the significance that learning activities and objectives have to their interests and goals, prior knowledge, and real world, culturally relevant contexts.

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>1a: Personal Relevance—</b> <i>Students</i> connect the particular content or tasks they are focused on in the moment to their individual interests or short- and long-term goals.</p>	<p><b>1b: Personal Relevance—</b><i>Educators</i> help students connect the particular content or tasks they are focused on in the moment to their individual interests or short- and long-term goals by using any of the following sample strategies:</p> <ul style="list-style-type: none"><li>▶ Providing students with meaningful choices in how they learn content or demonstrate mastery that allow students to tap into individual interests (P)</li><li>▶ Prompting students to make connections between new learning activities and objectives and their own personal interests, goals, and aspirations (P/F)</li><li>▶ Providing students with opportunities to assess and reflect on how learning certain past skills, habits, or knowledge helped them to progress toward their goals (P/F)</li><li>▶ Discussing connections between content or task and student's interests and goals during 1:1 check-ins (P/F)</li><li>▶ Reviewing data on students' preferences for learning to modify activities appropriately for individuals and groups (P)</li><li>▶ Providing concise group or individual explanations as to why students are learning new content or skills, including where and when the students will use what they learn (P/F)</li></ul>
<p><b>2a: Academic Relatedness—</b> <i>Students</i> connect the particular content or tasks they are focused on in the moment with their existing skills, habits, and knowledge, work completed to date, and future learning.</p>	<p><b>2b: Academic Relatedness—</b><i>Educators</i> help students connect activities and objectives with students' prior knowledge and learning experiences by employing any of the following sample strategies:</p> <ul style="list-style-type: none"><li>▶ Contextualizing new content or skills in a way that reviews critical prerequisite skills and previews successive skills (P/F)</li><li>▶ Highlighting the lesson's enduring understanding(s) and explicitly connecting them to what was learned before and what will be done in the future (P/F)</li><li>▶ Pointing out meaningful connections between content knowledge and concepts when opportunities arise (F)</li><li>▶ Providing opportunities for students to transfer and creatively use what they learn to various contexts (P/F)</li></ul>

The strategies are tagged with **P** if they are planned, **F** if they are facilitated spontaneously, and **P/F** if they are either.

# Relevance

## LOOK FORS *(continued)*

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>3a: Real-world Authenticity—</b> <i>Students connect the particular content or tasks they are focused on in the moment with authentic personal, local, and global situations and issues.</i></p>	<p><b>3b: Real-world Authenticity—</b><i>Educators help students connect content and tasks with authentic personal, local, and global situations and issues by using any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Designing learning activities that are embedded in or simulate real-life situations and issues (P)</li> <li>▶ Contextualizing the content or skills in a way that demonstrates applicability to real-world problems and situations or connects to students' communities (P/F)</li> <li>▶ Supporting students to connect learning activities, content knowledge, or skills to their own lives (P/F)</li> <li>▶ Highlighting when problems do not have a single right answer to increase students' understanding of the complexity of problem-solving in the real world (P/F)</li> </ul>
<p><b>4a: Cultural Relevance—</b> <i>Students connect the particular content or tasks they are focused on in the moment with their individual cultural identity or community context.</i></p>	<p><b>4b: Cultural Relevance—</b><i>Educators incorporate culturally-relevant pedagogy and connect learning activities and objectives with students' cultural identities or community contexts by employing any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Incorporating important topics or representatives from the local community into learning activities (P)</li> <li>▶ Providing students with meaningful choices in what and how they learn that allow students to tap into culturally-resonant topics and methods (P)</li> <li>▶ Providing students with opportunities to process learning in a method that is authentic to their cultural background, including ones based in oral traditions (P)</li> <li>▶ Connecting learning to culturally relevant examples and metaphors from students' communities and everyday lives (P/F)</li> <li>▶ Helping students recognize, understand, and critique social inequities (P/F)</li> <li>▶ Modeling the recognition and rejections of cultural stereotyping, prejudice, and bias (P/F)</li> </ul>

The strategies are tagged with **P** if they are planned, **F** if they are facilitated spontaneously, and **P/F** if they are either.



# Collaboration LOOK FORS

Students work together to create a joint product, cooperatively solve a problem, or co-construct their understanding of a topic.

