



Assessment Research Consortium Fall Summit

The Tripod 7Cs™ and the Influence of Teaching

on American Adolescents' Skills, Mindsets, and Agency:
from a Cross-Sectional Study of over 16,000 Sixth-to-Ninth Grade Classrooms

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November 28, 2018

Find the study at <http://agi.harvard.edu/projects/TeachingandAgency.pdf>
Tech appendix at <http://agi.harvard.edu/projects/StatTables.pdf>

Tripod's 7Cs Components of Effective Teaching



Personal Support

- Care
- Confer

Curricular Support

- Captivate
- Clarify
- Consolidate

Academic Press

- Challenge
- Classroom Management

Care

Show concern for students' emotional and academic well-being

- Build relationships
- Address learning needs

Message to Students:

“Your success and well-being matter to me in a serious way.”

Confer

Encourage and value students' ideas and views

- Respect perspectives
- Promote discussion
- Invite input

Message to Students:

“I invite, welcome, and respect your ideas and feedback.”

Captivate

Spark and maintain student interest in learning

- Design stimulating lessons
- Facilitate active participation

Message to Students:

“I find ways to make lessons intellectually stimulating and relevant.”

Clarify

Help students understand content and resolve confusion

- Explain clearly
- Check for understanding
- Provide constructive feedback

Message to Students:

“I can explain in a variety of ways, and when you are confused, I will help you understand.”

Consolidate

Help students integrate and synthesize key ideas

- Review and summarize
- Connect ideas

Message to Students:

“We review and summarize lessons to help make learning coherent and memorable.”

Challenge

Insist that students persevere and do their best work

- Press for rigorous thinking
- Press for quality work
- Press for persistence

Message to Students:

“I insist upon real understanding, not just memorization, and I will not let you give up, even when the work becomes difficult.”

Classroom Management

Foster orderly, respectful, and on-task classroom behavior

- Manage activities
- Manage behavior

Message to Students:

“Our class will remain orderly, on task, and respectful, with learning as our first priority.”

EVIDENCE STUDENTS CAN DISTINGUISH THE Cs FROM ON ANOTHER

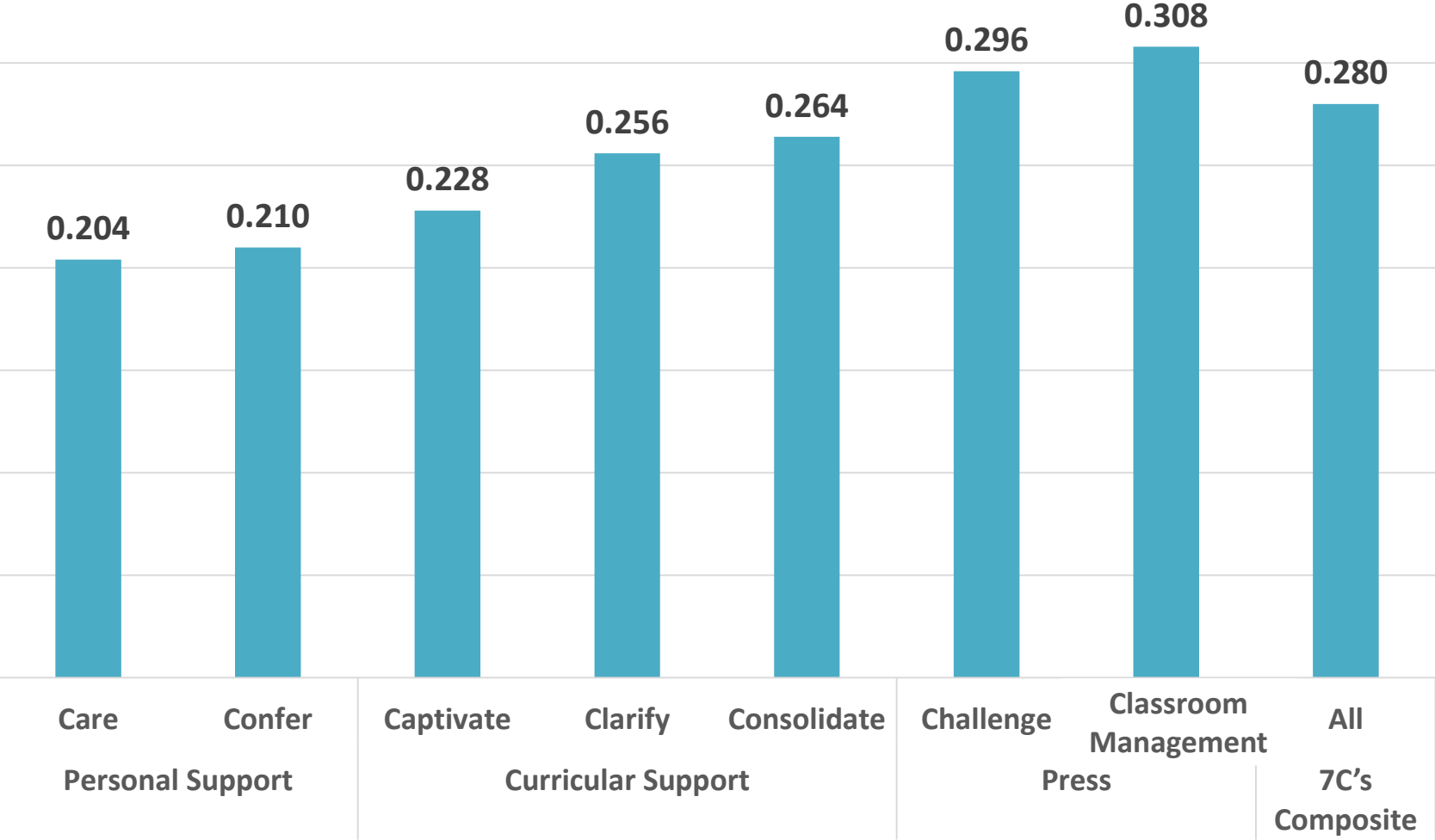
Multi-level random effects regression coefficients showing that for each 7Cs component, the mean of classmates' responses for that same component is by far the strongest predictor.

Predictors: Classmates' Mean Responses	Dependent Variables: The Individual's Own Responses						
	Care	Confer	Captivate	Clarify	Consolidate	Challenge	Control
Column	1	2	3	4	5	6	7
CARE	0.655	0.184	0.139	0.182	0.071	0.084	0.020
CONFER	0.055	0.445	-0.018	-0.030	0.014	0.043	-0.009
CAPTIVATE	0.115	0.030	0.624	0.136	-0.019	0.007	0.040
CLARIFY	0.083	-0.013	0.115	0.444	0.187	0.041	-0.046
CONSOLIDATE	-0.009	0.062	0.003	0.036	0.477	0.058	0.004
CHALLENGE	-0.065	0.021	-0.073	0.039	0.048	0.499	0.061
CONTROL	0.030	0.060	0.088	0.093	0.067	0.083	0.837

N=One student from each of 14,461 classrooms, 9696 teachers, 486 schools, 26 districts.

random effects version, Universal regressions 3rd batch, sheet 3

Average of MET Middle School Correlations
between Value Added and 7Cs Ratings for Reading and Math
(All are statistically significant at 0.01 or above.)



Agency as the Umbrella Concept

Agency is essentially the capacity and propensity to take purposeful initiative. Effective agents do not respond passively to their circumstances; they **seek meaning and act with purpose to produce the changes they desire in their own and others' lives.**

