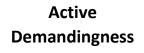# STRUCTURE, SUPPORT & ASSESSMENT INSTRUCTIONAL CHECKLIST

❑ Do the tasks lend themselves to multiple solution methods?

❑ Do the tasks lend themselves to discussion?

❑ Do the tasks create an opportunity for students to engage students in productive struggle and higher-level thinking?

❑ Are texts and problems worthy of your students' time and attention (authentic and relevant to learner needs, interests, experiences)?

❑ Do all students have opportunities to engage with the complexity of the text(s)—without always choosing easier texts or rewriting texts?

❑ Are the problems/tasks/texts inclusive and representative of the identities and experiences of the learners you are working with?

❑ Are there appropriate scaffolds, interventions and supports identified to make content accessible to a broad range of learners that are gradually removed (may include learners using first language and culture as resources for learning)?

❑ Will the lesson provide observable evidence that a student can independently demonstrate the standard? Do learners have choices for how to demonstrate their knowledge?

❑ Are there opportunities for students to make their thinking/reasoning visible (including the quiet students)?

❑ Does the resource include a rubric, answer key, or sample learner responses to help interpret a student's understanding (or misunderstanding) of a concept?

**Active Demandingness**

☼ **THE WARM DEMANDER**

- Explicit focus on building rapport and trust. Expresses warmth through non-verbal ways like smiling, touch, warm or firm tone of voice, and good natured teasing.

- Shows personal regard for students by inquiring about important people and events in their lives.

- Earns the right to demand engagement and effort

- Very competent with the technical side of instruction

- Holds high standards and offers emotional support and instructional scaffolding to dependent learners for reaching the standards.

- Encourages productive struggle

- Viewed by students as caring because of personal regard and "tough love" stance.

⚙ **THE TECHNOCRAT**

- Has no explicit focus on building rapport. Doesn't focus on developing relationships with students, but does show enthusiasm for the subject matter.

- Hold high standards and expects students to meet them.

- Very competent with the technical site of instruction.

- Able to support independent learners better than dependent learners.

- Viewed by students as likeable even if distant because of teacher competence and enthusiasm for subject.

**Personal Warmth**

**Professional Distance**
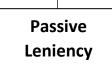
♥ **THE SENTIMENTALIST**

- Explicit focus on building rapport and trust. Expresses warmth through verbal and nonverbal communication.

- Shows personal regard for students.

- Makes excuses for students' lack of academic performance.

- Consciously holds lower expectations out of pity because of poverty and oppression. Tries to protect students from failure

- Either over-scaffolds instruction or dumb downs the curriculum.

- Doesn't provide opportunities for students to engage in productive struggle

- Allows students to engage in behavior that is not in their best interest.

- Liked by students but viewed as a push-over.

☆ **THE ELITIST**

- No explicit or implicit focus on building rapport or trust.

- Keeps professional distance from students unlike himself.

- Unconsciously holds low expectations for dependent learners

- Organizes instruction around independent learners and provides little scaffolding

- Makes cultural differences of culturally and linguistically diverse students as intellectual deficits.

- Makes certain students feel pushed out of the intellectual life of the classroom.

- Allows dependent students to disengage from learning and engage in off-task behavior as long as not disruptive.

- View by students as cold and uncaring.

**Passive Leniency**

Hammond, Z. (2015). *Culturally Responsive Teaching & the Brain*. Corwin.

# Some Key Drivers of Persistence

**Directions: Consider the following drivers of persistence and characteristics and discuss the following:**

1. What driver(s) of persistence do you feel you're addressing strongly?
2. What driver(s) do you believe you or your program needs to strengthen?

## Clarity of Purpose
- Help students articulate goals and instructional objectives that must be met on the way to meeting a particular goal.
- Use student goals as the basis for instruction.
- Clearly show how instruction is related to student goals.
- Set clear entrance and exit criteria for a level or class.
- Revisit goals with students as learning progresses for setting new goals or changing original goals.
- Give students opportunities to reflect on goals and inspire each other.

## Agency
- Build students' beliefs that they are capable, creative agents.
- Invite students into program, classroom, and instructional decision-making and problem-solving.
- Nurture the development of independent learning and self-direction.
- Encourage self-advocacy.
- Help students to understand and manage the positive and negative forces that help or hurt their persistence.
- Honor student assessment and assertion of needs (even if the need is to "stop out" or not enroll at that time).

## Self-Efficacy
- Self-efficacy is a feeling of being able to accomplish a specific task, perform at a particular level, and meet a specific goal.
- Provide opportunities for productive struggle with appropriate support and for recognizing students' own progress.
- Develop students' study and metacognitive skills.
- Communicate detailed feedback and encouragement.
- Help students address feelings of anxiety and fear of slow progress.
- Provide students with role models of successful adults like them.

## Relevance
- Draw on students' life experiences and interests.
- Connect learning to emotions and to real life.
- Incorporate authentic teaching materials and real-world instructional activities, including relevant apps and websites.
- Prepare students to use new skills outside of the classroom.
- Provide opportunities for students to see concretely how instruction connects to goals.