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>1a: Positive Interdependence</b>—<i>Students working in groups have essential and complementary roles that allow them to make progress towards a shared goal on a group-worthy task.</i></p>	<p><b>1b: Positive Interdependence</b>—<i>Educators ensure students act interdependently during group work by using any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Developing activities that are conducive to collaboration such as earners having interdependent roles, tasks, or resources (P)</li> <li>▶ Introducing group work clearly and concisely so students are clear about the expectations for collaboration (P/F)</li> <li>▶ Emphasizing the group outcomes students are working toward (P/F)</li> <li>▶ Redirecting students when participation is not balanced or group members are working independently instead of collaboratively (F)</li> </ul>
<p><b>2a: Individual Accountability</b>—<i>Students working in groups engage fully in learning activities and do not rely on others to do the hard work for them, ensuring everyone individually achieves learning objectives.</i></p>	<p><b>2b: Individual Accountability</b>—<i>Educators promote individual accountability when students are working in groups by employing any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Directly checking for understanding among individual group members to ensure everyone is learning the content and skills (P/F)</li> <li>▶ Asking students to check each other’s understanding or teach a peer or adult what they learned to ensure each group member is learning the content and skills (P/F)</li> <li>▶ Observing for, tracking, and providing feedback on individual contributions to group activities (F)</li> <li>▶ Establishing and implementing routines that enable students to do their best work and hold their peers accountable to do the same (P/F)</li> </ul>
<p><b>3a: Interpersonal Skills</b>—<i>Students working in groups deploy the social awareness and interpersonal skills needed to successfully collaborate, including the abilities to empathize, listen actively, relate across lines of difference, communicate respectfully and clearly, resolve conflicts, and both seek and offer help when appropriate.</i></p>	<p><b>3b: Interpersonal Skills*</b>—<i>Educators support students’ development and application of interpersonal skills needed for collaboration by using any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Teaching or reinforcing interpersonal skills through explicit direct instruction (F)</li> <li>▶ Modeling skills for students in interactions with students and colleagues (P/F)</li> <li>▶ Providing individual feedback on interpersonal skills (P/F)</li> <li>▶ Affirming student demonstrations of interpersonal skills (F)</li> <li>▶ Intervening when students do not demonstrate key interpersonal skills (F)</li> <li>▶ Coaching students to take advantage of resources in their classroom, school, and community when appropriate (P/F)</li> <li>▶ Supporting students in articulating the reasons the norms around interpersonal skills exist and why students would choose to follow or not follow a norm in a given situation given that student’s values (P/F)</li> </ul> <p><i>*Be mindful of imposing misunderstanding or overstating the universal value of culturally-defined interpersonal skills in cases where students bring different culturally-relevant perspectives</i></p>

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# Collaboration LOOK FORS *(continued)*

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>4a: Promotive Interactions—</b>  <i>Students working in groups support and build off of one another’s thinking to deepen engagement with the activities and enhance understanding of the related content and skills.</i></p>	<p><b>4b: Promotive Interactions—</b><i>Educators encourage students to support one another’s learning during collaborative time by employing any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Integrating protocols and tools that guide collaborative processes such as explaining and justifying reasoning to one another, providing peer feedback, and forming consensus from multiple perspectives (P/F)</li> <li>▶ Making both individual and group goals for behavior and learning explicit and clear (P/F)</li> <li>▶ Upholding behavioral expectations to maintain a warm, safe environment (F)</li> <li>▶ Monitoring and providing feedback on group interactions (F)</li> </ul>
<p><b>5a: Group Processing—</b>  <i>Students reflect on group work, describe group member actions that were helpful and unhelpful to maintaining effective working relationships and achieving goals, and make logical decisions about what to continue or change.</i></p>	<p><b>5b: Group Processing—</b><i>Educators promote and support students in reflecting on the performance of collaborative learning groups by using any of the following sample strategies:</i></p> <ul style="list-style-type: none"> <li>▶ Modeling the process of identifying and reflecting on helpful and unhelpful group member action (P/F)</li> <li>▶ Facilitating structured reflection and feedback sessions (P/F)</li> <li>▶ Providing a mix of collective and individual feedback to groups and group members (P/F)</li> <li>▶ Working with groups to problem-solve and improve their performance (P/F)</li> <li>▶ Provide students with an opportunity to define their roles and responsibilities on the team as well as to define how they will rely on one another (P/F)</li> </ul>

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# Community LOOK FORS

Students are deeply known as individuals and are part of a school that is positive, secure, and open to all backgrounds and perspectives.