Agency-Related Factors in this Report

Trust vs. Mistrust

Happiness
Anger

Cooperation vs. Misbehavior

Punctuality
Good Conduct

Ambitiousness vs. Ambivalence

Mastery Orientation
Sense of Efficacy

Diligence vs. Disengagement

Effort
Help Seeking

Satisfaction vs. Disappointment

Perceived Learning
Satisfaction with Achievement
Expected Grade in Class

Success Skills and Success Mindsets

Conscientiousness
Growth Mindset
Future Orientation

**Tripod
Engagement
Goals**

Mindset Outcomes

Exhibit 13
Engagement Target One: Trust vs. Mistrust

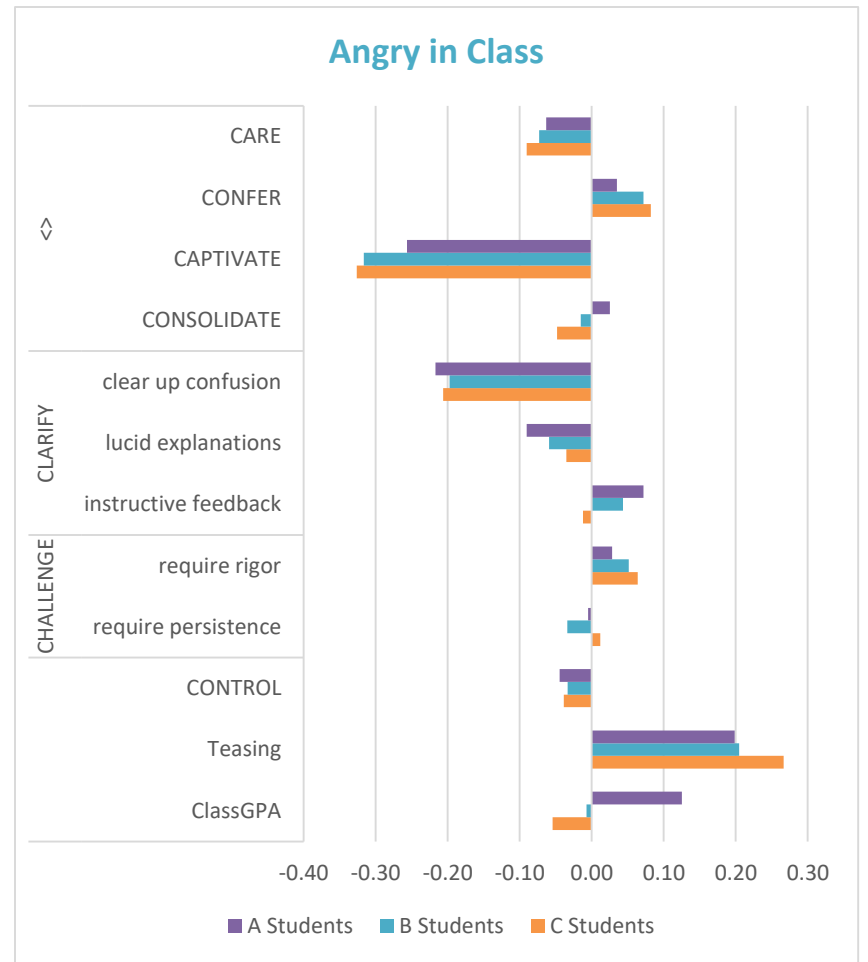
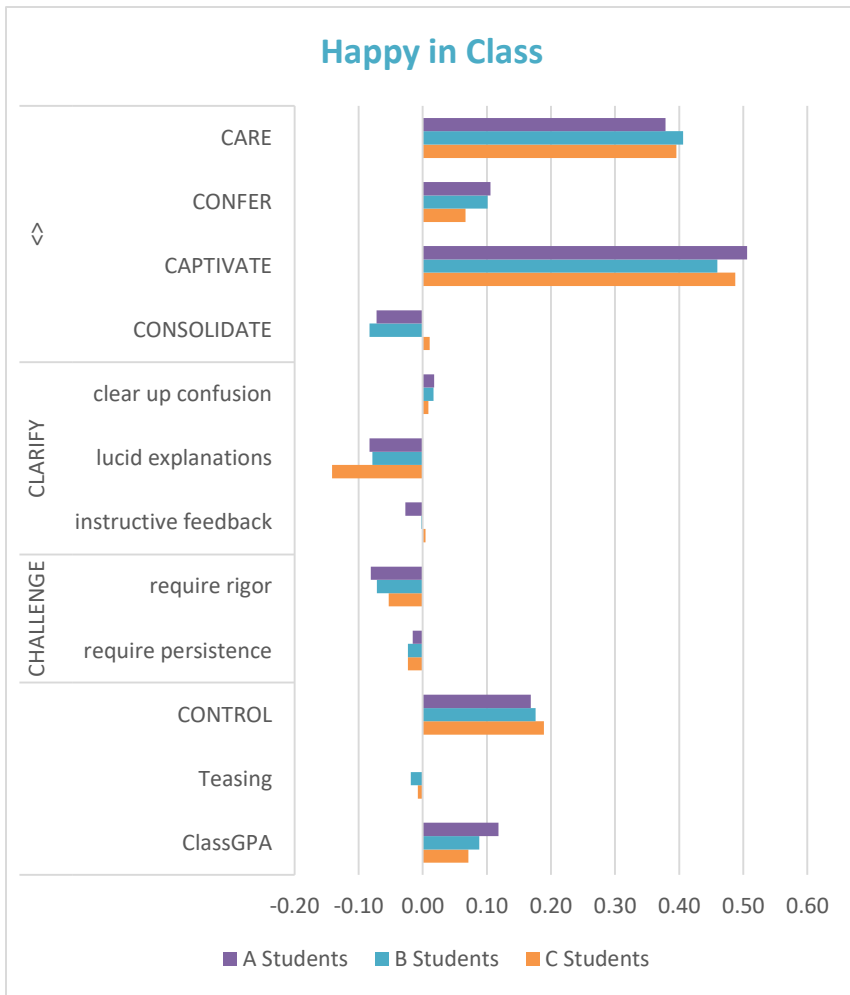
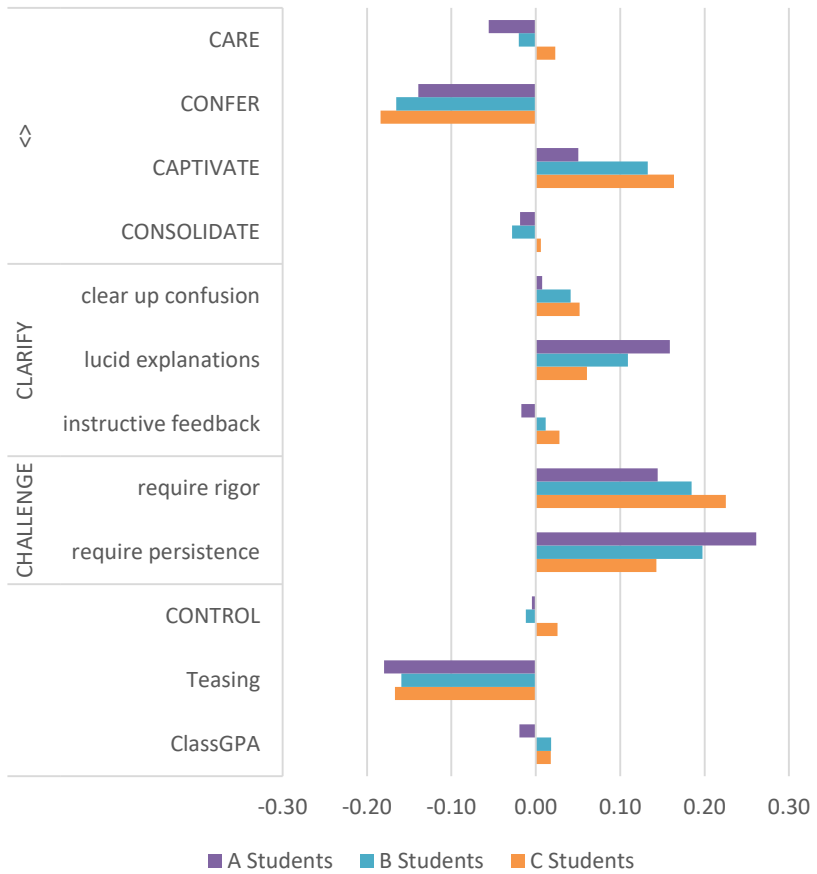


