

Standard II **Element C**

LEVEL 4 AND LEVEL 5 PRACTICES

The impact of successful implementation of the professional practices referenced in Element C will be students who actively engage in classroom activities and monitor their learning. Students will be able to articulate their learning needs and interests and apply coping skills to classroom situations. They will challenge themselves and encourage their peers to do the same.

STUDENTS:

9 *Actively engage in and monitor their learning.*

“Blogger Ben Johnson defines student engagement and describes what it looks like in the classroom.”
<https://www.edutopia.org/blog/student-engagement-definition-ben-johnson>

10 *Articulate their learning needs and interests that affect classroom performance to the teacher and/or parent.*

“Accordingly, a prominent pedagogy will be teacher-as-coach, to provoke students to learn how to learn and thus to teach themselves, rather than the more traditional teacher-centered learning with teacher-as-deliverer-of-instructional-services, which places the teacher at its center in an active role and students in a passive, receptive role.”
<http://essentialschools.org/benchmarks/student-centered-teaching-and-learning/>

11 *Apply coping skills such as self-reflection, self-regulation, and persistence to classroom situations.*

“Finally, we describe the interdependence of adolescents' academic self-efficacy beliefs and their use of self-regulatory processes, and we consider the implications of this research for designing training interventions to enhance students' academic agency.”
<http://www.infoagepub.com/self-efficacy-sample.html>

“There is no simple and straightforward definition of the construct of self-regulated learning. Theorists in educational psychology have narrowed the scope of students' capability to self-regulate through a focus on the academic side of education, namely on learning and achievement goals.”
<https://onlinelibrary.wiley.com/doi/pdf/10.1111/j.1464-0597.2005.00205.x>

“Regulating Motivation and Cognition in the Classroom:
The Role of Self-Schemas and Self-Regulatory Strategies”
https://www.researchgate.net/publication/233896354_Regulating_motivation_and_cognition_in_the_role_of_self-schemas_and_self-regulatory_strategies

12 *Encourage fellow students to participate and challenge themselves.*

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“You can improve student participation in your course by devoting time and thought to shaping the environment and planning each class session. Furthermore, the way in which you interact, both verbally and non-verbally, communicates to students your attitude about participation.”

<http://teachingcenter.wustl.edu/resources/teaching-methods/participation/increasing-student-participation/>

“Students who are intrinsically motivated might say things like the following.

- ‘Literature interests me.’
- ‘Learning math enables me to think clearly.’
- ‘I feel good when I succeed in class.’

Advantages: Intrinsic motivation can be long-lasting and self-sustaining. Efforts to build this kind of motivation are also typically efforts at promoting student learning. Such efforts often focus on the subject rather than rewards or punishments.”

<https://cft.vanderbilt.edu/guides-sub-pages/motivating-students/>

“Instructors who adopt a student-centered approach to instruction increase opportunities for student engagement, which then helps everyone more successfully achieve the course’s learning objectives.”

<https://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/>

Classroom Examples

Middle school science: Students are working on Colorado Academic Standard 2: Life Science, Grade Level Expectation 1: All living things are made up of cells, which is the smallest unit that can be said to be alive.

Middle school students are studying the circulatory system. During the unit of study, the teacher makes multiple connections to student interests and experiences. Several students in the class have recently been sick with the flu or colds. The teacher uses this information to explain the purpose of white blood cells and what it can mean when one’s white blood cell count is high or low. (*Plans for students that have a variety of learning needs and interests.*) He also knows from student interest inventories that many students are concerned about health issues, especially childhood obesity. He uses this information to explain the importance of drinking water and eating foods high in iron, as it relates to the work of the red blood cells and circulatory system. He also has students read an article on the impact of weight on the heart. Using information from the article and their own research, students work in collaborative groups to create a persuasive campaign informing teens of the impact of obesity on the circulatory system. Each group creates a goal for its work and assigns each member a specific role within the group. (*Implements a variety of inclusion, intervention, or enrichment practices to address unique learning needs and interests. Encourages contributions of students regardless of backgrounds or abilities.*) At the conclusion of the unit, one student group is selected to present its campaign at a school assembly.

