



Expectations: Effort-based Intelligence

How does the view of effort-based intelligence appear in PRACTICES in the learning environment?

- Feedback on student work is frequent, specific, respectful and instructional
- There are flexible grouping practices
- There are provisions for re-teaching and extra help
- Student self-evaluation and goal-setting exist
- Grading practices and re-takes demonstrate this
- There is differentiation while maintaining standards
- Staff teaches students how to work smart

How does the view of effort-based intelligence appear in BEHAVIORS in the learning environment?

- There is a language of giving help
- Patterns of calling on students reflect this
- Responses to student answers reflect this
- Language of giving assignments reflects this
- Language of response to errors or below-standard work/ improvement or above standard work reflects this
- Staff shows tenacity to get students to meet standards
- There are opportunities for reciprocal feedback



How does the view of effort-based intelligence appear in STRUCTURES in the learning environment?

- There is a common understanding of high curriculum expectations
- There are common assessments of proficiency that embody high standards
- There are opportunities and access to learning

How does the view of effort-based intelligence appear in “STAFF TALK” within the learning environment?

- There is evidence of discussions about getting students to proficiency standards
- There is evidence of discussions about placement, assignment, and program (level to level and class to class)
- Staff is constantly challenging and re-examining beliefs about students' abilities