

Task/Responsibility Look Fors

Confidence

Classroom tasks are **designed with purpose** to support student learning by:

- Reflecting students' cultures and interests;
- Stretching students to reach increasing rigorous goals; and
- Aligning with curriculum standards and assessment tools.

Classroom tasks contain **clear learning objectives** that build student success by:

- Outlining what students are learning;
- Describing how students will know that they've met the objective; and
- Making connections to students' lives and the real world.

Heart

Classroom tasks **empower** students by:

- Embedding authentic choices within them;
- Providing clear instructions and expectations; and
- Aligning with learning goals and curriculum standards.

Classroom tasks develop **student agency** by:

- Allowing freedom in how students complete them;
- Providing students opportunities to analyze and correct mistakes; and
- Including supports to meet the needs of diverse learners.

Anticipate

Classroom tasks are **well-planned**, as evidenced by:

- Necessary supplies being readily accessible to students who are comfortable using them;
- Materials (e.g., manipulatives, activity cards, handouts) being prepared in advance; and
- The teacher giving directions effortlessly with minimal errors.

Classroom tasks encourage **student responsibility**, including:

- Helpers assigned to daily managerial tasks;
- Classroom roles being updated and turned over according to an understood and equitable system; and
- One or more students serving as classroom supervisors.

Task/Responsibility Look Fors

Reinforce

Classroom tasks build **camaraderie** between students, as evidenced by:

- Positive attitudes between students;
- Interdependence and peer assistance; and
- Embedded supports that allows for successful independent completion of tasks (if desired).

Classroom responsibilities promote a **positive moral identity** in students by:

- Encouraging students to help and serve one another;
- Allowing students to build positive self-images through their actions; and
- Reinforcing the communal structure and interdependence of the classroom.

Grow

Classroom tasks nurture **curiosity** in students by:

- Including sufficient procedural knowledge to accomplish tasks independently;
- Bridging across content areas and providing a means of exploration; and
- Encouraging students to transfer knowledge into the production of authentic artifacts.

Classroom tasks support **student creativity** by:

- Embedding open-ended and ambiguous elements;
- Resting on a foundation of autonomy and student choice; and
- Encouraging partner or group collaboration.

Engage

Classroom tasks include **reflection activities** to stamp learning, such as:

- Thinking about what parts of the lesson went well for the students;
- Judging their level of learning and using that to predict their future success; and
- Evaluating their confidence in their learning and justifying it.

Classroom tasks promote **active learning** using techniques such as:

- Asking students to solve problems and generate solutions before being shown the correct strategy or algorithm (cognitive dissonance);
- Embedding error correction and instructive feedback; and
- Adding newly learned information to mental models.