

MOSAIC Pedagogy Checklist

Four Instructional Principles

To what extent are you/do you see the instructor:

1. ***Being positive and encouraging***
 - Your confidence in your students is their most important source of motivation
2. ***Generating as much student participation/leadership as possible***
 - MOSAIC lessons use pair-shares, small group work, buddying, and in general allowing students to help one-another, bring absentees up to speed, etc.
 - Have students who finish worksheets or writing tasks first help others who may be having difficulty.
3. ***Building positive relationships with the students and among the students***
 - This is more important than any particular lesson content
4. ***Promoting the thinking skills essential for Academic Standards success***
 - ask students to give, accept, and defend clear and specific feedback to one another
 - challenge them to explain their reasoning for things
 - encourage them to engage in defining and solving problems.

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Leading a MOSAIC-Related Session

To what extent are you/do you see the instructor:

1. Welcoming

- Orient the students to MOSAIC and Social-Emotional and Character Development (SECD) in general by explaining how lessons relate to life, education, or job skills

2. Using the Facilitative Approach of Open-ended Questioning

- Use open-ended questions as much as possible
 - Examples: *What happened?* or *What feelings are you having?*
 - Benefits of open-ended questions
 - Develops students' problem solving skills
 - Students become more invested in the problem solving process, so they feel more ownership of and responsibility for the solution
 - Multiple Choice
 - Alternative to open-ended questions for students who are immature, have cognitive limitations, or have trouble answering open-ended questions
 - Example: *Did you hit him because he was teasing you or because of something else?*
- Types of questions that should not be overused
 - Closed-ended
 - Requires only a "yes" or "no" response; e.g., *Did you hit him?* Or *Are you angry?* (Doesn't allow student to develop critical thinking, self-awareness)
 - Interrogative
 - "Why" questions Example: *Why did you hit him?*
 - Makes students feel defensive
 - Students are not usually aware of the reasons behind their actions

3. Using the Two Question Rule: Follow up a question with another question

- Follow-up questioning is an essential Academic Standards technique that helps students clarify their own thoughts, feelings, goals, and plans.
- Problem-Solving Example
 - Question 1: What are you going to say when you go up to the lunch aide?
 - Question 2: How exactly are you going to say it?
- Academic Example
 - Question 1: What are the ways that the body regulates temperature?
 - Question 2: How do you know that is true? (*great* for adolescents!)

4. Paraphrasing

- Summarize students' answers to questions and reflect their thoughts back to them
- Helps students feel understood and taken seriously
- **Clarification:** Helps you clarify what they meant and helps them build vocabulary
- **Translation:** Students' responses into more accurate or appropriate responses. Example: "He's an idiot" can be paraphrased as, "It sounds to me like you are really angry with him."

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Encouraging Students' Use of Skills

To what extent are you/do you see the instructor:

1. Modeling

- **Showing students how** to use ideas from the MOSAIC lessons is more effective than **telling** students to use them
 - Example: When introducing a theme, discuss when it is important in your own life.
 - This does not have to be discussed in any detail
 - You can focus on your professional life, not your personal life.

2. Prompting and Cueing Concepts and Skills Learned Previously

- **Reminding students** to use skills will promote students' generalization of skills
 - Ask, "How does what we spoke about in October's leadership theme help us with this situation?" These prompts add up over the three years that students spend in the MOSAIC instructional context
- Students learn that MOSAIC lessons are good for advice and practical help

3. Using the Pedagogy for Generalization of Skills

- **Review**
 - Generalization of skills comes from deep learning and guided practice
 - Review prior activities for the students who were present, those who were absent, and those who were present but not fully attentive
- **Repetition**
 - Students will not learn the skills in one lesson
 - Repetition helps students find out how to flexibly apply the skill in many circumstances
- **Reminders**
 - **Anticipate:** When you know about an upcoming opportunity to use new skills, remind students in advance that it will help them to use the skill
 - **Visual Reminders:** Place (student-made, ideally) posters, signs, and reminders of MOSAIC virtues, themes, and skills in classrooms, guidance offices, group rooms, the main office, on bulletin boards; Refer regularly to the Throughline Sheets
 - **Testimonials:** Use some sharing circles or other formats so students can share examples of times they have used skills (or could have used them to good advantage if they would have remembered to do so)
 - **Prompts:** Develop verbal and nonverbal prompts to remind students to use skills
- **Reinforcement**
 - Students are especially attuned to appreciation, both from adults and from peers. Also be alert to students "living" the MOSAIC virtues, themes, and skills
- **Reflection**
 - Built into many MOSAIC activities
 - Opportunities for reflection (discussion, journaling, etc.) build a habit of thoughtfulness

4. Involving the Peer Leaders

- **Peer Leaders are meant to engage in MOSAIC-related activities by**
 - Helping classmates who are having difficulty or otherwise fall behind
 - helping the teacher lead lessons