Exhibit 14 Engagement Target 2: Cooperation vs. Misbehavior

Punctual to Class



Good Conduct in Class

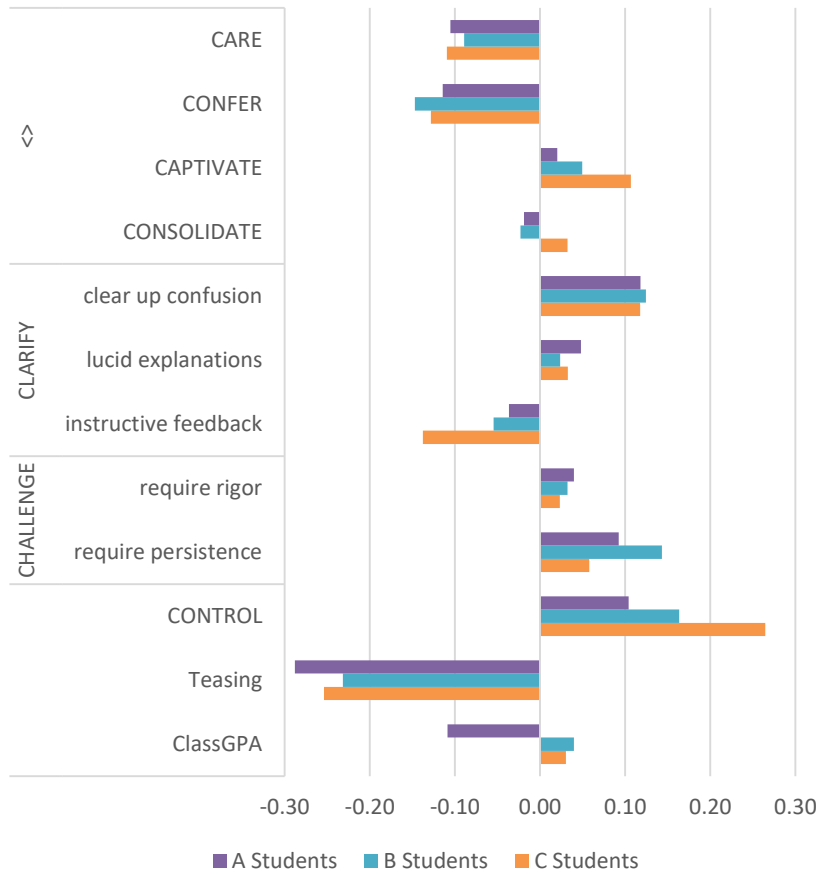


Exhibit 15: Happy in Class
by quintiles of classmates' *care* and *other Cs*

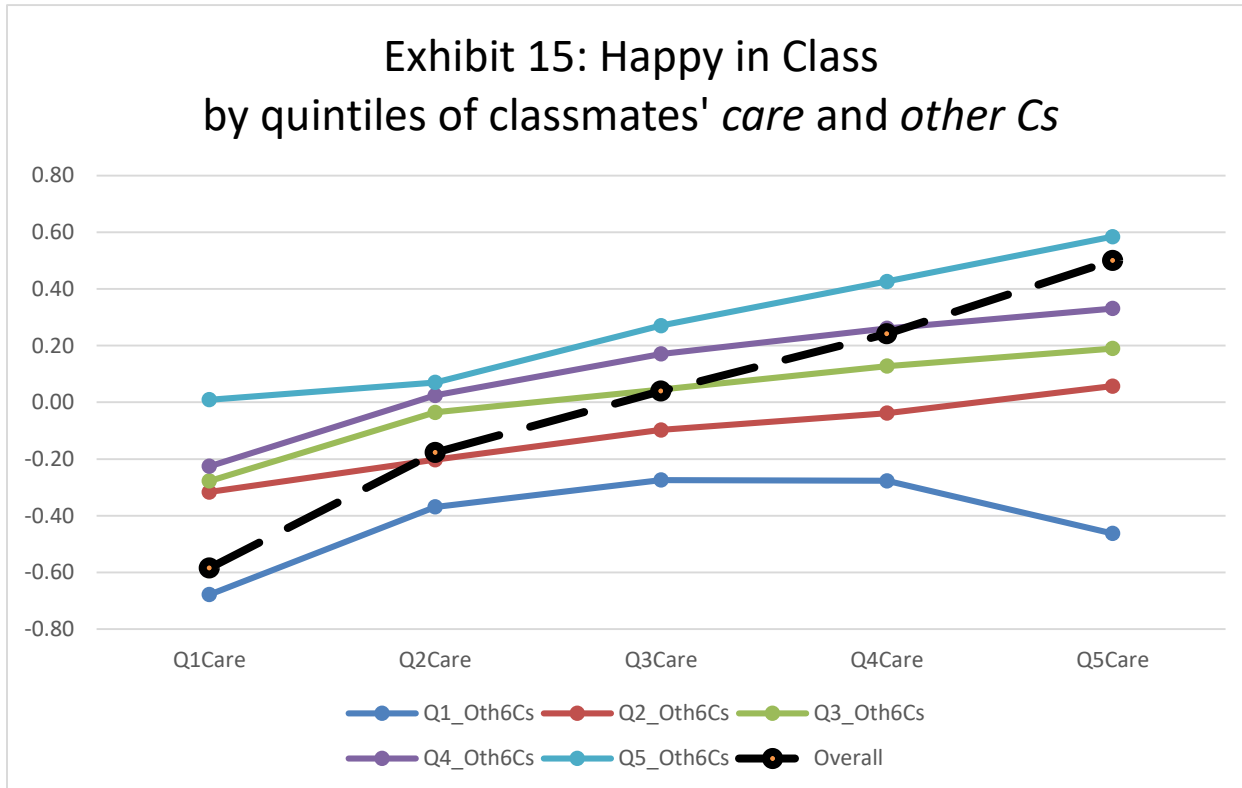


Exhibit 16: Good Conduct in Class
by quintiles of classmates' care and other Cs

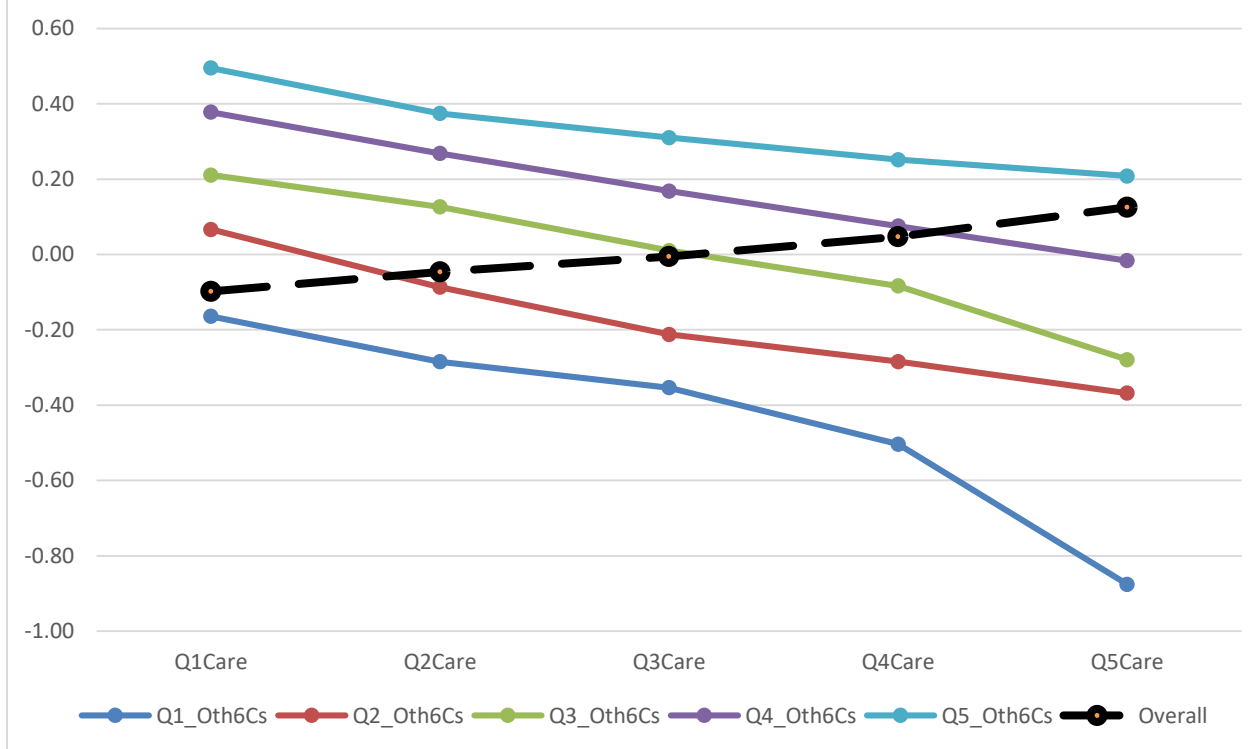


Exhibit 17

Coefficients on *care* and *classroom management* in multivariate equations using 7Cs components from students' responses to predict their teachers' responses on listed teaching practices.

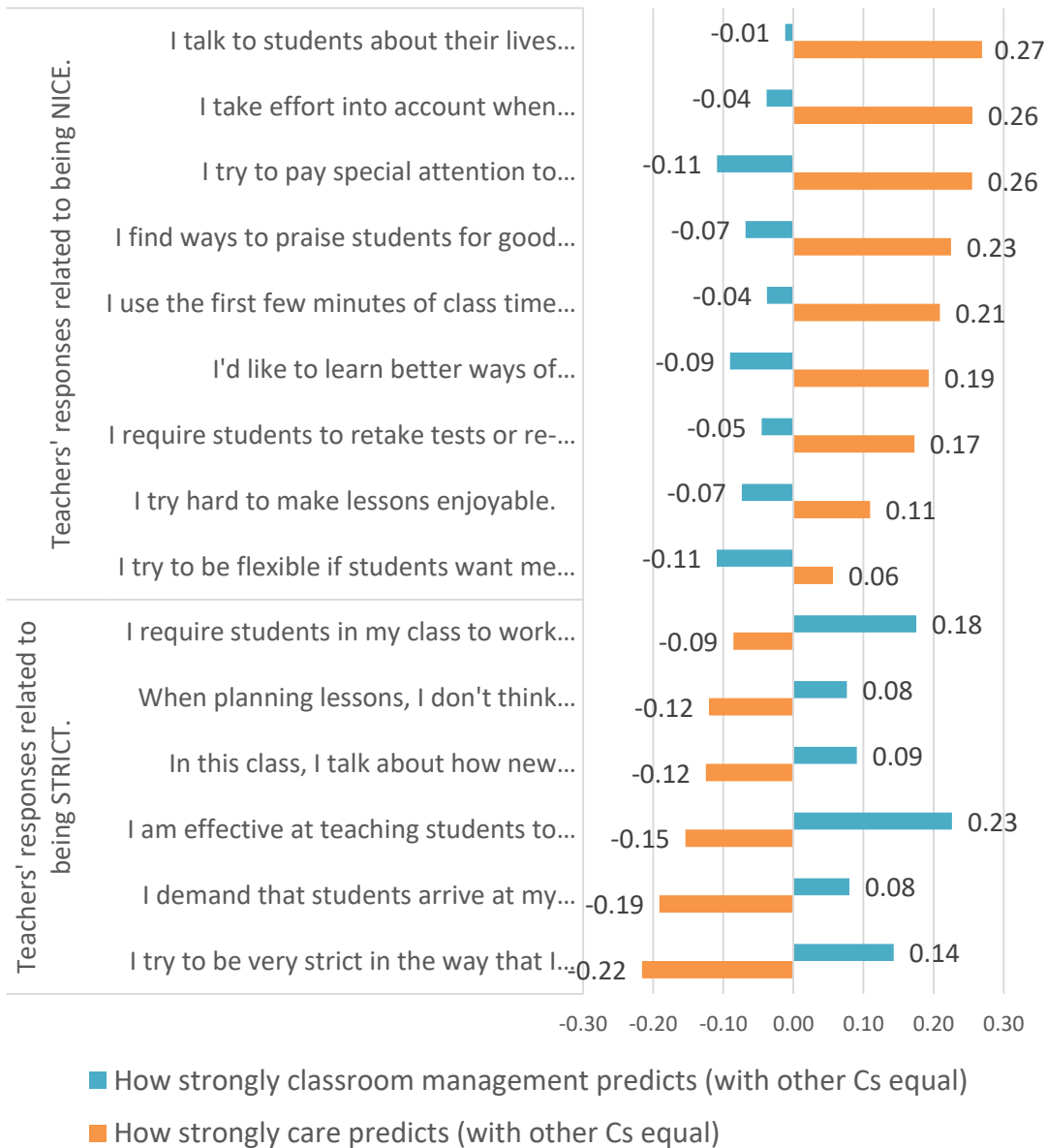
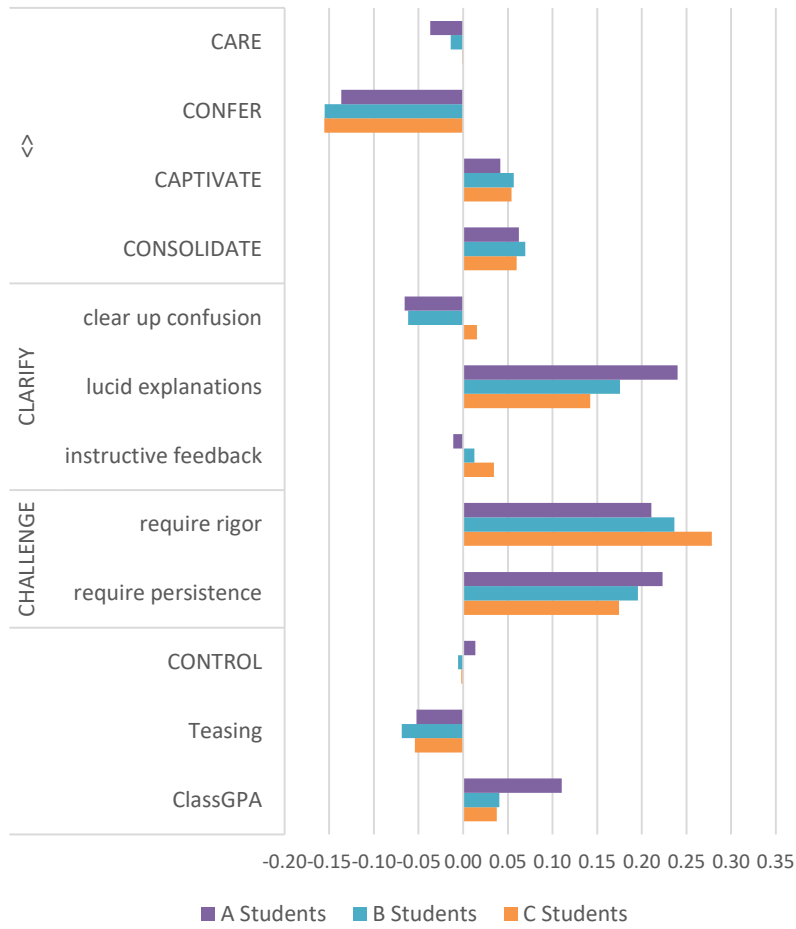


