

# Minds, Hearts, & Hands on Learning



## Session 2 - Intellectual Engagement: Modeling Responsive Learning Environments



**Teaching  
Channel**

**Dr. Wendy Amato**

*Teaching Channel*

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*Director, Learning Strategies and Innovation*

*The Danielson Group*



# Welcome!

Be sure to download the

- ✓ Intellectual Engagement Guide
- ✓ Observation Tool
- ✓ Self-Assessment Tool

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# HOUSEKEEPING

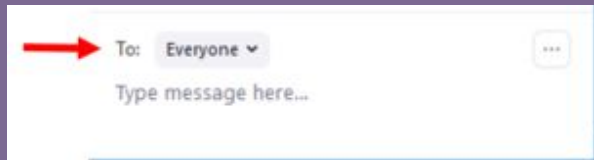
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## Slides & Recording

You'll be emailed a link to the recording, the slide deck, and the chat transcript this evening.

## Using the Chat

Please set your chat to "Everyone" so that everyone can see.



## Certificate

You'll be emailed a certificate of attendance this evening. Thanks for joining us!



**Minds, Hearts, & Hands on Learning**

# **Session 2**

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**Intellectual Engagement:  
Modeling Responsive  
Learning Environments**





# In this session, you will...

- Understand the Theory of Action that the Intellectual Engagement Guide is based on - Stages 1, 2, and 3.
- Reflect on strategies, actions, and attitudes that contribute to a joyful, rigorous, and purposeful classroom.
- Learn how to foster a culture for learning by modeling dispositions that support curiosity, critical thinking, and reflection.



# The Danielson Framework for Teaching





**75%**

**of 5th graders feel  
engaged by school,  
but only**

**32%**

**of 11th graders feel  
the same way**



# 3 Stages of Intellectual Engagement

## Stage 1: Arranging for Learning

01

### Arranging for Learning

Begin by deeply understanding your students' identities and assets, and the content and pedagogy of your discipline. Once well informed in both of these areas, create instructional outcomes and learning experiences that effectively sequence opportunities to learn and gain mastery of complex concepts and enduring understandings (Components 1a, 1b and 1e).

02

### Facilitating Engaging Learning Experiences

Be purposeful about creating a learning environment in which students are affirmed and challenged and encouraged to take responsibility for their learning. Explicitly teach, model and support positive behaviors conducive to learning and establish systems that support those behaviors. Effectively communicate clear goals and expectations that allow students to engage with rich content and check for their understanding as the lesson progresses. (Components 2b, 2d, and 3a).

03

### Engaging Students in Collaboration, Dialogue, & Critical Thinking

With these systems, structures and understandings in place, use questioning and discussion to support and develop critical thinking, reasoning and reflection; create learning experiences requiring higher order thinking, collaboration, and multiple approaches (Components 1e, 3b, and 3c, 3e).



# THE DANIELSON GROUP'S APPROACH TO PROFESSIONAL LEARNING

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## 3 KEY SPHERES INFLUENCE

to maximize the possibilities for  
school improvement and teacher  
growth.

- REFLECTIVE PRACTICE
- COLLABORATIVE INQUIRY
- INSTRUCTIONAL COACHING



# Tools:

- Intellectual Engagement Guide
- Self-Assessment Tool
- Observation Guide



# To what extent are you leveraging the 3 Spheres of Influence in your professional learning?

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Poll:

Which Sphere of Influence does your school focus on most:

Reflective Practice?

Collaborative Inquiry?

Instructional Coaching?



# 3 Stages of Intellectual Engagement

## Stage 2: Facilitating Engaging Learning Environments





# Group Discussion

## Supporting Intellectual Engagement

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Think of a joy filled classroom.

**What actions would you see and what attitudes would you observe? Type into the chat.**

How can teachers model those actions and attitudes?

**When have those attitudes and actions been modeled for you? Type into the chat.**

## Stage 2: Facilitating Engaging Learning Experiences:

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- 2b - Be purposeful about **creating a learning environment** in which **students are affirmed and challenged** and encouraged to take **responsibility for their learning**.
- 2d - **Explicitly teach, model and support positive behaviors** conducive to learning and **establish systems that support those behaviors**.
- 3a - Effectively **communicate clear goals and expectations** that allow **students to engage with rich content** and **check for their own understanding** as the lesson progresses.

# Group Discussion

Supporting Intellectual Engagement

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In what ways can teachers **encourage** joyful, rigorous, and purposeful classroom that supports personal and academic growth?

→ Type into the chat


# Component Study: 2b

## Fostering a Culture for Learning

In the **Self-Assessment** tool, take 2 minutes to review the self-assessment about Component 2b (pp.6).

Share one key learning about the component into the chat.

STAGE 02



Fostering a Culture for Learning (2b)

**Purpose and Motivation**  
Teachers and students share an overarching dedication to both content mastery and personal growth.

