

Framework Cluster #4: Student Intellectual Engagement

Indicators:			
<ul style="list-style-type: none"> The content is seen as important and interesting (2b) Content is presented in a manner that engages students in thinking (3a) Learning tasks require students to engage intellectually, to <i>think</i>; some may involve "productive struggle" (3c) Questions/discussions involve higher-order cognitive activity; students have time to develop their ideas (3b) The lesson has a recognizable structure, with time for reflection and closure (3c) Students explain their thinking and question the thinking of others (3b) 	Evidence:		
	<ul style="list-style-type: none"> Classroom observation: <ul style="list-style-type: none"> the quality of teacher (re)presentation of content the nature of the work students are doing the nature of student discourse and class discussion (If available) the worksheet or activity students are doing (If available) samples of student work. 		
Unsatisfactory	Basic	Proficient	Distinguished
<p>The level of intellectual engagement on the part of students is low, due to some combination of the following:</p> <ul style="list-style-type: none"> The teacher conveys little or no energy for the importance of the learning goals and assignments. Content is presented in a didactic manner, with no invitation for students to think Learning tasks require only recall or have a single correct response or method; students are not asked to stretch their thinking Questions are rapid-fire, and convergent, with a single correct answer, and do not invite student thinking All discussion is between the teacher and individual students; students are not invited to speak directly to one another The teacher does not ask students to explain their thinking Few students are involved in the activities and discussions The lesson has no recognizable structure; it's a random series of events 	<p>The level of intellectual engagement on the part of students is modest, due to some combination of the following:</p> <ul style="list-style-type: none"> The teacher displays little energy for the lesson's purpose or assignments The teacher's presentation of content includes perfunctory invitations for student thinking Learning tasks are highly scaffolded, resulting in a single pathway to completion The teacher's questions are a mix of those with a single correct answer and others inviting student thinking The teacher attempts to provide time for students to formulate their ideas; some make productive use of this time The teacher invites students to respond directly to one another's ideas, but few students respond The teacher asks students to explain their reasoning and cite specific evidence, but only some students attempt to do so. About half the students are involved in activities and discussions The lesson has a recognizable structure, although parts of it may be rushed, while others drag 	<p>The classroom is a cognitively busy place, with students encouraged to use their minds through some combination of the following:</p> <ul style="list-style-type: none"> The teacher exhibits energy for the topic and conveys its importance The teacher's presentation of content invites student intellectual engagement Learning tasks demand higher-order thinking, inviting students to take initiative, and may involve "productive struggle" Many of the teacher's questions are open-ended, or have multiple correct answers, inviting students to think. (When low-level questions are used, they provide scaffolding for new learning) "Wait time" is used productively; students engage in thoughtful reflection during discussion Students direct their comments to one another during full class discussions; there is lively discussion during small group work Students are asked to explain their thinking, citing specific reasons; most do so Virtually all students are involved in the activities and discussions The lesson has a clear structure, with time for students to engage in thoughtful participation in discussions and learning tasks 	<p>The classroom is a cognitively vibrant place, with students encouraged to use their minds through some combination of the following in addition to the characteristics of "proficient":</p> <ul style="list-style-type: none"> Students appear to relish challenging tasks and push their classmates with extended questions Students initiate higher-order questions Students extend the discussion, enriching it Students invite comments from their classmates during a discussion. Students modify a learning task to make it more meaningful or relevant to their needs Students themselves ensure that all their classmates are involved in the activities and discussions Students have an opportunity for reflection and closure on the lesson to consolidate their understanding