



Henry County Schools | Highly Effective Classroom

Imagine a day when students consistently experience learning in optimal conditions leading to successful outcomes. The day when classrooms where students can engage in research-based standards-aligned instructional materials and frameworks are not the exception in each school, but rather the expectation for all classrooms, for all schools. Imagine a day when classrooms are more than four walls; they are places and spaces where learning is relevant and designed to maximize the use of high-fidelity learning engagement strategies. The day when students have their own special place in their community where intentional relationships are prioritized to develop an environment where students have a strong sense of self and voice in their learning. We no longer need to imagine the day; the day is here to implement The Highly Effective Classroom of Henry County Schools.

The components of the highly effective classroom are interdependent and interrelated across all aspects of teaching and learning. The three components are: Instruction, Learning Engagement, and Conditions for Learning. There is a direct relationship between all three of these components being implemented effectively with high levels of fidelity and student learning outcomes (Javanovic, Safr, Joksimovic, & Gasevic, 2021). As these components impact student learning interdependently the balance of each component creates the most effective learning for students. Whereas a lack of balance could potentially hinder the opportunity for student growth and learning. For example, if a student has great relationships in their classroom, the instruction is aligned to standards, and the instruction in his/her classroom is engaging, their learning potential and outcomes are positively impacted. On the other hand, if a student has great relationships in his/her classroom, the instruction is not aligned to the standards, but the instruction in their classroom is engaging, the impact on a student's learning potential and outcomes can be negatively impacted. Although each of these components are interdependent on the other in The Highly Effective Classroom, we need to examine them independently to see their unique and valuable qualities.

Instructional Foundations:

Instructional foundations in The Highly Effective Classroom is the component where not only the content of the Instructional Program lives, but also the location of the tools needed for teachers to design learning. Teaching and Learning that is standards-aligned and intentionally structured in a gradual release framework supports high learning engagement and student outcomes. In a highly effective classroom, teachers use a standards-aligned, clear and consistent Instructional Program, a consistent approach to monitor student learning through a combination of formative and summative assessment practices, and utilize systems and structures for intentional planning of high quality Tier I instruction and Tier I reengagement.

Learning Engagement:

When looking at students' interactions with their learning, the term engagement can be very broad. Many educators equate interest or fun to be equal to learning engagement. It may be true that when a student is playing water balloon toss labeled with their sight words that they are highly engaged with the task, but are they learning? In the triad of the components of a Highly Effective Classroom, our focus on student engagement is through the lens of their interaction with academic work (school courses) or Learning Engagement. Learning Engagement combines the constructs of motivation, the intent to learn and engagement, the action or behavior of learning. To optimize the Learning Engagement, high impact instructional strategies need to create a sense of motivation, curiosity or interest, as well as create the opportunity for action, observable behavior, and connect across complex concepts all leading to learning outcomes.

Conditions for Learning:

Creating the conditions for powerful learning to occur is an essential construct of the triad of the Highly Effective Classroom. Teachers have tremendous influence on student learning by attending to *how* they construct learning experiences, and the *kinds of interactions* that teachers and students have with one another. Students learn the most when they feel safe, valued, and develop critical skills that they need to fully engage within the instructional environment. Henry County Schools defines Conditions for Learning as the combination of building relationships, creating a nurturing learning environment, and the development of skills and mindsets for learning.



