
Core Proposition 3: Teachers are responsible for managing and monitoring student learning.

STANDARD INDICATOR 3.2

STUDENT ENGAGEMENT

The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.

Accomplished teachers know how to keep students motivated by capturing their attention and immersing them in the learning process. Teachers understand that they can build bridges between what students know and what they are capable of learning by expanding old interests and sparking new passions. Accomplished educators therefore focus significant attention on developing strategies to promote student interests and to monitor student engagement.

Motivating students does not always mean that accomplished teachers make learning fun; learning can be difficult work. For instance, developing an acute sense of one's body during dance requires intense intellectual and physical concentration. Similarly, writing a short story requires drafting and re-drafting, editing and re-editing, as well as responding to critiques from teachers and peers. Teachers must know how to encourage their students in the face of serious challenges and provide them with support as they push themselves to new physical, affective, and intellectual planes. Accomplished teachers model strategies for dealing with the doubts that students may experience, helping them realize that frustrating moments often are when learning occurs. Those moments produce the true joy of education, the satisfaction of accomplishment.

Foremost, teachers facilitate the educational process by designing opportunities for learning—planning for and presenting students with inspiring material, promoting their participation, supporting substantive discourse, and sustaining long-term environment. Accomplished teachers understand that one activity can lead to the possibility of many others that will engage students and entice them to explore subjects further, sometimes with their teacher, sometimes with each other, and sometimes alone.

Adapted from NBPTS, *What Teachers Should Know and Be Able to Do*, 2nd ed. (2016, pp. 24–29).

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Key Elements of Teacher Practice Related to Standard Indicator 3.2

- Communicating clear expectations for student involvement in the learning tasks and processes;
- Using strategies, tools, and tasks that motivate students, capture minds, and foster enthusiasm for learning;
- Implementing **authentic tasks** that connect learning to relevant life situations and spark student interest;
- Implementing active learning experiences with appropriate pacing;
- Employing a variety of group learning structures that enable students to interact meaningfully with the content and with one another; and
- Monitoring student involvement with the content and with one another to ensure student engagement and enhance learning.

Questions for Reflection and Planning

- How will I clearly communicate expectations and monitor and hold students accountable for their involvement in the learning? Are there ways to involve the students in making these decisions?
- Have I intentionally planned to use strategies that spark student interest in the learning?
- Have I proactively considered the pacing of this lesson and how it may need to be adjusted to maximize student understanding and involvement?
- Have I provided opportunities for students to interact and collaborate with one another about the learning?
- How might I provide opportunities for students to further explore topics or content based on their level of interest?

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3.2 LEVEL 1

Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.

Level 1, Ineffective

Performance-Level Descriptors

The teacher does not clearly communicate expectations for, or monitor student involvement in, learning processes and tasks. Questions and actions from students evidence their lack of understanding of these expectations/directions.

Most learning is through passive reception of information. Pacing is often inappropriate to support the learning.

The teacher does not provide learning opportunities that promote student interaction with the content and with one another.

Critical Attributes

- The teacher assigns learning tasks to students without setting or communicating expectations for how students will complete the task.
- The teacher’s instruction and selected learning tasks are inappropriate for the learning level of students, making it difficult for them to interact with the content.
- The teacher uses strategies that do not create enthusiasm for learning.
- All interactions are limited to those that occur between student and teacher.
- The teacher manages the pacing of the lesson without regard for the ongoing feedback learners are providing about their level of understanding or engagement, or the teacher is unaware of significant student downtime occurring during or between learning activities.

Possible Examples

- As students begin their work on the class assignment, many students are heard saying, “I don’t get this. What are we supposed to be doing?” and receive no further intervention or review provided by the teacher.
- As a history teacher lectures for 45 minutes, many students lose focus and begin doodling in their notebooks or closing eyes and putting their heads on their desks.
- Students are asked to copy spelling words from the board and write each one three times on their paper.
- When students are asked to implement a new problem-solving strategy during the mathematics lesson, there are no opportunities to work with tablemates to share thinking about ways to apply the strategy, resulting in many students who do not attempt to solve the problem and instead do nothing.
- Students are asked to complete warm-up problems at the beginning of class. Many finish quickly and sit with nothing to do for more than 5 minutes.
- A teacher moves on in the lesson, even though most students appear confused about the content and have not yet completed the initial assignment.

Implications for Professional Learning
(adapted from InTASC Learning Progressions 1.0)

Develop the ability to: Develop skills in incorporating real-world problems into planning and instruction and enhancing students’ self-directed learning skills.

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Teaching practice is advanced through professional learning that will, for example:

Build skill in engaging learners to become more accountable and self-directed in their learning.

- Access resources (books, articles, websites) for gaining strategies for increasing meaningful student-to-student interaction and ways to help learners become more self-directed and accountable for their learning.
- Observe classroom strategies (live or video) for establishing and following through on consistent expectations and protocols for student engagement; work with a colleague or coach to receive guided practice on such strategies.

Develop expertise in applying technology to support learning.

- Use technology to scaffold content understanding and skill development.
- Learn strategies to engage students meaningfully with technology.