Exhibit 18

Engagement Target 3: Ambitiousness vs. Ambivalence

Mastery Orientation



Efficacy

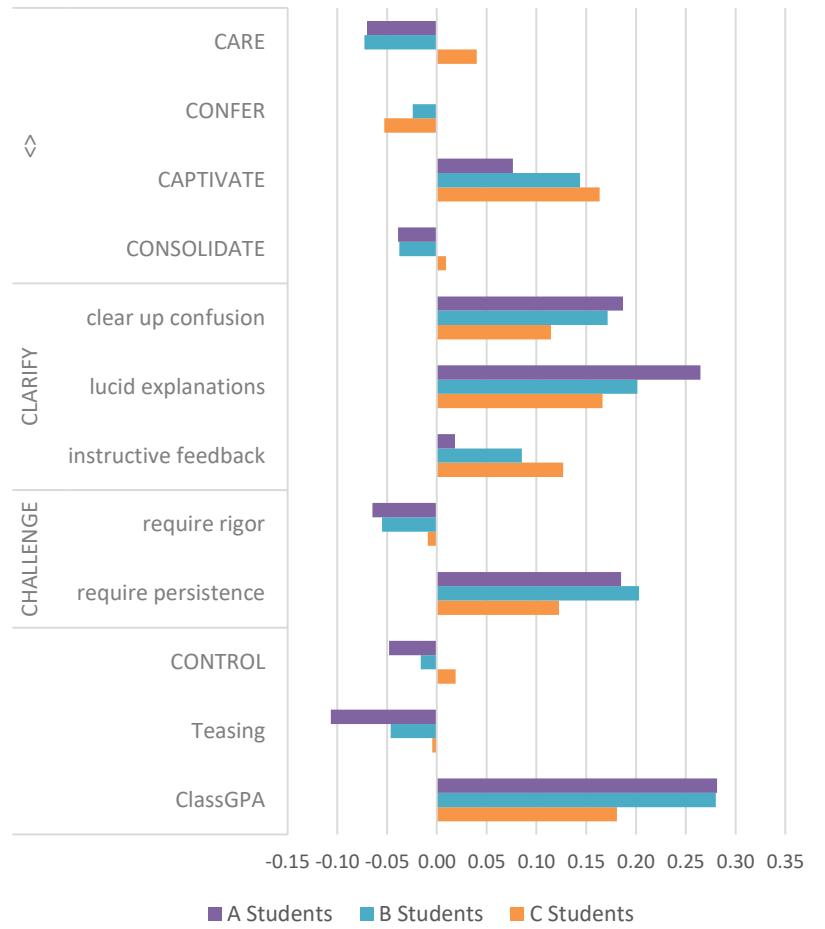


Exhibit 19

Engagement Target 4: Diligence vs. Disengagement

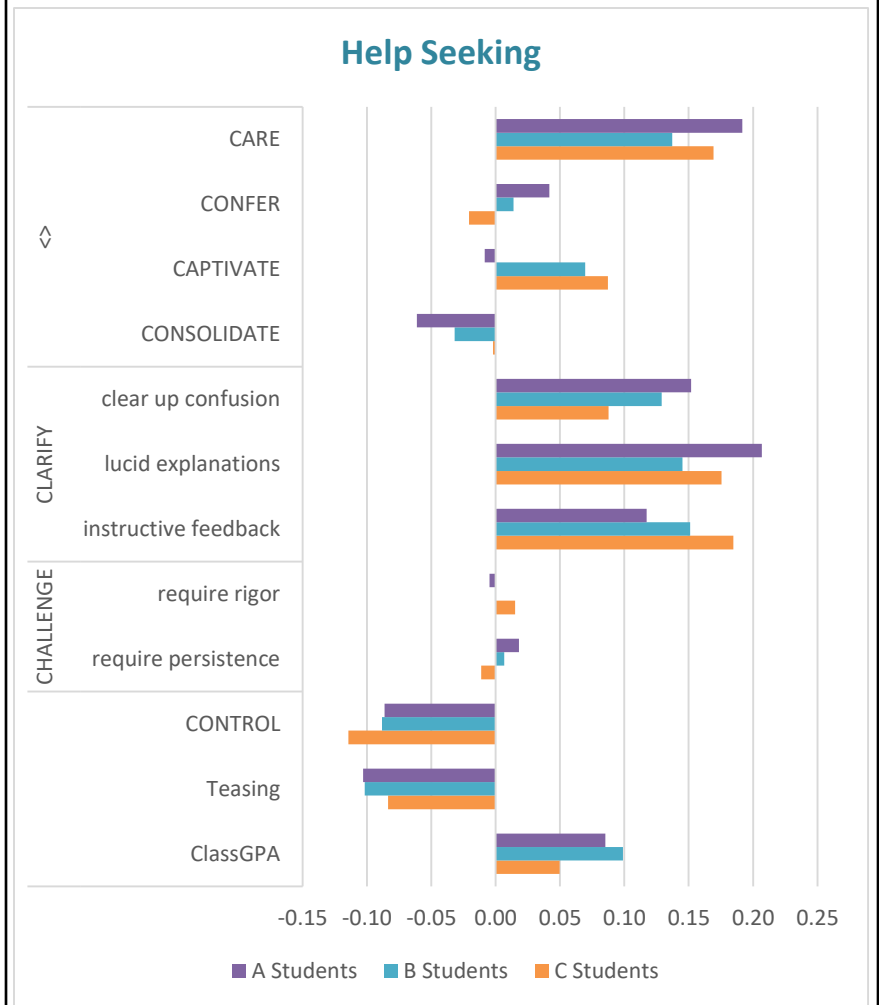
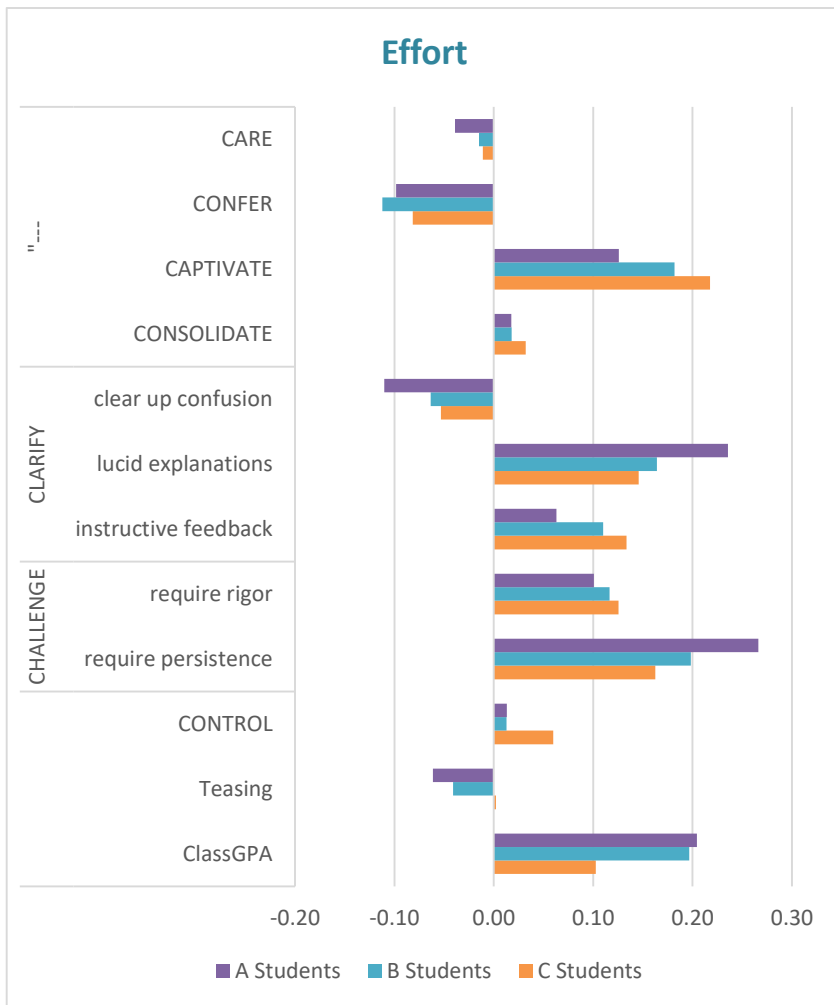


