

APPENDIX 1.2

Learning and Life Competencies: Classroom Snapshot

So what does embedding Learning and Life Competencies into classroom practices look and sound like? The snapshot that follows highlights how a teacher can naturally integrate Learning and Life Competencies into an academic lesson in real time in a high school classroom.

The chart that follows identifies the **competency**, **skill**, and **target behavior** in the right column. The left column reveals what the teacher is doing and what students are doing to learn and strengthen Learning and Life Competencies.

Actions / Activities	Competency	Skill
	Target Behavior	
<p>During the passing period, Ms. Green is standing in her classroom doorway to meet and greet students as they arrive. She welcomes students by name and smiles warmly as students enter the classroom. “<i>Jake. Marcus. Janelle. Good morning. Hi, Ladonna.</i>” Students respond with friendly hellos and smiles. Ms. Green also does a quick, personalized check-in with several students. “<i>Marisol, welcome back! Are you feeling better?</i>” and “<i>Gilberto! Tell me how the baseball team did last night.</i>”</p>	Social Efficacy	Healthy Relationships
	<p><i>I greet and talk to people in a friendly manner.</i></p>	
<p>Students walk into the classroom and see that the “Reflect and Connect” instructions are posted on the board with a reminder to get started the moment the bell rings. Students immediately find their seats and start pulling out their notebooks and reading the directions.</p>	Self-Management	Self-Regulation
	<p><i>I follow instructions, procedures, and rules.</i></p>	
<p>When the bell rings, Ms. Green closes the door and says, “<i>Thank you for all arriving to class on time and getting started on the Reflect and Connect. I’m going to take attendance quickly and stamp your homework. We will start in three minutes.</i>” She projects a visual timer that counts down from three minutes on the overhead.</p>	Academic Efficacy	Organize to Learn and Study
	<p><i>I attend class every day and arrive to class on time.</i> <i>I prioritize and manage my time and tasks.</i></p>	

Actions / Activities	Competency	Skill
	Target Behavior	
<p>One student quietly asks her neighbor to borrow a pencil. Another student realizes he forgot his notebook and asks to go to his locker. The teacher responds non-verbally by pointing to a sign on the wall that says “Forgot your NB? Use a piece of lined paper today and tape it into your notebook tonight.” There is a stack of lined paper sitting in a basket below the sign.</p>	Social Efficacy	Assertion and Self-Advocacy
	<i>I take the initiative to seek help.</i>	
	Academic Efficacy	Organize to Learn and Study
	<i>I organize myself and manage my materials.</i>	
<p>While students work on the Reflect and Connect, the teacher walks around and quickly stamps the homework that students automatically placed on the corner of their desk. Ms. Green also takes attendance on her laptop, jotting down the names of two students who did not do their homework assignment so she can check in with them later.</p>	Academic Efficacy	Quality Work
	<i>I complete assigned tasks regularly.</i>	
	Self-Management	Self-Regulation
	<i>I sustain my focus and pay attention throughout an activity or task. I work silently without bothering others.</i>	
<p>The timer goes off at 3 minutes, and Ms. Green announces to the group, “Ok, time’s up, thank you for getting right to work today. The next step in our Reflect and Connect is to do a Turn and Talk with your Color Partners to share your thinking. If you need any help remembering the expectations for a Turn and Talk, where can you look?” Several students gesture to the Turn and Talk Tips sign on the wall. “Great, I’ll be looking to see those in action. I’m going to set my timer for 90 seconds, please turn to your Color Partner and begin sharing how you responded to the Reflect and Connect question. Be prepared to summarize your partner’s response if I call your name.” Students turn to face their partner and quickly decide who will begin sharing.</p>	Social Efficacy	Cooperation and Participation
	<i>I work effectively with different students. I take turns, listen to and encourage others, and do my fair share.</i>	
	Social Efficacy	Communication and Problem Solving
	<i>I focus my attention on people who are speaking to me. I listen respectfully and paraphrase/summarize or question before speaking.</i>	
	Self-Management	Self-Regulation
	<i>I follow instructions, procedures, and rules.</i>	
<p>When the timer goes off, Ms. Green moves to stand by the space on the whiteboard that features the Check-off Agenda and uses a hand signal to get the groups’ attention and silence. She checks off the Reflect and Connect box and provides a quick verbal overview of the day’s lesson, the learning outcomes, and what students will need to do to “show what they know and are able to do” by the end of class.</p>	Self-Management	Self-Regulation
	<i>I follow instructions, procedures, and rules. I sustain my focus and pay attention throughout an activity or task.</i>	
	Academic Efficacy	Goal-Setting and Self-Assessment
	<i>I can identify the evidence that shows my effort to meet my goal.</i>	