Deepen knowledge and skill in authentic learning tasks and real-world application.

- Work with a colleague or coach to access resources and strategies for incorporating real-world problems and applications into unit design and implementation.

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3.2 LEVEL 2	
Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.	
Level 2, Developing	
Performance-Level Descriptors	<p><i>The teacher attempts to use tools and methods to communicate expectations for student involvement learning processes and tasks, but questions and actions from some students evidence their incomplete understanding of these expectations and directions.</i></p> <p><i>The teacher uses some strategies, resources, or authentic tasks that promote student interest and immerse students in active learning. Pacing may at times be too fast or too slow.</i></p> <p><i>The teacher employs some learning tasks and settings that provide opportunities for students to interact with the content and with one another but may not necessarily enhance student learning.</i></p>
Critical Attributes	<ul style="list-style-type: none"> ■ The teacher explains expectations for learning tasks but directions may be unclear or the teacher may accept a lower level of student adherence to these expectations than what has been communicated. ■ The teacher inconsistently holds students accountable for participating in productive learning activities and conversations. ■ The teacher uses resources and some authentic tasks that promote student interest and encourage some active learning. ■ The teacher makes occasional adjustments to lesson pacing on the basis of student feedback or only after noticing that students are off task from the amount of downtime during or between learning activities. ■ The teacher focuses on one or two basic grouping methods for all small-group work rather than choosing methods appropriate to the students and the task.
Possible Examples	<ul style="list-style-type: none"> ■ A physical education teacher provides his third graders with a descriptive protocol for the small-group fitness challenge and provides tasks for each participant, but he inconsistently addresses dominant or disengaged group members. ■ A health teacher shows students a public service announcement related to the dangers of smoking and then asks them to talk with a partner about what they learned but does not provide a clear focus or expectation for the outcome of the conversation. ■ To create interest for the novel students are about to read, the ninth-grade English teacher has students research various aspects of the era and location but does not use this information to involve students in a discussion that creates enthusiasm or connects to the reading. ■ After sending five students back to their seats for misbehaving during the 25-minute read-aloud, the kindergarten teacher provides a movement break. ■ A social studies teacher regularly uses small groups to complete assignments but asks students to “work with those near you” each time rather than varying the opportunities purposefully based on student interest or the intended learning.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0)	<p><i>Develop the ability to:</i> Incorporate real-world problems into planning and instruction and plan and implement strategies for increasing meaningful student interaction.</p>

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Build skill in engaging learners to become more accountable and self-directed in their learning.

- Access resources (books, articles, websites) for gaining strategies for increasing meaningful student-to-student interaction and in ways to help learners become more self-directed and accountable for their learning.
- Participate in observations of colleagues who exemplify skills in supporting learners' autonomy and interdependence followed by debriefing and coaching.

Develop expertise in applying technology to support learning.

- Use technology to scaffold content understanding and skill development.
- Learn strategies to engage students meaningfully with technology.

Deepen knowledge and skill in authentic learning tasks and real-world application.

- Access multimedia resources that demonstrate varied, complex, and applied approaches to learning (e.g., [problem-based](#), [inquiry-based](#), [project-based](#)).

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3.2 LEVEL 3

Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.

Level 3, Effective

Performance-Level Descriptors

The teacher uses a variety of tools and methods to clearly communicate expectations for, and monitor student involvement in, learning processes and tasks, using prompts and feedback to encourage them to take personal responsibility for their learning.

*The teacher uses strategies, resources, or **authentic tasks** that promote student interest and immerse students in active, appropriately paced learning.*

The teacher employs a variety of group learning opportunities and settings that enhance student learning and promote student interaction with the content and with one another.

Critical Attributes

- The teacher uses a variety of strategies and protocols to clearly communicate expectations for, closely monitor, and hold students accountable for productive engagement in the assigned independent and group learning tasks.
- The teacher uses resources and **authentic tasks** that promote student interest and encourage active learning.
- The teacher regularly plans for and adjusts lesson pacing on the basis of student feedback, resulting in intellectual engagement from most students with little to no down time.
- The teacher employs multiple grouping methods and cooperative learning structures, designed to maximize student interaction by using student interest and choice wherever possible.

Possible Examples

- When communicating expectations for the upcoming science experiment, the teacher uses demonstration along with oral and written instructions, checking for student understanding by having students communicate back to her their understanding of the expectations.
- Students read a current events article and use the “final word” protocol for sharing their ideas and responding to the ideas of others.
- The high school art teacher provides students with a website that includes videos, texts, and other interactive resources on early American folk art and allows students to explore and choose one or more resources they are interested in using to prepare for a small-group discussion.
- A teacher states, “You’ll have 10 minutes to brainstorm at least three thesis statements for your personal essay. If you are done before that time, choose one and try drafting it into an introductory paragraph. Use the examples on the charts we created during our mini-lesson.”
- A first-grade teacher assigns a character to each student partnership for them to focus on during the reading of a picture book, pausing several times to have one partner share what is happening with their assigned character at that point in the story, after which the other partner makes a prediction about what the character will do next.