Exhibit 20

Engagement Target 4: Diligence vs. Disengagement

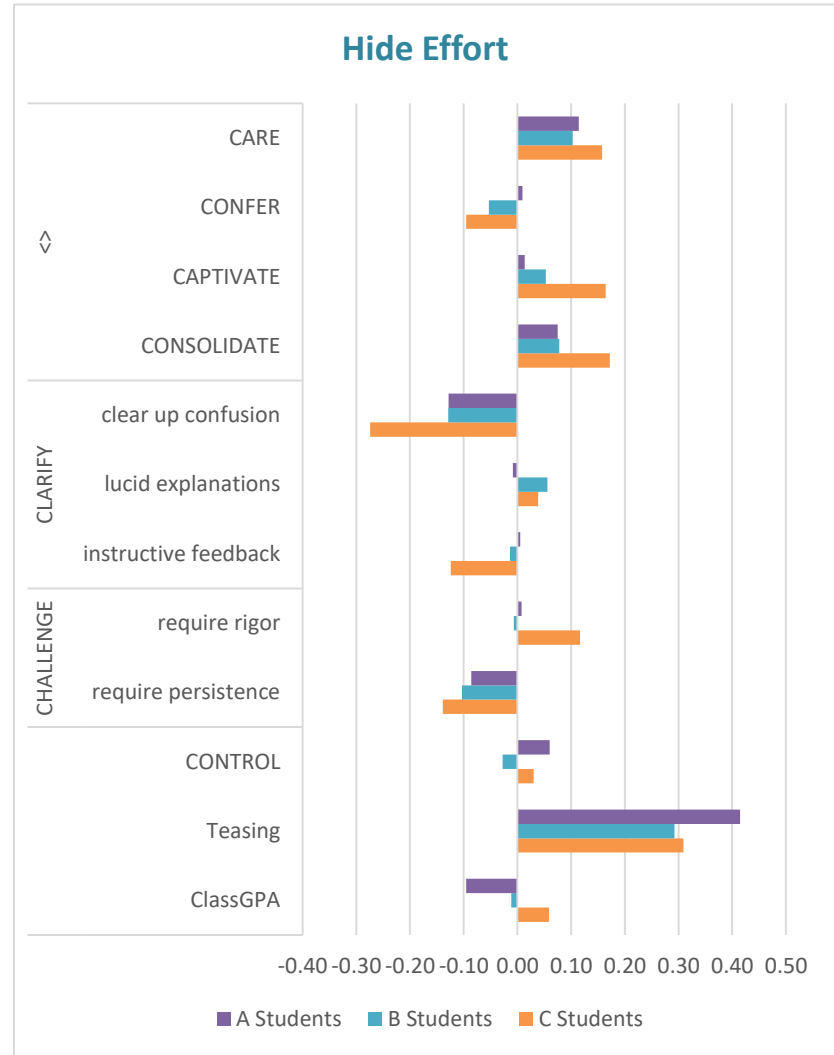
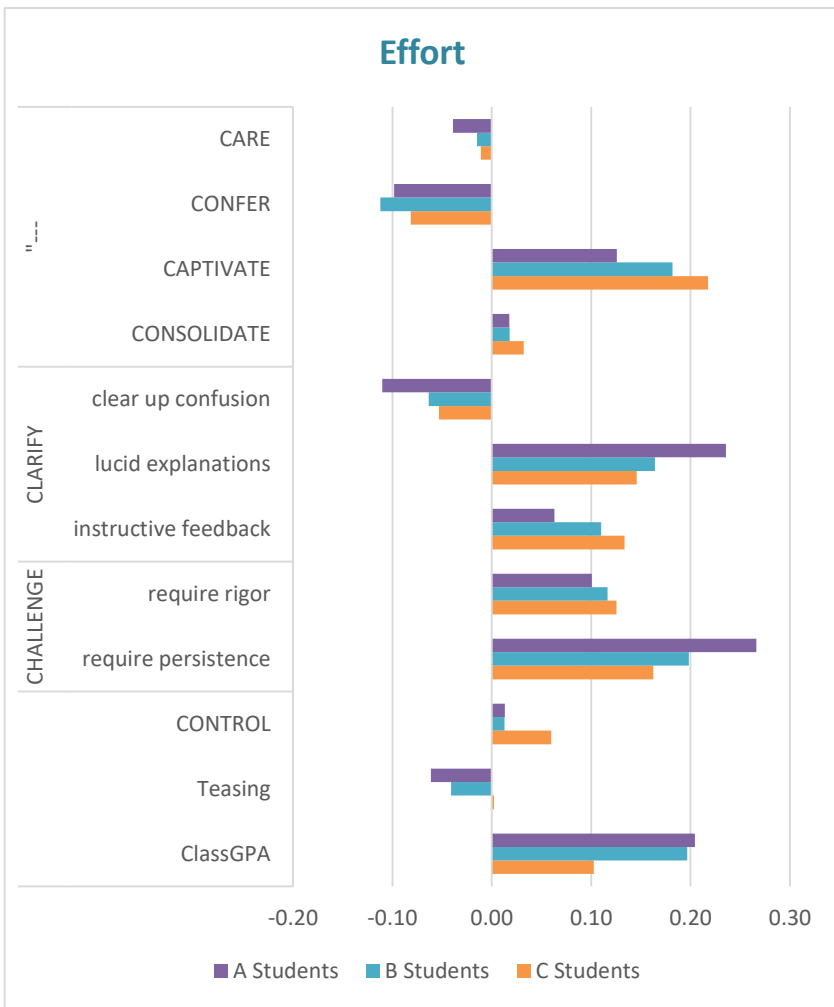
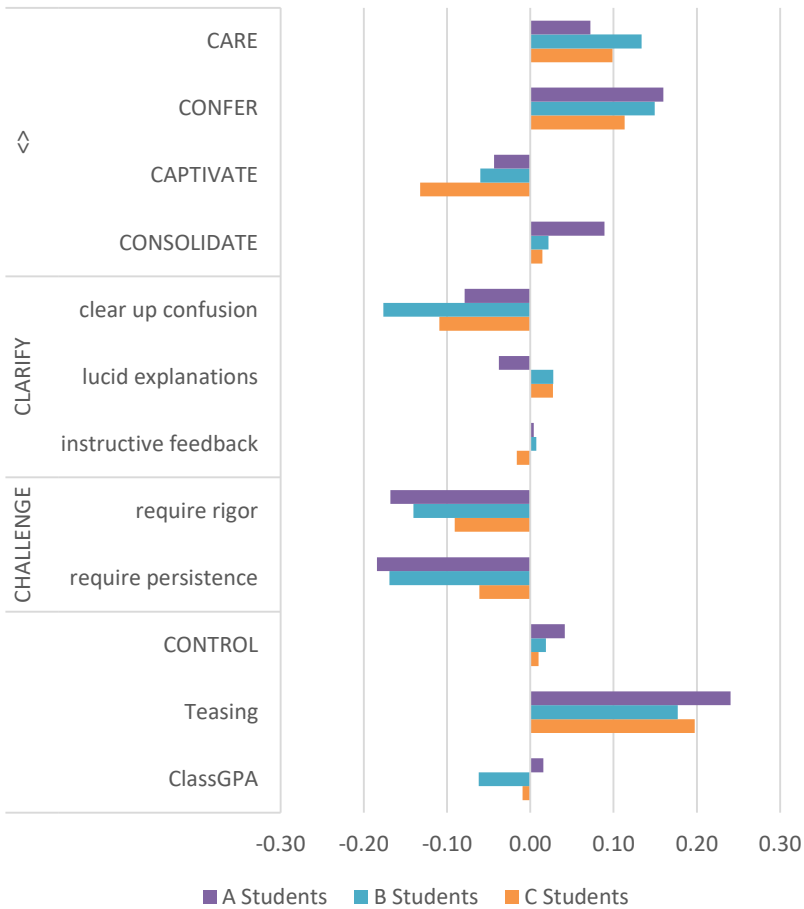


Exhibit 21

Engagement Target 4: Diligence vs. Disengagement

Don't Try in General



Give up if Work Is Hard

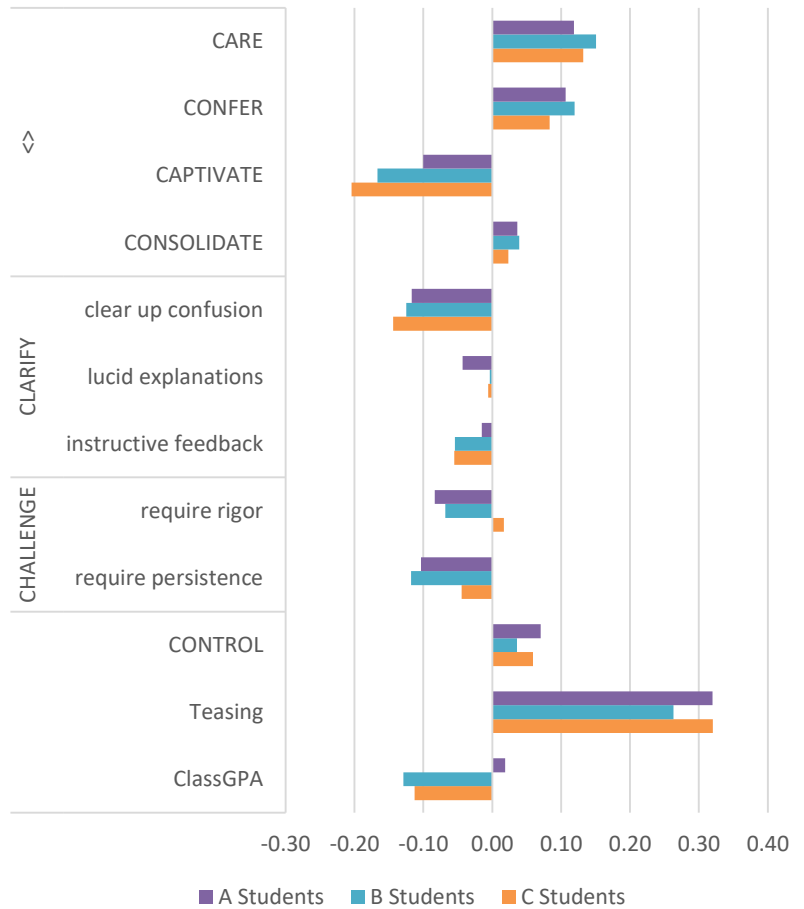
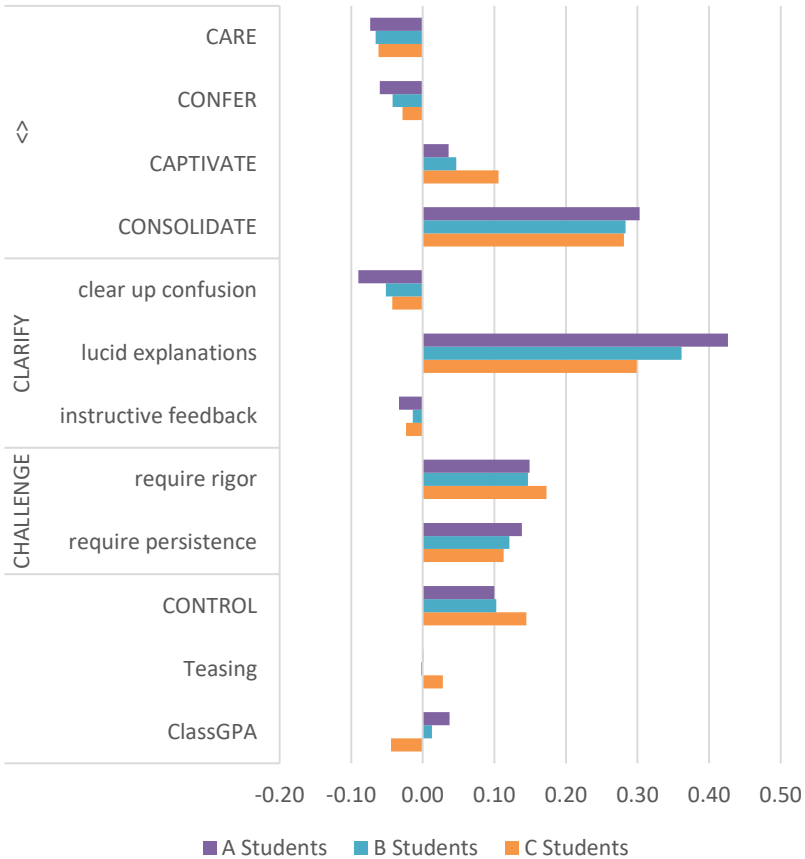