Instructional Foundations

Clear and Consistent Instructional Program

Monitoring of Student Learning

Intentional Planning for Instruction

Learning Engagement

Visual Representation and Modeling

Effective Questioning

Attend to Precision

Intellectual Interest

Application of Knowledge

Dynamic Instruction

Student Self-Worth and Academic Awareness

Collaborative Learning Opportunities

Conditions for Learning

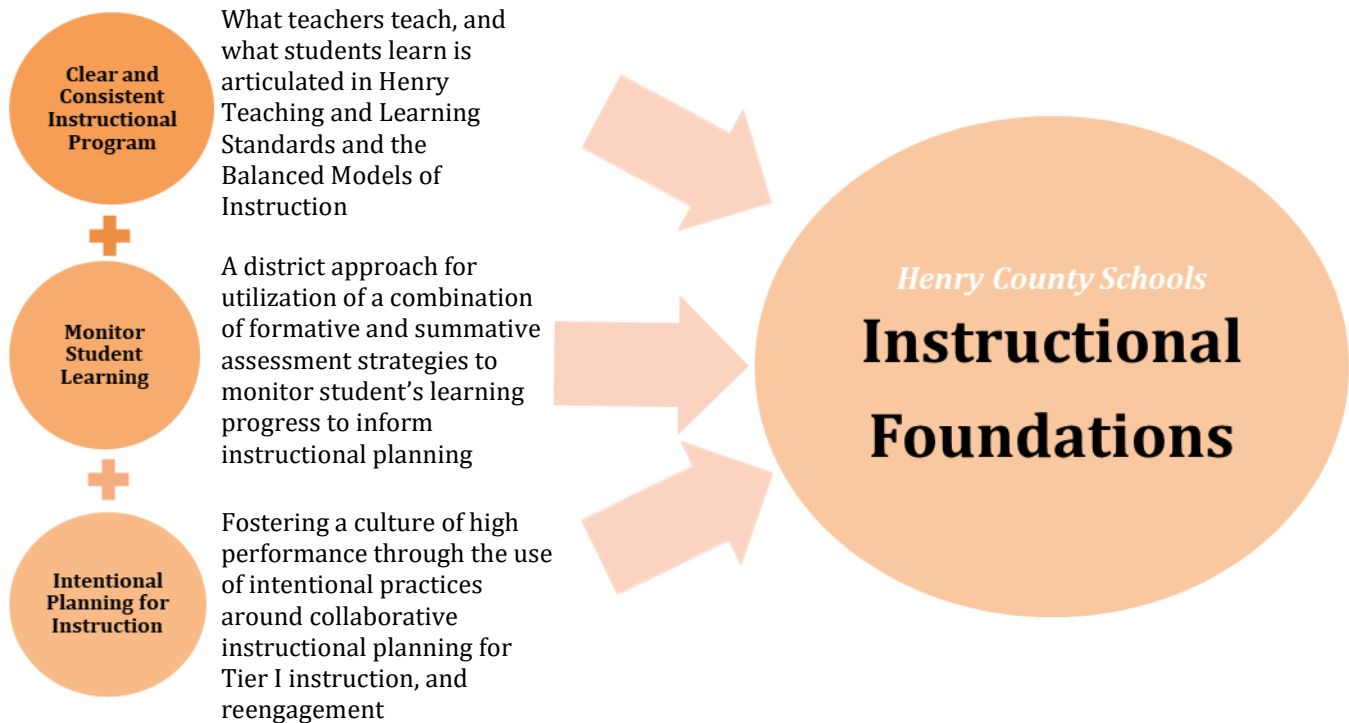
Relationships

Nurturing Learning Environment

Skills and Mindsets



Henry's Plan of Action includes an aligned system of teaching and learning. Henry's Plan of Action will ensure that every student at every school has access to a high-quality education by articulating a comprehensive system of teaching and learning. A solid instructional foundation provides teachers with the instructional tools they need to be effective, the professional learning to build and expand capacity and provide quality learning experiences for students that lead to exceptional outcomes.



Instructional Foundations

Clear and Consistent Instructional Program
Tools to Monitor Student Learning
Intentional Planning for Instruction



Instructional Foundations

Clear and Consistent Instructional Program | *Instructional Foundations*

Policy BAB calls for an Aligned System of Teaching and Learning, developing instruction based on standards. What teachers teach, and what students learn is articulated in Henry Teaching and Learning Standards and the Balanced Models of Instruction. All district-provided resources and tools have been aligned to support instruction at the level and intent of the standards. The tools provided allow teachers to focus on creative ways to engage students in the learning, rather than finding materials.

