

Confidence to Take Action is characterized by a positive and healthy outlook on life that comes from looking inward rather than outward for approval. It is the extent to which students believe in themselves and their ability to make a difference in their schools. This Condition is at the heart of what schools ultimately strive for: instilling both confidence and an expectation that students will be successful.

Can You Hear Me Now?



*Technology holds many learning possibilities. However, there are a wide range of viewpoints about how it should be used in schools. Recently, there have been conversations about banning cell phones at **Tower School**. Proponents say that no-phone rules help reduce student distractions and bullying. Critics say the ban could hinder students' critical thinking and prevent the use of phones as a powerful learning tool.*

What is the role of technology in learning at your school? Is there a purposeful use for cell phones that enhances learning? How are students included in conversations and decisions about the use of technology at your school?

Instructional Foundations

Why?



In a [recent study](#) (Berwick, Carly; 2021), high school students who were asked to connect their schoolwork to their values and personal passions were more likely to persist even when academic work became challenging or boring. Yet, far too often when students are asked what the purpose of a lesson is, or why they think they're learning a particular concept, common responses include "to pass state tests" or "I don't know."

How do you help students find purpose in their learning? How do you answer students when they ask, "Why are we learning this?" How are students directly involved in connecting learning to their own values and passions?

Learning Engagement

Stand Up, Speak Out!



*Students at **Trepidation School** have been feeling uneasy discussing controversial current events. They don't know if peers will receive their ideas, questions, and insights with curiosity, resistance, or indifference. Lately, teachers have noticed that students simply shut down when challenging conversations are part of the learning. Students seem afraid to share their opinions if they are different from their peers.*

How do you gauge if students feel their opinions and viewpoints are valued? What strategies do you use to help students confidently express their ideas? How do you create a safe space for challenging conversations and differing viewpoints?

Conditions for Learning