Exhibit 22

Contrasting Predictors of Perceived Learning and Happy in Class

Perceived Learning



Happy in Class

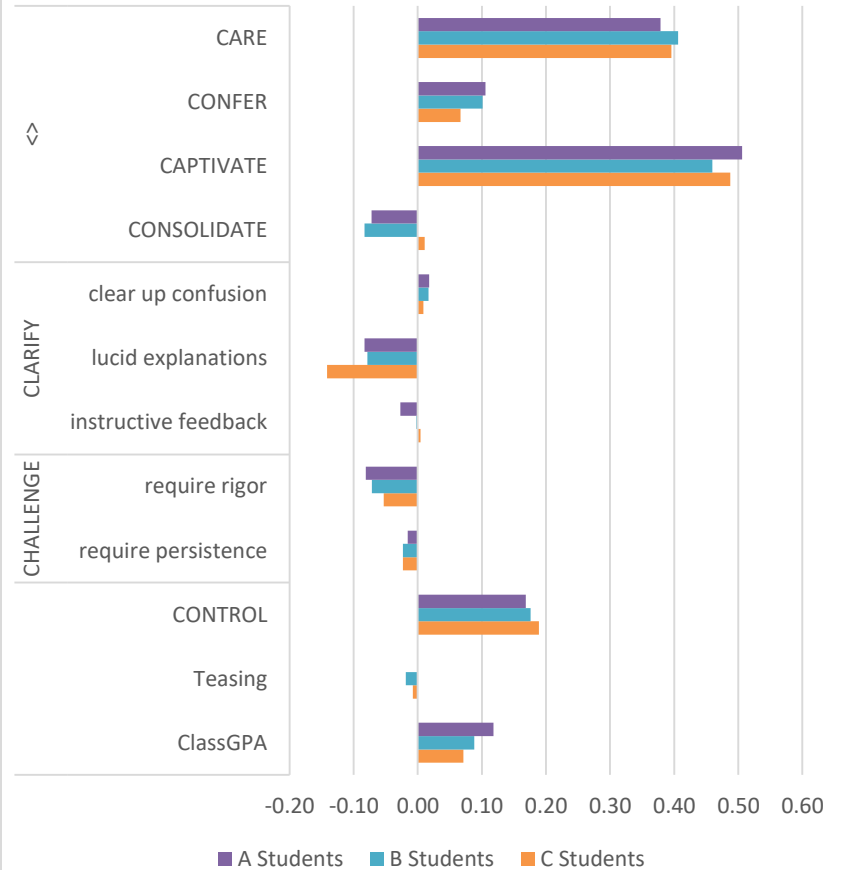
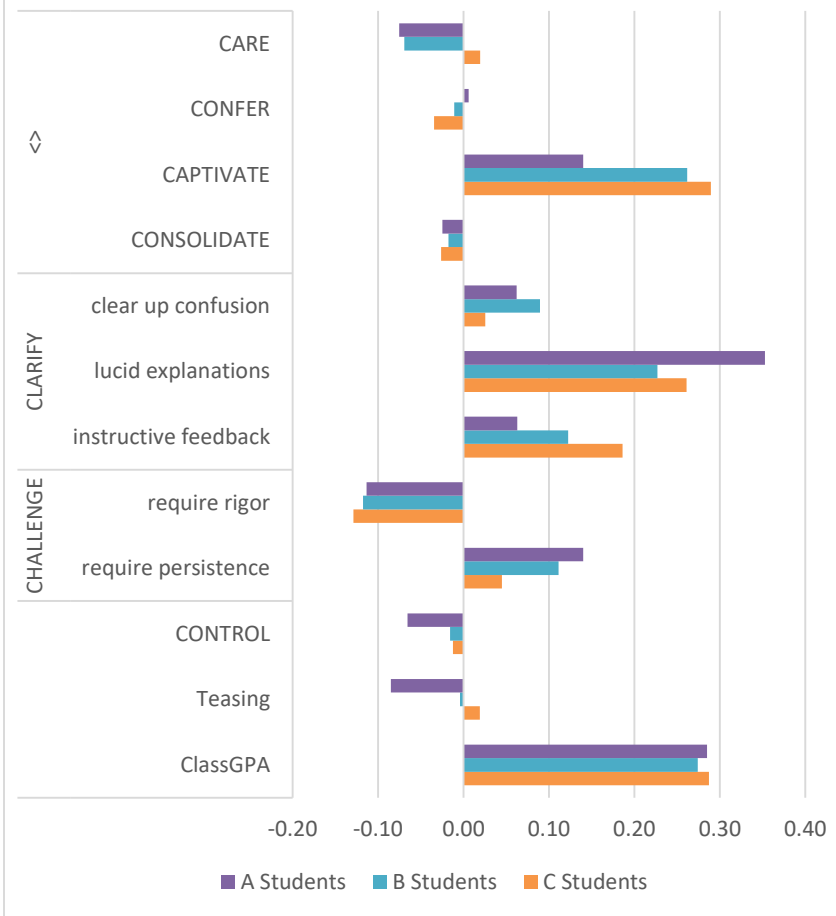


Exhibit 23

Engagement Target 5: Satisfaction vs. Disappointment

Satisfaction with what's been achieved.