☐ Not yet ☐ In process ☐ Established

**Dispositions for Learning**  
Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.

☐ Not yet ☐ In process ☐ Established

**Student Agency and Pride in Work**  
Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.

☐ Not yet ☐ In process ☐ Established

**Support and Perseverance**  
Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.

☐ Not yet ☐ In process ☐ Established

Supporting Positive Student Behavior (2d)

**Expectations to Support the Common Good**  
Students play an active role in establishing and maintaining expectations with regular opportunities for critical reflection both individually and as a group.

☐ Not yet ☐ In process ☐ Established

**Modeling and Teaching Habits of Character**  
Teachers model, explicitly teach, and reinforce habits that promote learning, ethical behavior, and citizenship.

☐ Not yet ☐ In process ☐ Established

**Self-Monitoring, Reflection, and Active Responsibility**  
Students successfully monitor their own behavior, attend to their impact on other students, and appropriately support one another.

☐ Not yet ☐ In process ☐ Established

Communicating About Purpose and Content (3a)

**Purpose for Learning and Criteria for Success**  
Teachers communicate the goals and objectives of learning activities and outline an instructional pathway for students to meet the established criteria for success.

☐ Not yet ☐ In process ☐ Established

**Specific Expectations**  
Student actions during each step of learning activities are clearly and effectively communicated with specific expectations articulated and reinforced throughout.

☐ Not yet ☐ In process ☐ Established

**Collaboration and Teamwork**  
I promote student collaboration as a key component of learning and engagement, and students take initiative to collaborate in new or unplanned ways that further their learning and make it more engaging and meaningful.


☐ Not yet ☐ In process ☐ Established

**Opportunities for Thinking and Reflection**  
I make sure that individual lessons, activities, and tasks, as well as instructional pathways, have multiple and effective opportunities to think, reflect, and consolidate understanding.

☐ Not yet ☐ In process ☐ Established

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# Component Study: 2b

## Fostering a Culture for Learning

In the **Self-Assessment tool**, take 2 minutes to review the self-assessment about Component 2b (pp.6).

Share one key learning about the component into the chat.

Fostering a Culture for Learning (2b)	
<p><b>Purpose and Motivation</b> <i>Teachers and students share an overarching dedication to both content mastery and personal growth.</i></p> <p><input type="checkbox"/> Not yet   <input type="checkbox"/> In process   <input type="checkbox"/> Established</p>	<p><b>Dispositions for Learning</b> <i>Teachers model, encourage, explicitly teach, and reinforce curiosity, critical thinking, reasoning, and reflection to support student success and their social, emotional, and academic growth.</i></p> <p><input type="checkbox"/> Not yet   <input type="checkbox"/> In process   <input type="checkbox"/> Established</p>
<p><b>Student Agency and Pride in Work</b> <i>Students make informed choices, devote energy to learning, take pride in their accomplishments, and actively suggest ways to make the classroom more joyful, rigorous, and purposeful.</i></p> <p><input type="checkbox"/> Not yet   <input type="checkbox"/> In process   <input type="checkbox"/> Established</p>	<p><b>Support and Perseverance</b> <i>Teachers and students encourage one another to persevere and use strategies to support each other through challenging work.</i></p> <p><input type="checkbox"/> Not yet   <input type="checkbox"/> In process   <input type="checkbox"/> Established</p>



# Observing for Component 2b

Watch the video through the lens of the Elements of Success for Component 2b.

- Purpose and Motivation
- Student Agency and Pride in work
- Support and Perseverance

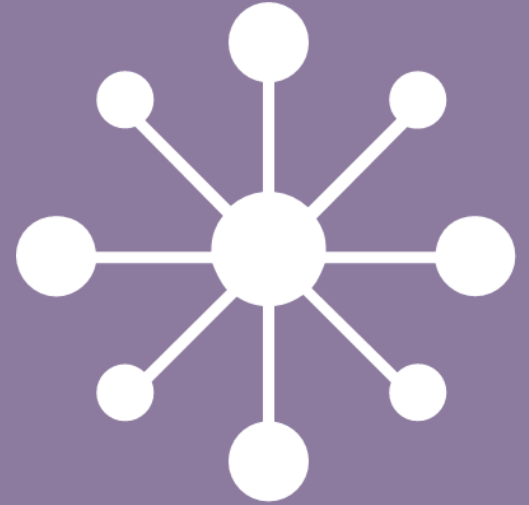


## In the chat...

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What evidence did you collect based on:

- Purpose and Motivation
- Dispositions for Learning
- Student Agency and Pride in Work
- Support and Perseverance



# Principled Teaching

Lead by living our values.

Act in the best interest of each and every student.

Hold ourselves accountable.

Create learning environments where all students can thrive.



A portrait of Charlotte Danielson, an older woman with short, wavy white hair, wearing glasses and a light blue top. She is smiling and looking towards the camera. The background is a blurred indoor setting with a red patterned object visible on the right.