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>1a: Belonging—</b> <i>Students feel and demonstrate that they are part of a community with shared values and beliefs, as well as appreciation for each individual’s unique ideas, perspectives, and backgrounds.</i></p>	<p><b>1b: Belonging—</b><i>Educators</i> build a sense of community and equity among students by employing any of the following sample strategies:</p> <ul style="list-style-type: none"> <li>▶ Ensuring avenues for students to seek support, share ideas with others, and respond freely to one another (P/F)</li> <li>▶ Providing opportunities for students to experience success or showcase strengths (P/F)</li> <li>▶ Developing formal and/or informal opportunities for students to be seen as individuals with unique perspectives and backgrounds (P/F)</li> <li>▶ Developing formal and/or informal opportunities for students to understand and empathize with perspectives and backgrounds of others around them, particularly when perspectives differ (P/F)</li> <li>▶ Facilitating predictable routines and traditions that create a familiar and consistent classrooms (P/F)</li> <li>▶ Encouraging students to be themselves in language, dress, and social interactions (P/F)</li> <li>▶ Celebrating personal heritage as well as the traditions of others (P/F)</li> <li>▶ Taking corrective action when student words or actions harm another member of the community (F)</li> </ul>
<p><b>2a: Joy—</b> <i>Students experience positivity, warmth, and joy in the school.</i></p>	<p><b>2b: Joy—</b><i>Educators</i> promote joy among students by using any of the following sample strategies:</p> <ul style="list-style-type: none"> <li>▶ Celebrating student efforts and accomplishments by showing off their work or publicly acknowledging their efforts (P/F)</li> <li>▶ Creating an inviting, warm, and welcoming classroom space for all students (P)</li> <li>▶ Incorporating meaningful choices for students (P)</li> <li>▶ Incorporating challenges, play, and occasional low or no-stakes competition aligned to learning objectives (P/F)</li> <li>▶ Ensuring sufficient variety in activities (P)</li> <li>▶ Adding mystery and suspense to learning activities (P/F)</li> <li>▶ Empowering students to create (P/F)</li> </ul>
<p><b>3a: Equitable Engagement—</b> <i>Students voice ideas and perspectives freely and equitably, ensuring each individual is an active contributor to the community.</i></p>	<p><b>3b: Equitable Engagement—</b><i>Educators</i> ensure students are equitably participating in and contributing to the learning community by employing any of the following sample strategies:</p> <ul style="list-style-type: none"> <li>▶ Facilitating activities that give each student time and opportunity to engage (P/F)</li> <li>▶ Communicating the expectation that each student is an active contributor to discussions and dialogue, realizing that “active” could come in many forms (e.g., verbal comments, written synthesis) (P/F)</li> <li>▶ Tracking and reviewing participation data—both ahead of time and in the moment—to identify actively and passively disengaged students and respond appropriately (P/F)*</li> <li>▶ Having 1:1 conversations with actively and passively disengaged students during learning time (F)</li> <li>▶ Circling back to students when they are reluctant to engage with the community to understand the root cause of their disengagement and adjust strategies to ensure inclusive engagement for all types of students (F)</li> <li>▶ Intervening when class dialogues are not distributed such that all members of the community are able to engage equally (F)</li> </ul> <p><i>*Keep in mind any trends with sub-groups to actively mitigate against any implicit biases</i></p>

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# Community LOOK FORS *(continued)*

STUDENT ACTIONS	EDUCATOR ACTIONS AND SAMPLE STRATEGIES
<p><b>4a: Connectedness—</b>  <i>Students have positive relationships with peers and adults who act as role models and provide students with emotional support when needed so that students feel seen, heard, safe, and known.</i></p>	<p><b>4b: Connectedness—</b><i>Educators</i> build positive relationships with students by using any of the following sample strategies:</p> <ul style="list-style-type: none"> <li>▶ Using language that is positive and demonstrates faith in students (P/F)</li> <li>▶ Acknowledging important individual student accomplishments and milestones (P/F)</li> <li>▶ Holding high expectations* for all students (P/F)</li> <li>▶ Knowing every student’s name and what his/her goals and interests are (P/F)</li> <li>▶ Sharing what you know about students’ skills/knowledge and showing that you have tailored his/her learning experience accordingly (P/F)</li> </ul> <p style="text-align: center;"><i>*Keep in mind any trends with sub-groups to actively mitigate against any implicit biases</i></p>
<p><b>5a: Upholding Norms—</b>  <i>Students understand and uphold norms to maintain physical and emotional safety and predictability in the classroom.</i></p>	<p><b>5b: Upholding Norms—</b><i>Educators</i> promote an instructional environment that is physically and emotionally safe and predictable by employing any of the following sample strategies:</p> <ul style="list-style-type: none"> <li>▶ Maintaining a physical space that has a clean and orderly arrangement and helpful visual anchors to communicate community values, vision, and norms (P)</li> <li>▶ Co-creating clear behavioral and intellectual expectations (P/F)</li> <li>▶ Providing students with opportunities to rehearse and internalize routines (P/F)</li> <li>▶ Modeling a positive attitude and commitment to values and norms* (P/F)</li> </ul> <p style="text-align: center;"><i>*which are created through a process that incorporates student and community input</i></p>

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This framework and its corresponding tools are living documents and will continue to change as both systems iterate, learn, and improve the content. We welcome thoughts and feedback at [dfranco@lindsay.k12.ca.us](mailto:dfranco@lindsay.k12.ca.us).