Expected Grade in the Class

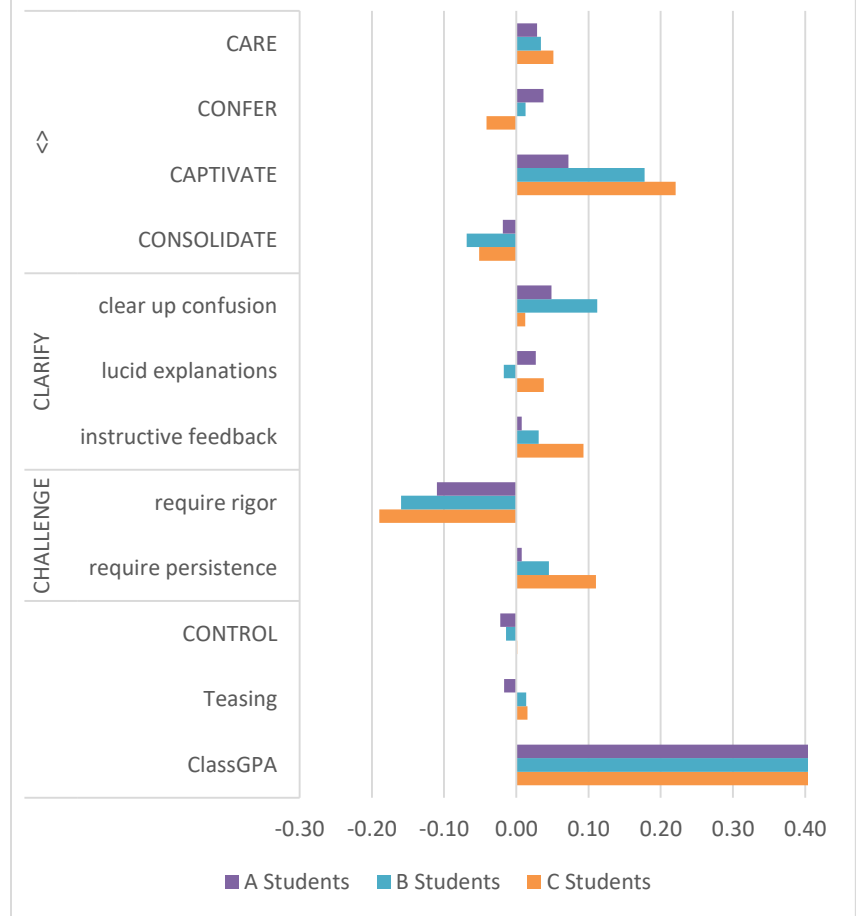


Exhibit 25
Develop Conscientiousness

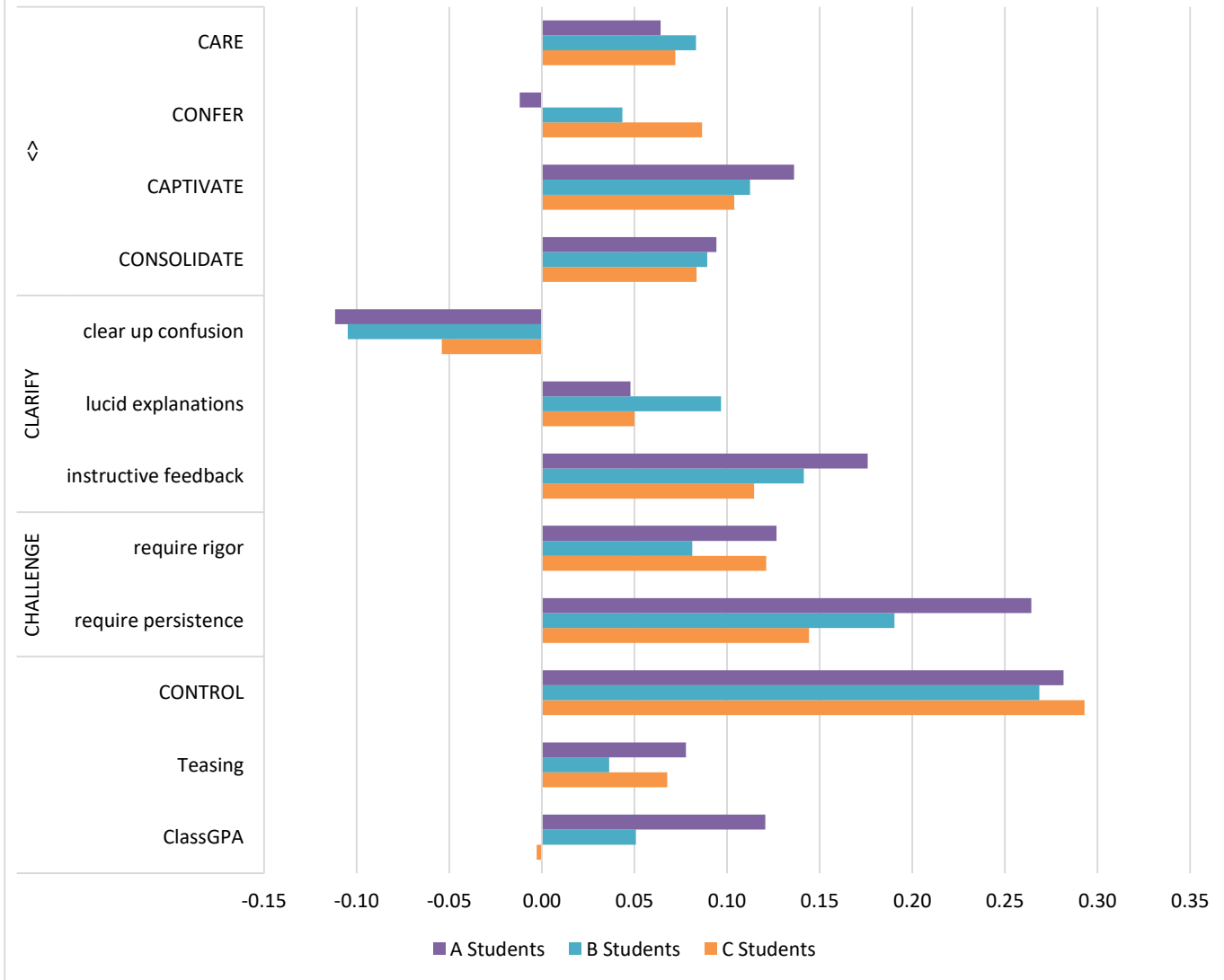
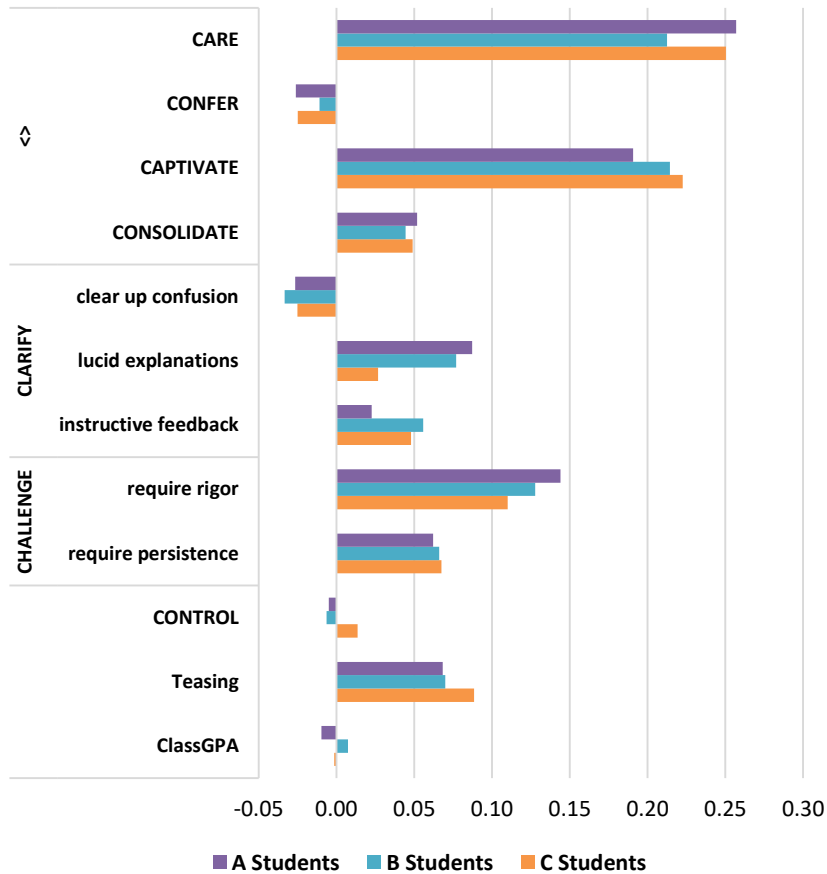


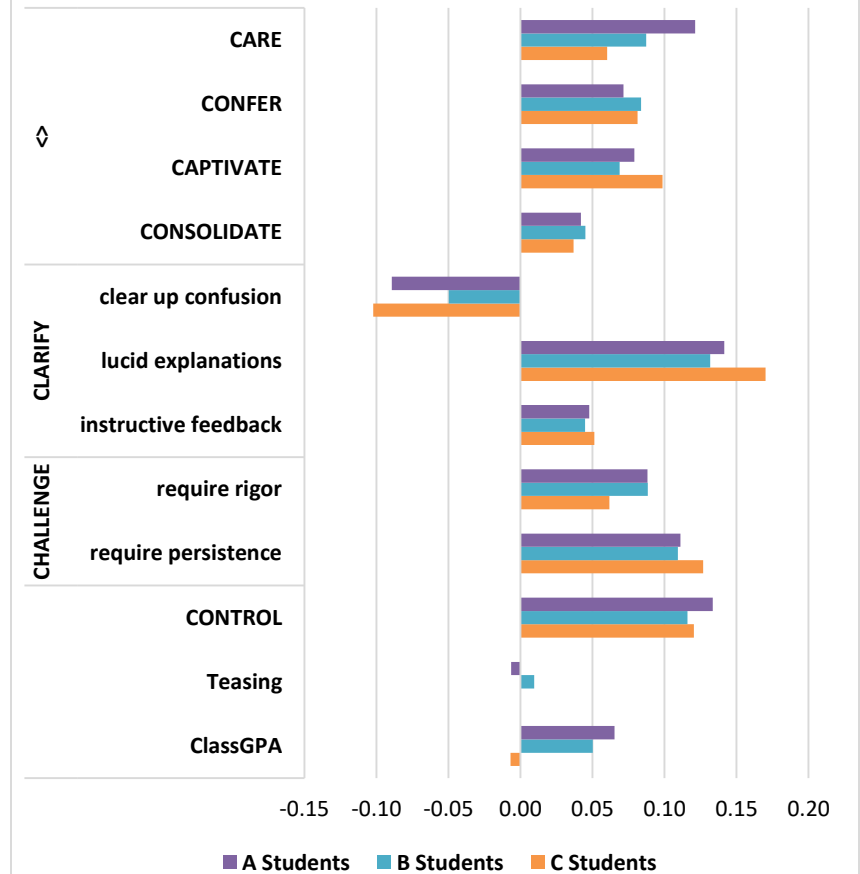
Exhibit 26

Success Skills (re. Conscientiousness Skills) and Success Mindsets

Develop Future Orientation



Develop Growth Mindset



**EMERGING GUIDELINES FOR
TEACHING
TO CULTIVATE AGENCY**

Care

Be attentive and sensitive, but avoid a tendency among sensitive teachers to coddle students in ways that hold them to lower standards and undermine their agency.

Confer

Encourage and respect students' perspectives and honor student voice, but also stay focused on instructional goals; avoid extended discussions that have no apparent purpose and thereby fail to model self-discipline and effective agency.

Captivate

Strive to make lessons stimulating and relevant to the development of agency. If some students seem unresponsive, do not assume they are disinterested. Some students—and especially those who struggle—purposefully hide their interest and their effort.

Consolidate

Regularly summarize and check for understanding, because consolidation helps to solidify learning and models your agency as a teacher, even when students seem reticent or disinterested.

Clarify

Clarify by clearing up confusion: take regular steps to detect and respond to confusion in class, but in ways that share responsibility with students for doing the thinking.

Clarify with lucid explanations: strive to develop clear explanations—especially for the material that students find most difficult—including lucid examples of how the skills and knowledge you teach can support effective agency.

Clarify with instructive feedback: give instructive feedback to help scaffold student agency in correcting their own work and building their own understandings.

Challenge

Challenge by requiring rigor: press students to think deeply instead of superficially about their lessons; set and enforce performance goals that require students to use reasoning and exercise agency.

Challenge by requiring persistence: consistently require students to keep trying even when work is difficult—to give their best efforts and produce their best work—knowing that few things could be more important for developing agency.

Classroom Management

Strive to achieve respectful, orderly, on-task student behavior in your class by teaching in ways that clarify, captivate, and challenge—in support of agency—instead of imposing control by intimidation and coercion.

Responses to Student Feedback on the 7C

Reflecting and *Deflecting*

Reflecting #1

What did you learn from the student feedback?

I learned that some of my own personal challenges manifest themselves in my classroom and therefore in my students' work habits. I am not great at managing my own time and lack organization. These were clear weaknesses expressed in the survey (i.e. students do not believe they are learning to use their time wisely or becoming more organized). This also shows up in "Our class stays busy and doesn't waste time."

Reflecting #1

How did you respond to that feedback?

I took the survey and appreciate the quick turnaround in the feedback, but I really didn't have much follow through. The survey's were not much talked about and I didn't think about it much.

What difference do you think it made?

There's always next year?

Reflecting #2

What did you learn from the student feedback?

My "confer" score was among my lowest and I was surprised to learn that my students felt that I don't answer their questions or don't explain the answer well enough for them to understand.

How did you respond to that feedback?

I gave each student 2 index cards - one they had to hand in with a current question on it and one they could keep to submit to an anonymous question box in the future which I check regularly. From the list of questions generated from the cards, I made some time for review in class and in subsequent classwork so that I better covered the material they had lingering questions about.

Reflecting #2

What difference do you think it made?

For the short term, I think I answered all of the questions that were lingering. In the long term I'm not sure if they feel more comfortable asking questions or feel that I explain everything clearly enough for them to have mastery of the topic.

Reflecting #3

What did you learn from the student feedback?

I was confirmed in some of my assessment of myself and surprised by other parts. I knew I needed to work on consolidating, for example, but was surprised that I was weak on 'clarify'. I felt sure that was an area where I was strong...always prided myself in explaining things in a lot of different ways to kids! I knew I would be high on 'challenge', but thought I would be much lower on 'care' than I was. The kids see me as softer than I see myself.

Reflecting #3

How did you respond to that feedback?