“Looks Like”-Teacher

- Teacher utilizes balanced models of instruction
- Teacher utilizes Henry teaching and learning standards
- Teacher utilizes Henry learning progressions
- Teacher utilizes unit planning guides
- Teacher utilizes District provided core resources
- Teacher utilizes District developed resources in Henry Connects
- Teacher follows instructional “Look Fors” guides
- Teacher utilizes other guiding standards or goals (ESOL standards, student’s 504, student’s individual learning plans and/or tiered interventions)

“Looks Like”-Students:

- Students access/use district resources | content, tasks and activities (balance of print & digital)
- Students understand and can articulate focus of learning/instruction
- Students complete tasks aligned to standard – student friendly language but also using academic/content vocabulary
- Students make connections to prior learning-understand vertical articulation of standards



Monitor Student Learning | *Instructional Foundations*

The key to student success is the ability to measure if the learning was effective; and if it was not, what can be done to ensure that the learning is successful as you reengage the student. Assessments, both formative and summative, are used to measure student learning. Henry County utilizes a balanced system of assessment. The district's balanced system includes four types of assessments: a Universal Screener, Formative Assessments (administered formally and informally), Interim assessments and Summative assessments. Each type has a focused purpose, use, and audience.

"Looks Like"-Teacher

- Teacher utilizes a wide variety of standards-aligned informal formative assessments
- Teacher uses common assessments to identify student's learning mastery and misconceptions and plans for learner re-engagement.
- Teacher uses common assessments to plan utilizing a backward design approach for Tier 1 instruction to ensure planned instruction aligns to the standard.
- Teacher utilizes standards-aligned Summative Assessments
- Teacher initiates intervention and reengagement based on student data in real time
- Teacher provides "on time" and ongoing monitoring/feedback cycles as student's progress through learning
- Teacher facilitates student goal setting around learning progress and performance

"Looks Like"-Student

- Students are involved in and complete a wide variety of informal and formal assessments (before, during and after learning)
- Students set goals for learning, monitor their learning, and communicate their progress
- Students know the purpose of learning, know how tasks connect to learning targets, and understand where they are on a learning continuum.
- Students effectively use exemplars to guide their individual progress
- Students are able to respond to feedback through the process of review and revision of work products.



Intentional Planning for Instruction | *Instructional Foundations*

Teachers across all contents will work to plan for instruction with intention. Where possible, teachers participate in collaborative planning through a professional learning communities' model, planning for both highly effective Tier I instruction, as well as Tier I reengagement. In addition to planning research based engaging activities and tasks, teachers will ensure that time allotted for instruction is utilized to the fullest potential.