High school science. Students are working on Colorado Academic Standard 1: Physical science, Grade Level Expectation 6: Energy is a quantitative property of a system that depends on the motion and interactions of matter and radiation within that system.

Students are studying forms and transformations of energy. During the unit of study, the teacher makes connections to student interests and experiences through demonstrations and activities. (*Plans for students that have a variety of learning needs and interests.*) The teacher then provides opportunities to observe and measure energy transformations so students can explain that total energy remains constant even as energy changes forms. Students are free to choose opportunities that align best with their interests (e.g., pendulum, roller coaster, emergency light bulbs, emergency radios, fires, engines). (*Provides opportunities and supports for students to self-select tasks that accelerate progress toward their learning goals.*) She also knows from student interest

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inventories that many students have interests in design, so she allows students to design a device that accomplishes an everyday task around the home, utilizing different energy transformations. *(Implements a variety of inclusion, intervention, or enrichment practices to address unique learning needs and interests.)* At the conclusion of the unit, one student per class is selected by their peers and teacher to present their designs at a school assembly.

Elementary reading, writing, and communicating: Students are working on the Colorado Academic Standard 3: Writing and Composition, Grade Level Expectation 3--Apply standard English conventions to effectively communicate with written language.

Fourth-grade students are editing personal narratives they have written. The teacher knows that a particular student can become easily frustrated when she has to redo her work; the student struggles with spelling but wants her writing to be “perfect.” Prior to this lesson, the teacher meets with a colleague to learn how he supports students with this same need. *(Plans for students that have a variety of learning needs and interests. Initiates collaboration with colleagues to better understand and respond to student learning needs.)* During the lesson, when her students begin editing, the teacher reads the student’s writing aloud with her as a support in identifying the words she needs to correct. She talks with the student about how authors of the books she reads had to redo their writing many times before it became published. She discusses the character trait of perseverance and points out that part of learning and doing one’s best work includes making mistakes in the process. *(Implements a variety of inclusion, intervention, or enrichment practices to address unique learning needs and interests.)* To promote the student’s independence, the teacher provides her a list of sight words and a picture dictionary that is easier for her to use than the classroom set of dictionaries. *(Adapts the physical environment to support individual student needs. Implements learning plans to address student needs.)* Before she moves to conference with other students, she tells her to correct at least two words and then she will come back to check on her progress, and that she is looking forward to reading the final draft of her narrative.

High school history: Students are working on Colorado Academic Standard 1: History, Grade Level Expectation 1—Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.

Students are studying the Great Depression and will be interviewing an individual who was living during that time period to get a first-hand account of the impact it had on people’s lives. The teacher is concerned about two students being able to complete the task. One student is shy and withdrawn, and the other is easily angered when dealing with individuals she does not trust. Prior to assigning the task to the whole class, the teacher plans a time to meet with both students individually to explain the purpose of the task and his expectations. He also provides strategies for how to ask questions that display respect for the life experiences of older adults. As the students develop the interview questions, he allows them to role play the interview with him. *(Plans for students that have a variety of learning needs and interests. Implements a variety of inclusion, intervention, or enrichment practices to address unique learning needs and interests. Encourages contributions of students regardless of background or abilities.)* He also suggests individuals they may interview and offers to set up times for them to meet prior to the interview. On the day of the interviews, he joins the student who is easily angered as a silent support. His presence helps the student feel safe and able to engage in the interview. *(Adapts the physical environment to support individual student needs. Encourages contributions of students regardless of background or abilities. Implements a variety of inclusion, intervention, or enrichment practices to address unique learning needs and interests.)*

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Planning/Coaching Questions

- What is the best way to obtain information on my students' needs?
- How have you adapted the physical environment to support individual student needs?
- How do you plan instruction that addresses the learning needs of all students?
- How do you apply the knowledge of specialists and colleagues to plan instruction that addresses student needs?
- How have you obtained information on my students' interests?
- How do you utilize students' interests when planning lessons and materials students will utilize?
- How do you ensure all students participate in class activities?
- How did you plan instruction and tasks that provided choices to motivate students to participate?
- How do you encourage students to self-advocate?

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