**“Accomplished teachers have a strong moral compass and are guided by the best interest of each student, even when this ethos involves challenging long-established school policies or procedures.”**

**Charlotte Danielson**





# Dispositions for Learning

Intellectual	Moral
Autonomy Critical Thinking Curiosity Judgement Reasoning Reflection Resourcefulness	Compassion Courage Gratitude Honesty Humility Integrity Fairness Respect
Civic	Performance
Citizenship Civility Community Awareness Neighborliness Service Volunteering	Confidence Determination Motivation Perseverance Resilience Collaboration



# Dispositions for Learning

**Poll:** Which **category of dispositions** do you focus on as an educator?

- **Intellectual**
- **Moral**
- **Civic**
- **Performance**

Intellectual	Moral
Autonomy Critical Thinking Curiosity Judgement Reasoning Reflection Resourcefulness	Compassion Courage Gratitude Honesty Humility Integrity Fairness Respect
Civic	Performance
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# Dispositions for Learning

## Fostering a Culture for Learning

**Purpose and Motivation**

**Dispositions for Learning**

**Student Agency and Pride in Work**

**Support and Perseverance**

Intellectual	Moral
Autonomy Critical Thinking Curiosity Judgement Reasoning Reflection Resourcefulness	Compassion Courage Gratitude Honesty Humility Integrity Fairness Respect
Civic	Performance
Citizenship Civility Community Awareness Neighborliness Service Volunteering	Confidence Determination Motivation Perseverance Resilience Collaboration



Why is it important to  
build student agency in  
the classroom?

# Dispositions for Learning

ELEMENTS	PURPOSE
Students Agency	
DISPOSITIONS	SUCCESS

Intellectual	Moral
Autonomy Critical Thinking Curiosity Judgement Reasoning Reflection Resourcefulness	Compassion Courage Gratitude Honesty Humility Integrity Fairness Respect
Civic	Performance
Citizenship Civility Community Awareness Neighborliness Service Volunteering	Confidence Determination Motivation Perseverance Resilience Collaboration

# Dispositions for Learning

ELEMENTS		PURPOSE	
Purpose and Motivation - Students see the real-life connection to their work and see that learning is a lifetime endeavor.		When we actively engage in inquiry and professional conversations, we are better able to address the needs of our students	
		STUDENT AGENCY	
<p><b>Curiosity:</b> Critical thinking and curiosity: I need to think about what areas of instruction or content can be improved.</p> <p><b>Determination:</b> Humility: I do not need to be an expert in everything and I can rely on colleagues for help and leverage their expertise.</p> <p><b>Perseverance:</b> We can learn from each other in a collaborative effort and share resources.</p>		<p><b>What would success look like for your district, school or classroom?</b></p> <p>→ Type into the chart</p>	
DISPOSITIONS		SUCCESS	



## Key Takeaways - Stage 2

Designing for intellectual engagement necessitates that educators create learning environments that affirm student identities as a foundation for student learning.

Explicitly teaching, modeling, and supporting positive behaviors, mindsets, and dispositions of intellectual engagement increases likelihood of student success.

Students are better able to engage in challenging work when educators provide opportunities for students to set and reflect on goals throughout the learning process.

02

### Facilitating Engaging Learning Experiences

Be purposeful about creating a learning environment in which students are affirmed and challenged and encouraged to take responsibility for their learning. Explicitly teach, model and support positive behaviors conducive to learning and establish systems that support those behaviors. Effectively communicate clear goals and expectations that allow students to engage with rich content and check for their understanding as the lesson progresses. (Components 2b, 2d, and 3a).

# Session 3

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**Intellectual Engagement:  
Engaging Students in Collaboration,  
Dialogue, & Critical Thinking**

# Take the Framework for Teaching Further



Work with your peers to tag, analyze, and discuss any of our **1,400+ Framework-aligned** classroom videos.



Assign your team Framework-aligned courses designed for their specific areas of growth.



Use our video observation platform for coaching and mentoring with the Framework for Teaching rubrics.

**Teaching Channel Plus**  
and  
*The Framework for Teaching*

## Add an Asynchronous 10-hour Course to Dive Deeper



### The Framework for Teaching: A Common Vision of Instructional Excellence

Designed for teachers, instructional coaches, and school leaders, this **10-hour add-on course** will build a foundational understanding of the Framework for Teaching.

Participants will draw connections between the Framework and their own practice as we focus on using the Framework as the centerpiece of a learning culture and teacher-directed inquiry.

**Teaching Channel Plus**  
and  
*The Framework for Teaching*

# GET STARTED TODAY



We have partnered to help educators use the Framework for Teaching to help ensure great teaching for every student, everywhere.

Explore subscription, course, and resources offerings at:

[teachingchannel.com/danielson](https://teachingchannel.com/danielson)

**Teaching Channel Plus**  
and  
*The Framework for Teaching*