“Looks Like” – Teacher

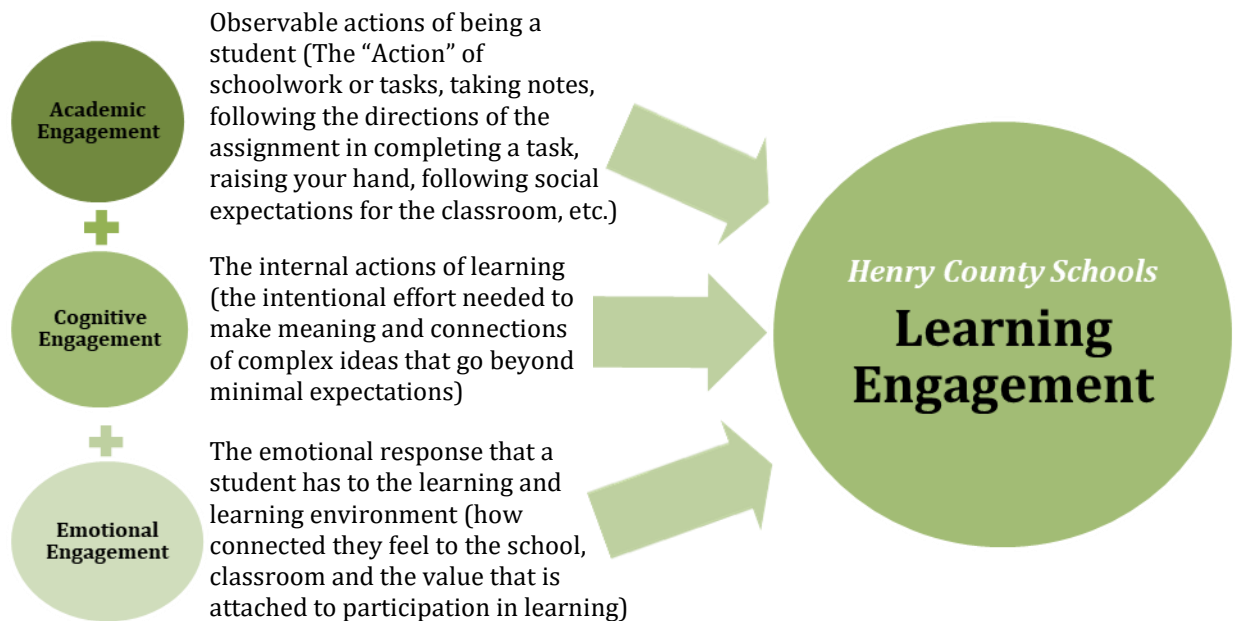
- Teacher maximizes Instructional Time | total time participation (no “unplanned” time)
- Teacher understands Professional Learning Communities via use of HCS collaborative planning protocols
- Teacher utilizes the Instructional Framework planning for instruction structure: flexible data driven small groups, Whole Group & Individual
- Teacher plans instruction so that students have opportunities to engage in active learning through multiple modalities including: listening, speaking, discussing, reading, writing and modeling.
- Teacher’s planning includes opportunities for connection of standards (within and across content), clarification of standards and misconceptions for both teachers and students
- Teacher plans for instructional delivery of Tier I instruction: Direct instruction, guided practice, independent practice.
- Teacher considers and intentionally plans transitions
- Instruction aligns in rigor and content of standards, including use of aligning documents and exemplars, i.e., ALD’s
- Teacher plans for instruction where standards are connected when possible and relevant
- Teacher creates opportunities for vertical planning
- Teacher intentional plans for Learning Engagement utilizing evidence-based strategies (see strategies in Learning Engagement strategy sections)

“Looks Like” – Student

- Students have a clear understanding of expectations for instructional settings (routine, time management, outcomes)
- Students participate in a variety of learning settings (whole group, small group and individual)
- Students engage in active standards aligned learning through multiple modalities including: listening, speaking, discussing, reading, writing and modeling.
- Students learn tasks that are tightly aligned to the rigor and content of the standards
- Students are fully engaged in learning for the entire lesson segment



Learning Engagement is an essential component of The Highly Effective Classroom. A student’s lack of engagement in the classroom serves as a roadblock to learning. It is critical that students are not only engaged, where they are simply interested on the surface with “doing” the task or assignment, but that the engagement is Learning Engagement. Henry County Schools defines Learning Engagement as the combination of behavioral or academic engagement, cognitive engagement, and emotional engagement. Student achievement outcomes are impacted positively when instruction and learning is intentionally planned to utilize the identified Learning Engagement high impact instructional strategies.



Learning Engagement Instructional Strategies

- Visual Representation & Modeling
- Effective Questioning
- Attend to Precision
- Intellectual Interest
- Application of Knowledge
- Dynamic Instruction
- Student Self-Worth and Academic Awareness
- Collaborative Learning Opportunities



Learning Engagement Instructional Strategies

Visual Representation & Modeling | *Learning Engagement*

Students need opportunities during the work session to interact with the learning. In order to move student thinking from the concrete to abstract, students utilize tools to develop conceptual knowledge, use concrete models, create intentional writing, and use teacher-developed examples of the learning to scaffold student thinking.