Actions / Activities	Competency	Skill
	Target Behavior	
<p>Before starting the mini-lesson, Ms. Green projects a sample page of student notes from the previous day. The model is well organized and includes a coding system that makes keywords stand out and highlights key points and summarizing statements. The teacher invites students to spend a minute silently comparing it to their own notes and reflecting on what they could do to make sure their notes are useful tools for learning and studying. The teacher then asks students to turn to their Number Partner and share one way they might improve the way they take notes, so they have a good resource when it comes time to study for the unit test.</p>	Academic Efficacy	Quality Work
	<i>I revise, edit/proof, and correct for quality and accuracy.</i>	
	Academic Efficacy	Organizing to Learn and Study
	<i>I use a range of study strategies to remember and apply key knowledge, skills, and understandings.</i>	
	Social Efficacy	Cooperation and Participation
	<i>I work effectively with different students. I take turns, listen to and encourage others, and do my fair share.</i>	
<p>During her brief mini-lesson, one student moves up to a desk at the front of the room. This is a pre-arranged plan the student and the teacher came up with to support the student with chronic blurting out and engaging in side conversations that disrupted the class. There is a fidget object at the table and a Post-it note on the corner of the desk that the student takes responsibility for marking every time he has the urge to blurt out but controls the impulse. The teacher also has a Post-it note discreetly placed on her clipboard that she is using to track every time the student blurts out. They will compare Post-it notes at the end of class so the student can reflect and monitor her/his progress with reducing behaviors that distract the group.</p>	Self-Management	Self-Regulation
	<i>I sustain my focus and pay attention throughout an activity or task. I work silently without bothering others.</i>	
	Social Efficacy	Civic Responsibility
	<i>I take responsibility for my words and actions and acknowledge the impact of my behavior on the community.</i>	
<p>After the ten-minute mini-lesson, students work in trios on a card sort to help them practice applying the concepts introduced in the mini-lesson. Students are taking turns reading the cards, analyzing the information, and sorting it into the appropriate category.</p>	Social Efficacy	Cooperative and Participation
	<i>I work effectively with different students. I take turns, listen to and encourage others, and do my fair share.</i>	
	Academic Efficacy	Quality Work
	<i>I engage in critical, reflective, and creative thinking.</i>	

Actions / Activities	Competency	Skill
	Target Behavior	
<p>Ms. Green walks around the room and notices one group is using aggressive speech and even a little name-calling as they disagree about the placement of a card. She stops by, gives the group some feedback and asks an open-ended question to prompt the group to self-correct, <i>“The high energy at this table is really giving you a chance to engage with this task.”</i> Some of these are tricky and intended to spark a debate. How can you rephrase your differences of opinion in a way that keeps the dialogue respectful?” One student says, <i>“My bad”</i> and then attempts to restate his claim using one of the accountable talk stems from a poster on the wall titled “Student Resources.” <i>“I hear you saying... and I’d like to offer another perspective...”</i> Ms. Green listens in for a moment as the students continue their debate and then moves on to listen in on other groups.</p>	Self-Management	Self-Regulation
	<i>I accept help, feedback, correction, or consequences with goodwill.</i>	
	Social Efficacy	Communication and Problem Solving
	<i>I resolve interpersonal conflicts constructively.</i>	
	Social Efficacy	Cooperation and Participation
	<i>I work effectively with different students.</i>	
	Social Efficacy	Assertiveness and Self-Advocacy
	<i>I use neutral, non-aggressive language to express myself.</i>	
<p>To wrap up the lesson, Ms. Green brings the group back together and uses follow-up questions to clarify any misconceptions. Then she posts a <i>“Show me what you know”</i> question on the board and gives students five minutes to explain how they would respond based on what they learned that day. While students are writing, she is walking around the room looking for keywords and phrases in the students’ responses. She makes a note if she notices a student’s response is off-point so she can check in with the student the next day and provide additional instruction and support.</p>	Academic Efficacy	Quality Work
	<p><i>I attempt each part of the question, task, assignment, or test.</i></p> <p><i>I engage in critical, reflective, and creative thinking.</i></p>	
<p>A few minutes before the bell rings, Ms. Green reminds students that the end-of-unit test is scheduled for next week. She asks students to flip to the Unit Learning Outcomes Student Self-Assessment page in their notebook. As an exit ticket, students are asked to reflect and jot down on a Post-it note which learning outcome(s) they are still challenged by and to articulate one thing they don’t understand or are struggling with. As students exit, they post their notes on the Ticket Out space by the door where the teacher is standing and saying goodbye to students as they exit.</p>	Academic Efficacy	Goal-Setting and Self-Assessment
	<i>I monitor my academic progress through written and oral self- reflection and conferencing.</i>	