I definitely went to work on consolidating learning at the end of classes. I gave more exit-questions, summarizers, tickets-to-leave. I saw how clarifying it is for me - I can measure better whether the learning objective was reached or not. The kids feel better...“Oh! I actually did learn something today”. I laid off on judging myself so much for being too hard on the kids...maybe I'm not so cold after all. The 'clarity' is the hardest. I think I'm more lost there that I like to admit.

Reflecting #3

What difference do you think it made?

It made me consider the students more - to look at myself more objectively, as if I were one of the kids. What IS it like to be in my class-room? How do I help students learn, or not? It also gave me very specific things to work on in my practice.

Reflecting #4

What did you learn from the student feedback?

That sometimes I move to fast with vocabulary/concepts.

How did you respond to that feedback?

I have added more activities to reinforce vocab and added more time for processing.

What difference do you think it made?

I think for those particular students it has aided their grasp of the unit.

Deflecting #5

What did you learn from the student feedback?

That my period 6 class has a different reaction to how I care than I do.

How did you respond to that feedback?

I looked at their responses to try to figure out how they interpreted the questions.

What difference do you think it made?

Unfortunately, very little b/c I do not think that data is reliable.

Deflecting #6

What did you learn from the student feedback?

The feedback was somewhat confusing as the students interpreted questions differently on the rating scale. The scale did not accurately assess all of the questions.

How did you respond to that feedback?

I continue to teach as I always have.

What difference do you think it made?

Not much. The survey seems to imply that all the responsibility for student success is on the teacher.

Parallel Status and Development Measures

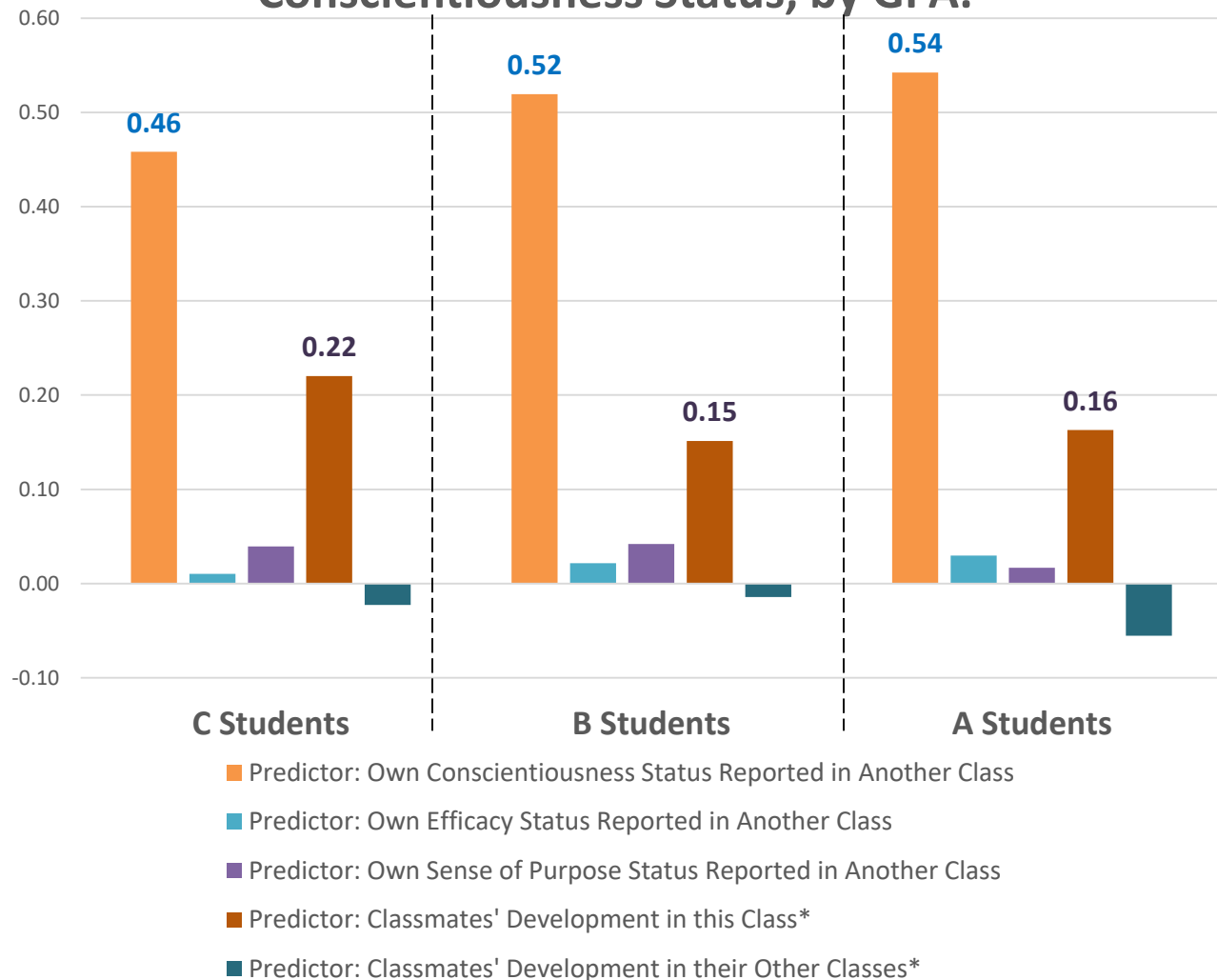
DEVELOPMENT

STATUS

Conscientiousness

- | | |
|---|---|
| ▪ In this class, students learn to be more organized. | ▪ I am the type of person who is well organized. |
| ▪ In this class, students learn to keep trying when work becomes difficult. | ▪ I am the type of person who keeps trying even when I feel like giving up. |
| ▪ In this class, students learn to become better at using time wisely. | ▪ I am the type of person who uses time wisely. |
| ▪ In this class, students learn to focus more on the quality of their work. | ▪ I am the type of person who focuses on the quality of my work. |

Multiple Regressions Predicting Conscientiousness Status, by GPA.



Data 20,000 6th to 9th graders who were each surveyed in multiple classrooms.
See the appendix to the report for which the URL is here on the cover.

How the Tripod Engagement Targets are Related to Well-Established Constructs in the Engagement Literature

Tripod Engagement Goals		Well-Established Engagement Constructs		
		Emotional Engagement	Behavioral Engagement	Motivational Mindsets
	Trust vs. Mistrust: Students should feel a positive sense of belonging in the classroom.	Emotional		
	Cooperation vs. Misbehavior: Students should behave respectfully and follow school rules.		Social	
	Ambitiousness vs. Ambivalence: Students should feel motivated to master their lessons and be optimistic about prospects for success, undeterred by social comparisons.			Motivational
	Diligence vs. Disengagement: Students should exert their best effort and persist in the face of difficulty.		Academic	
	Satisfaction vs. Disappointment: Students in the class should experience a sense of fulfillment and increased efficacy because of what they experience and learn.	Emotional		

Selected engagement Items associated with factors that affect or demonstrate personal agency in a particular classroom.

TRUST vs. MISTRUST

Happy
Not Angry:

- ✓ This class is a happy place for me to be.
- ✓ Being in this class makes me feel angry. [Reversed]

COOPERATION vs MISBEHAVIOR

Conduct
Punctuality

- ✓ My behavior is a problem for the teacher in this class. [Reversed]
- ✓ I don't really care whether I arrive on time to this class.[Reversed]

AMBITIOUSNESS vs. AMBIVALENCE

Mastery Goals
Efficacy

- ✓ One of my goals in this class has been to learn as much as I can.
- ✓ I'm certain I can master the skills taught in this class.

DILIGENCE vs. DISENGAGEMENT

Effort
Persistence
Help Seeking
Help Avoidance
Hiding Effort
Holding Back

- ✓ I have pushed myself hard to completely understand my lessons in this class.
- ✓ In this class, I stop trying when the work gets hard. [Reversed]
- ✓ I would ask the teacher for help if I needed it.
- ✓ If I were confused in this class, I would handle it by myself, not ask for help.
- ✓ Sometimes I pretend I'm not trying hard in this class, when I really am.
- ✓ I sometimes hold back from doing my best in this class, because of what others might say or think.

SATISFACTION vs. DISAPPOINTMENT

Satisfaction
Efficacy

- ✓ I am satisfied with what I have achieved in this class.
- ✓ I have been able to figure out the most difficult work in this class.

A Crosswalk between the CCSR Noncognitive Factors and Tripod Agency-Related Factors

TRIPOD ENGAGEMENT GOALS	CCSR NONCOGNITIVE FACTORS				
	1. Social Skills	2. Academic Behaviors	3. Academic Mindsets	4. Learning Strategies	5. Academic Perseverance
1. Trust Vs. Mistrust					
2. Cooperation vs. Misbehavior					
3. Ambitiousness vs. Ambivalence					
4. Diligence vs. Disengagement					
5. Satisfaction/Efficacy vs. Discouragement					
SUCCESS SKILLS, SUCCESS MINDSETS					
6. Conscientiousness					
7. Growth Mindset					
8. Future Orientation					

Cultural Responsiveness

Cultural Responsiveness

Care: I express caring to every student, being especially sure to not neglect students from any racial, ethnic or social class background. I try to be aware of my biases and to avoid allowing them to affect my interaction with students.

Cultural Responsiveness

Confer: I elicit and value the classroom contributions of students from all racial, ethnic, social class and cultural backgrounds.

Cultural Responsiveness

Captivate: I make an effort to use curriculum materials and to design lessons that will be interesting and relevant to students from a variety of backgrounds. I make a special effort to pay homage in my lessons and curriculum to the contributions of people from the groups represented in my class.

Cultural Responsiveness

Clarify: I try to understand and respond to any systematic patterns of misunderstanding characteristic of students who have had particular life experiences.

Cultural Responsiveness

Consolidate: I help my students to build integrated understandings of the material that we cover in my class. I am conscious of the fact that my students are building their individual identities and life strategies and I help them to integrate our lessons with their own ideas so that they come away with more complete and coherent understandings of their current and future selves and the contributions they may make to their families, community and society.

Cultural Responsiveness

Challenge: I challenge all students to think rigorously and to persist in the face of difficulty; I don't give up on anyone and I don't let anyone give up on them self.

Cultural Responsiveness

Classroom Management: I try to understand students' interpretations of the actions that I take and I use disciplinary practices that fit the infraction and make sense to them.