“Looks Like”-Teacher

- Teacher uses manipulatives
- Teacher uses images, photographs, primary source documents & graphs
- Teacher uses drawings of thinking (word webs, word splash)
- Teacher uses thinking maps/graphic organizers/concept maps (student developed)
- Teacher has students produce work in writing (writing about reading, content and working math problems)
- Teacher has students participate in labs (not as observers)
- Teacher uses mnemonics
- Teacher uses anchor charts
- Teacher uses modeling metacognition

“Looks Like”-Student

- Students engage in inquiry with authentic and relevant learning experiences
- Students demonstrate problem-solving and critical thinking skills
- Students have prerequisite skills in creating, analyzing, and interpreting graphs
- Students are able to effectively communicate their learning of conceptual knowledge
- Students interact with new learning with opportunity to practice through risk-free experiences that include feedback for growth before assessment
- Students have opportunities to organize their thinking
- Students demonstrate their learning using concrete materials and tools



Effective Questioning | *Learning Engagement*

In order to deepen thinking, teachers need to ensure that they are asking the right questions and that all students are answering questions. This allows teachers to assess student learning to make on the spot adjustments, as well as stretch or push thinking to the next level.

“Looks Like”-Teacher

- Teacher utilizes Total Participation Techniques/Balance of Student Participation
- Teacher asks High Level Questions, Aligned to Rigor of Standards
- Teacher utilizes Real-Time Informal Formative Assessments that Result in Shifts in Teaching/Learning
- Teacher waits an appropriate amount of time and Uses Student Names
- Teacher creates intentional Focus in Building Student Capacity to Ask Questions of Others and Themselves
- Teacher provides opportunities for all students to engage in effective questioning

“Looks Like”-Student

- Students develop effective questions and engage in/develop productive struggle
- Students articulate and support their answers
- Students feel safe to provide an answer that may be wrong or reflect a different point of view



Attend to Precision | *Learning Engagement*

Teachers and students both work to attend to precision. They use clear definitions to articulate their own thinking and in communication to others. They attend to details that focus on the intent of learning, rather than the completion of tasks. Feedback provided is specific to standards in both affirmation of effective learning and redirection of incorrect outcomes.

“Looks Like” – Teacher

- Teacher provides feedback that is focused on the evidence and accuracy of learning, not the completion of a given task
- Teacher demonstrates that feedback serves as a model by using clear definitions and communication of examples and non-examples of meeting expectations
- Teacher creates learning activities that require students to move beyond guessing or process of elimination to determine an accurate response

“Looks Like” – Student

- Students work on and revise learning tasks to meet clearly articulated expected outcomes, not simply for completion
- Students work to articulate clear and concise thinking around the learning
- Students demonstrate an understanding that the expectation is to provide justification for thinking and produced outcomes



Intellectual Interest | *Learning Engagement*

The teacher creates cognitive interest by providing multiple opportunities for students to engage in “high interest” (student interest) learning tasks to fill knowledge gaps (Hattie & Yates, 2014) that incorporate thoughtfulness and require effort to comprehend complex ideas and master difficult tasks. Through the use of differentiation, scaffolding, or chunking learning, teachers ensure that all students can effectively access the learning outcomes.

“Looks Like”-Teacher

- Teacher utilizes inquiry based high interest strategy (student interest)
- Teacher utilizes examples of real-life application or scenarios
- Teacher facilitates hands on learning
- Teacher creates drawings of thinking
- Teacher creates personal connections
- Teacher builds curiosity through thought-provoking questions, videos, images or texts

“Looks Like”-Student

- Creating and responding to high-leverage questions
- Analysis of real-world problems by interest
- Justification of thoughts (multiple approaches to thinking)



Application of Knowledge | *Learning Engagement*

The teacher provides intentionally designed learning opportunities to synthesize, interact with, and apply the skills and concepts of learning in an environment that is free of risk and embodies a never stop learning approach with cycles of improvement.

