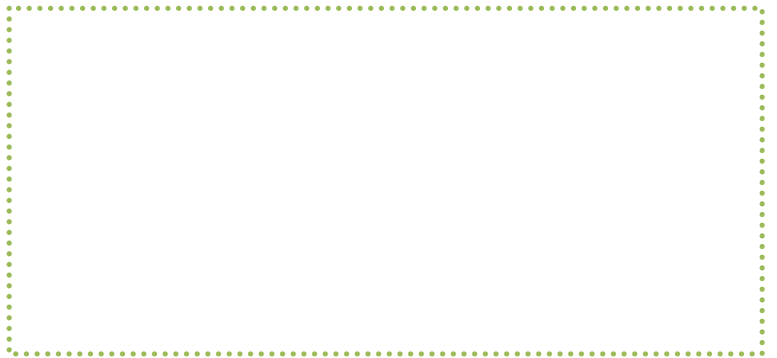
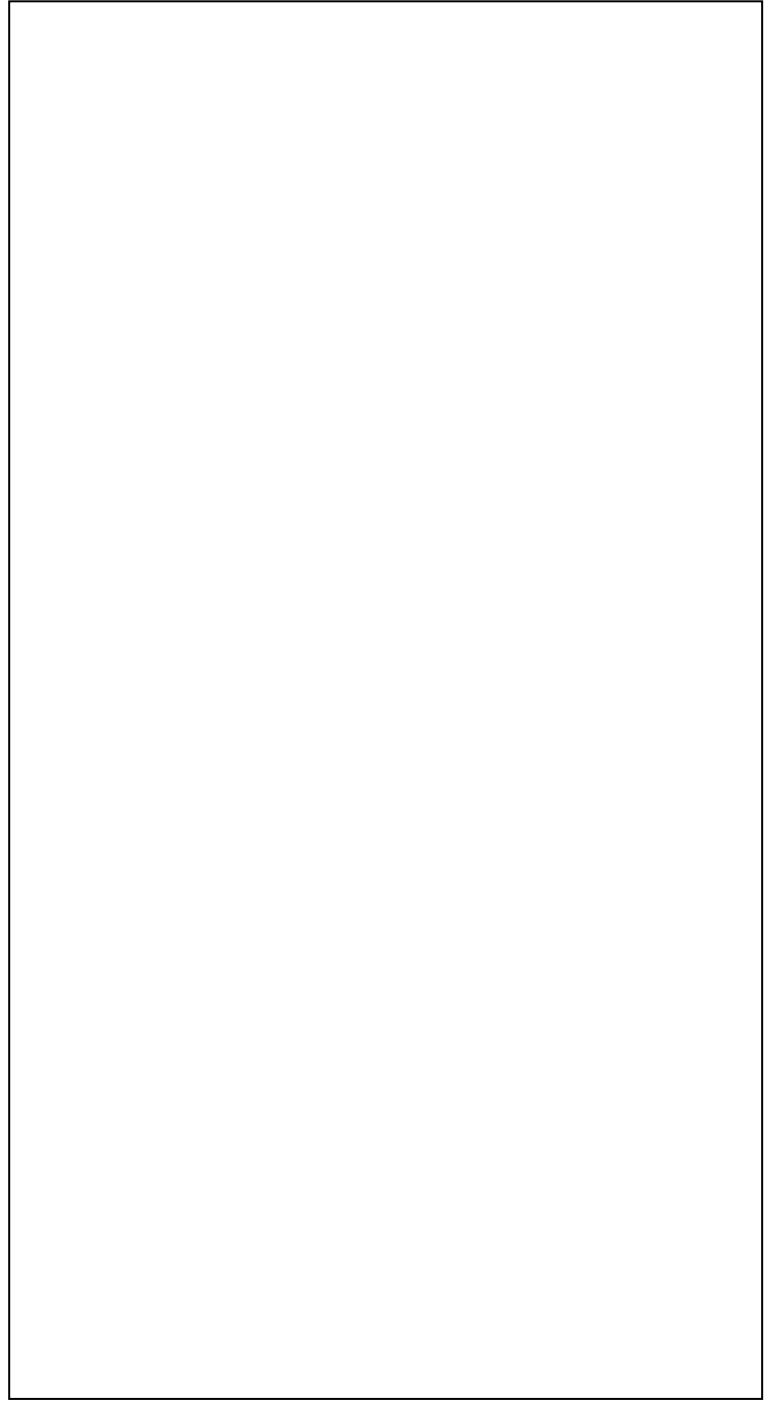




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Phone: 800.962.4432 372307.38Tm2267JJKm0hk6E02Figure411TfJl



Individual Dimension: Engagement and Enjoyment

How does the teacher motivate students to do their best work and inspire the love of learning?

Which instructional

REMEMBER: Quality instruction does mean addressing all indicators.

Engaging students in diverse forms of thinking (e.g., practical, analytical, creative, exploring feelings and values)

Using key “motivational levers” like controversy, choice, competition,

FEEDBACK NOTES

(Collect evidence that supports what you observed.)

observed.)

(Recognize positive behaviors that enhance learning.)

(Ask questions that help you assess the capacity to inspire and delight.)

(Decide—collaboratively, if possible—on how to improve practice.)

challenge, creativity to increase students’ commitment to learning

Maintaining a high level of student excitement and on task behavior using a wide variety of strategies

Communicating and maintaining a passion for teaching, learning, and quality work throughout lessons and units

Tapping into the power of “selfhood”: encouraging students to pursue their own interests, make their own choices, develop their own perspectives, and express their values and dreams

Creating a classroom environment that has the capacity to inspire and delight (e.g., through enthusiasm, humor, novelty, color, movement)

IMPACT ON STUDENT LEARNING

REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.

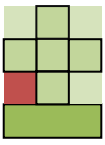
Students...

- Are energetic and enthusiastic.
- Display effort.
- Enjoy themselves in the classroom.
- Express their own interests, ideas, and insights.
- Are on task and motivated.
- Stretch their minds with different forms of thinking.

ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher’s overall effectiveness within this dimension. (Note: See the complete Assessment Rubric for a full description of each level of effectiveness.)

(1) Novice – Minimal or no commitment to this dimension



Individual Dimension Form Four: A Culture of Thinking and Learning

How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

Which instructional indicators are evident?

REMEMBER TO HAVE BY YOUR SIDE

Large empty rectangular box for notes or observations.

Large empty rectangular box with a dotted green border, likely for additional notes or a signature.