Implications for Professional Learning
(adapted from InTASC Learning Progressions 1.0)

Develop the ability to: Expand learner participation in student-directed learning and personal **inquiry** by accessing and using a wide range of resources.

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Teaching practice is advanced through professional learning that will, for example:

Build skill in engaging learners to become more autonomous and collaborative in their learning.

- Participate in observations of colleagues who exemplify skills in supporting learners' autonomy and interdependence followed by debriefing and coaching.
- Access resources or observe classroom strategies for facilitating learner choice and seek feedback to guide use of these strategies.
- Engage students in learning to use self-monitoring strategies to promote individual and group responsibility.

Develop expertise in applying technology to support learning.

- Use interactive technologies to expand learner options for mastering content and skills.
- Learn strategies to engage students meaningfully with technology.

Deepen knowledge and skill in authentic learning tasks and real-world application.

- Access multimedia resources that demonstrate varied, complex, and applied approaches to learning (e.g., [problem-based](#), [inquiry-based](#), [project-based](#)).
- Access resources for improving skills in guiding learners to engage in problem selection, data collection, and management and presentation skills required for real-world problem solving.

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3.2 LEVEL 4

Standard Indicator 3.2. Student Engagement. The teacher encourages and clearly communicates expectations for student involvement in the learning process, which results in a high level of student engagement.

Level 4, Distinguished

The teacher uses a variety of tools and methods to clearly communicate and model expectations for student involvement in learning processes and tasks and closely monitors their engagement in the learning. Nearly all students independently take personal responsibility for their learning.

Performance-Level Descriptors

*The teacher uses strategies, resources, or **authentic tasks** that promote student interest and immerse students in active learning. Pacing is intentionally adjusted as needed to maximize student understanding and involvement.*

The teacher employs a variety of group learning opportunities and settings that enhance student engagement in complex tasks and ensure that nearly all students are interacting with the content and with one another.

- Critical Attributes**
- The teacher invites student input on the variety of strategies and protocols used to communicate, closely monitor, and hold students accountable for productive engagement in the assigned learning tasks.
 - Students take the initiative to improve the learning tasks, pacing, groupings, or resources by suggesting modifications to make these aspects more meaningful or **relevant** to their needs.
 - The teacher engages learners in complex tasks by identifying real-world problems, issues, or themes they can explore through projects, using their acquired and expanded skills and knowledge in a content area.
 - The teacher regularly plans for and adjusts lesson pacing on the basis of student feedback, resulting in intellectual engagement from nearly all students with little to no downtime and ensuring time for student reflection and closure.
 - The teacher employs multiple grouping methods and cooperative learning structures, intentionally seeking student input to select strategies, create groupings, and maximize student interaction by using student interest and choice wherever possible.

- Possible Examples**
- At the midway point in their assigned projects for their study of genetics, the teacher asks students to complete a progress report that provides him with things that are going well, areas of confusion or challenge, and suggestions to make the projects more meaningful to students.
 - During a unit on nutrition, the teacher has students research the ingredients in various sports drinks, their sources and effects on the body, and use the information to design a social media campaign to inform peers about the information they learned.
 - After learning about the issue of cat and dog overpopulation during their unit on mammals, students decide to mount a pet supply collection project, creating posters and presentations to informing students in the other classroom about the causes and needs of homeless pets and encouraging students to donate specific supplies needed for a local shelter.
 - The seventh-grade math teacher engages students in a small-group “catering” simulation project where each group must plan a menu/recipes for 80 people and “shop” for necessary items based on the number of individuals attending the event while staying with a predetermined budget.
 - As the advanced placement calculus teacher notices students are struggling with the assigned problems and will not finish in time to bring the lesson to closure, she asks students to pause and

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reflect with a partner specific problems that they feel pose the greatest challenge to them and provides time for review before assigning completion of the problems for homework.

- A high school science teacher explicitly teaches routines and expectations for collaborative group work, assigning students roles on the basis of their academic strengths and supports students in forming groups so that all roles are represented in all groups. Students monitor the quality of their interactions and reflect on the group's level of productivity at the end of the activity.

Implications for Professional Learning
(adapted from InTASC Learning Progressions 1.0)

Develop the ability to: Expand learner participation in student-directed learning and personal [inquiry](#) by accessing and using a wide range of resources.

Teaching practice is advanced through professional learning that will, for example:

Build skill in engaging learners to become more autonomous and collaborative in their learning and collaborating productively with others.

- Access resources or observe classroom strategies for facilitating learner choice and seek feedback to guide use of these strategies.
- Engage students in learning to use [self-assessment](#) strategies to promote individual and group responsibility.

Develop expertise in applying technology to support learning.

- Use interactive technologies to expand learner options for mastering content and skills.
- Learn strategies to engage students meaningfully with technology.

Deepen knowledge and skill in authentic learning tasks and real-world application.

- Access multimedia resources that demonstrate varied, complex, and applied approaches to learning (e.g., [problem-based](#), [inquiry-based](#), [project-based](#)).
- Access resources for improving skills in guiding learners to engage in problem selection, data collection, and management and presentation skills required for real-world problem solving.