“Looks Like”-Teacher

- Teacher utilizes cross-content application
- Teacher demonstrates applying skills and concepts to compare text to text
- Teacher encourages the use of previous knowledge
- Teacher demonstrates applying skills and concepts to compare text to self
- Teacher demonstrates applying skills and concepts to compare text to world

“Looks Like”-Student

- Students apply interdisciplinary skills and concepts to complete a problem or a task
- Students use prerequisite skills within current context (vertical alignment)
- Students use trial and error in a cycle of continuous improvement in learning progress towards standards



Dynamic Instruction | *Learning Engagement*

The manner in which daily instruction is delivered. Teacher exhibits and builds interest in learning using both verbal and non-verbal delivery, and using variety of voice and tone. Teacher shows interest, enthusiasm, and high level of connection to the content and strategy around instruction. Teacher is prepared and materials have been selected with intention that reflects level of standard, relevance, and pre-determined (awareness) student interest.

“Looks Like”-Teacher

- Teacher uses actions and communication that reflects high expectations of student capacity and ability to be successful
- Teacher selects instructional materials that are at the level of the standard
- Teacher identifies connections that are relevant and of high interest to students aligned tightly to the standard
- Teacher plans for instruction that includes keeping the “joy of learning” in mind
- Teacher creates activities and tasks that incorporate physical movement (appropriate to the setting)
- Teacher integrates the Arts
- Teacher plans for instruction that includes students’ active participation and a variety of delivery methods

“Looks Like”-Student

- Students have positive engaging interactions through learning with teacher and peers
- Students have standards aligned, hands-on, meaningful, and relevant learning experiences
- Students follow evident dynamic instruction during all sections of the instructional framework
- Students have opportunities for discourse between teachers and other students



Student Self Worth & Academic Awareness | *Learning Engagement*

Teachers intentionally plan activities to connect with student's aspirations, short, and long-term goals. Embedding experiences to build and practice leadership attributes, reflect on process as well as product and develop student voice.

"Looks Like"-Teacher

- Teacher demonstrates leadership and responsibility
- Teacher encourages confidence to take action
- Teacher fosters a sense of accomplishment and success
- Teacher encourages self-assessment & goal setting
- Teacher encourages goal setting for learning rather than "scores"
- Teacher encourages progress towards mastery utilizing exemplars
- Teacher utilizes sentence starters for collaborative conversations

"Looks Like"-Student

- Students act as self-advocates, use personal voices and assume ownership for learning
- Students assume a variety of different roles/responsibilities within collaborative groups
- Students monitor their own progress and participate in goal setting
- Students utilize cycles of feedback for improvement



Collaborative Learning Opportunities | *Learning Engagement*

The teacher provides multiple and frequent opportunities for students to interact with their peers and engage in critical thinking around learning. Teachers facilitate opportunities for students to engage in discourse and debate without consequence. Teacher and peer feedback is provided for both individuals and groups on specific and targeted protocols for effective collaboration. All students are involved with expected outcomes throughout the collaboration process.

“Looks like” -Teacher

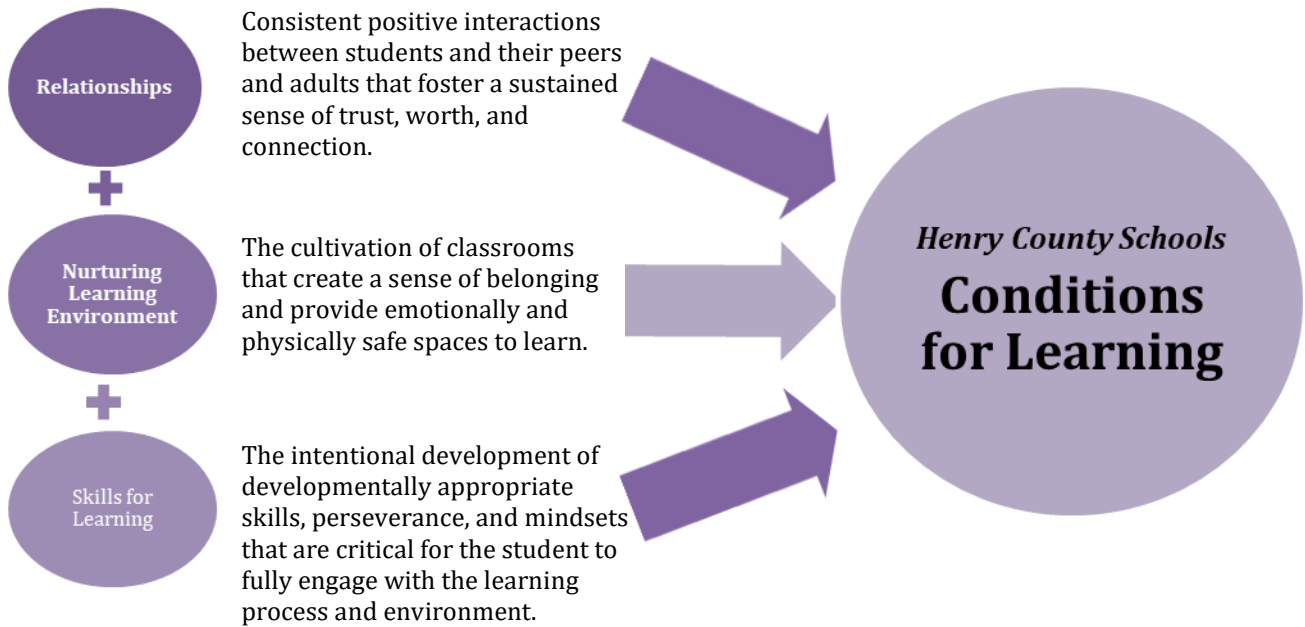
- Teacher uses practice and protocols to guide and facilitate collaborative work between students
- Teacher plans learning opportunities that incorporate collaborative opportunities such as exercises in Design Thinking, Arts Integration or Project Based Learning.
- Teachers plan collaborative tasks and opportunities for students to engage in:
 - Partner summarizing
 - Friendly competition
 - Debate
 - Small groups with specific roles and outcomes
 - Jigsaw
 - Partner reading
 - Reader’s Theater
 - Literature Circles

“Looks Like”-Student

- Students participate in the above-mentioned activities
- Students understand the roles and responsibilities to implement collaborative work including understanding the process of giving and receiving feedback, ability to respect differences of opinion, cultures and outlooks
- Students engage in multiple collaborative opportunities and experiences, such as gallery walks
- Students engage in productive discourse and discussion through practice and protocols as a part of collaboration



Creating the conditions for powerful learning to occur is an essential component of The Highly Effective Classroom. It is commonly agreed by experts in education that teachers have tremendous influence on student learning by attending to *how* they construct learning experiences, and the *kinds of interactions* that teachers and students have with one another. Students learn the most when they feel safe, valued, and develop critical skills that they need to fully engage with the instructional environment. It is through the integration and implementation of intentional instructional strategies that positive conditions for learning are created. This becomes the landscape for improved student motivation and persistence in academic tasks. Henry County Schools defines Conditions for Learning as the combination of building relationships, creating a nurturing learning environment, and the development of skills and mindsets for learning. Student achievement outcomes are impacted positively when intentional strategies are used to create positive conditions for learning so that incredible instruction can occur through the use of Learning Engagement Strategies, leading to incredible outcomes for students.



Conditions for Learning Instructional Strategies

Building Relationships

Nurturing Learning Environment

Skills and Mindsets



Conditions for Learning Instructional Strategies

Building Relationships | *Conditions for Learning Instructional Strategies*

Building positive relationships where every student in Henry County Schools is connected to a caring adult defines how our schools are committed to creating structures in the classroom where students feel included and appreciated by peers and teachers. The teacher is intentional in infusing strategies that promote positive relationships amongst students within academic and non-academic times. Teachers demonstrate that they are creating opportunities for positive relationships in their classrooms through effective implementation of the teacher practices below, and student behaviors can measure the effective implementation of developing a nurturing environment.

“Looks like”-Teacher

- Teacher is intentional to learn the interests, needs, and strengths of students
- Teacher demonstrates care and concern to students about how and what they learn
- Teacher follows up timely with students when they have a problem or concern
- Teacher provides space to allow students to collaboratively process how they work together and monitor their progress toward their goal
- Teacher models positive communication techniques and conflict resolution skills
- Teacher verbally affirms student needs

“Looks like”-Student

- Students take into account the perspectives and feelings of their classmates and teacher(s)
- Students communicate with their teacher and peers in meaningful ways
- Students hold each other accountable during small group time and demonstrate a desire to see their classmates succeed
- Students process how they work together and monitor their individual progress towards their shared learning goal
- Students are receptive to the purposeful feedback they receive from their teacher and their classmates
- Students take academic risks



Nurturing Environment | *Conditions for Learning Instructional Strategies*

Creating a nurturing environment where students feel valued and supported refers to the academic and social support students receive from their teachers and peers. The teacher creates a learning environment where students know that teachers care about them. Teachers can demonstrate that they have created a nurturing environment through effective implementation of the teacher practices below, and student behaviors can measure the effective implementation of developing a nurturing environment.

“Looks like”-Teacher

- Teacher creates consistent structures in the classroom where students feel included, safe, and appreciated (ex. morning meetings, turn and talk, goal setting/quick win celebrations)
- Teacher provides opportunities for students to provide input into classroom structures and norms
- Teacher is aware of and uses the interests and experiences of students when teaching
- Teacher checks in with students about their academic and non-academic concerns
- Teacher seeks student ideas and input, or to understand previous knowledge of students
- Teacher follows predictable , consistent schedule

“Looks like”-Student

- Students express a level of commitment to the success of themselves, teacher(s), and classmates, knowing that their classmates and teacher(s) care about their success
- Students know about the interest and backgrounds of their classmates
- Students provide academic and emotional support to their classmates
- Students describe ways that responsible students help their classmates (ex. Including how to ask for help and how to not be a bully bystander)
- Students feel their opinions and viewpoints are valued



Skills and Mindsets | *Conditions for Learning Instructional Strategies*

Students who develop skills, including self-awareness, communication, decision making, social awareness, perseverance, grit, and self-management have increased academic achievement, are more capable of seeking out help when they need it and are provided the opportunity to fully engage in the learning environment. Acquisition/mastery of these skills give students the tools they need to have meaningful classroom discussions and persevere through challenging academic tasks, both individually and in group settings. Mindset describes the attitudes and beliefs students have about their learning. Students who have a growth mindset and a belief in their ability are more motivated to learn and have the courage/determination to try new things and take on challenges. Teachers can develop/cultivate these skills and mindsets through intentional actions during everyday learning and, where appropriate, through explicit instruction in skill development and acquisition.

“Looks like”-Teacher

- Teacher provides opportunities for classroom discussions where students can solve problems and develop connections
- Teacher affirms student efforts and processes to achieve tasks
- Teacher models strategies that will help students to monitor and regulate their emotions and behaviors
- Teacher teaches students strategies to identify and manage emotions and self-regulate emotions
- Teacher models strategies that help students problem solve and persevere in difficult tasks
- Teacher models SMART goal setting

“Looks like”-Student

- Students have the capacity to self-identify and regulate their social, emotional, and academic behaviors
- Students use positive language with peers and teachers
- Students demonstrate executive functioning skills
- Students demonstrate care for the experience of others
- Students demonstrate positive classroom behaviors
- Students are able to problem-solve difficult situations and content challenges that arise in the classroom
- Students identify ways that they can help improve class, school, or community
- Students use feedback to go back and revise



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