

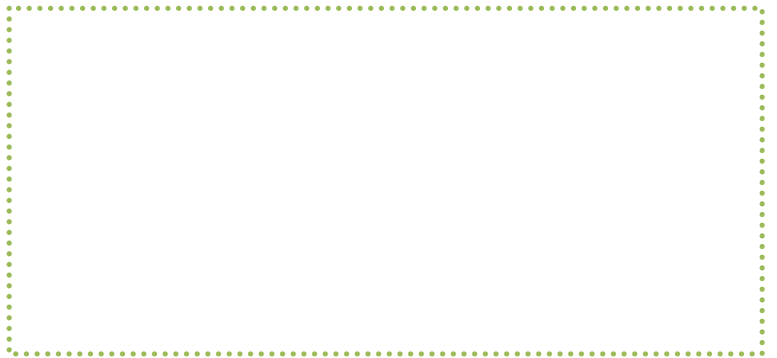
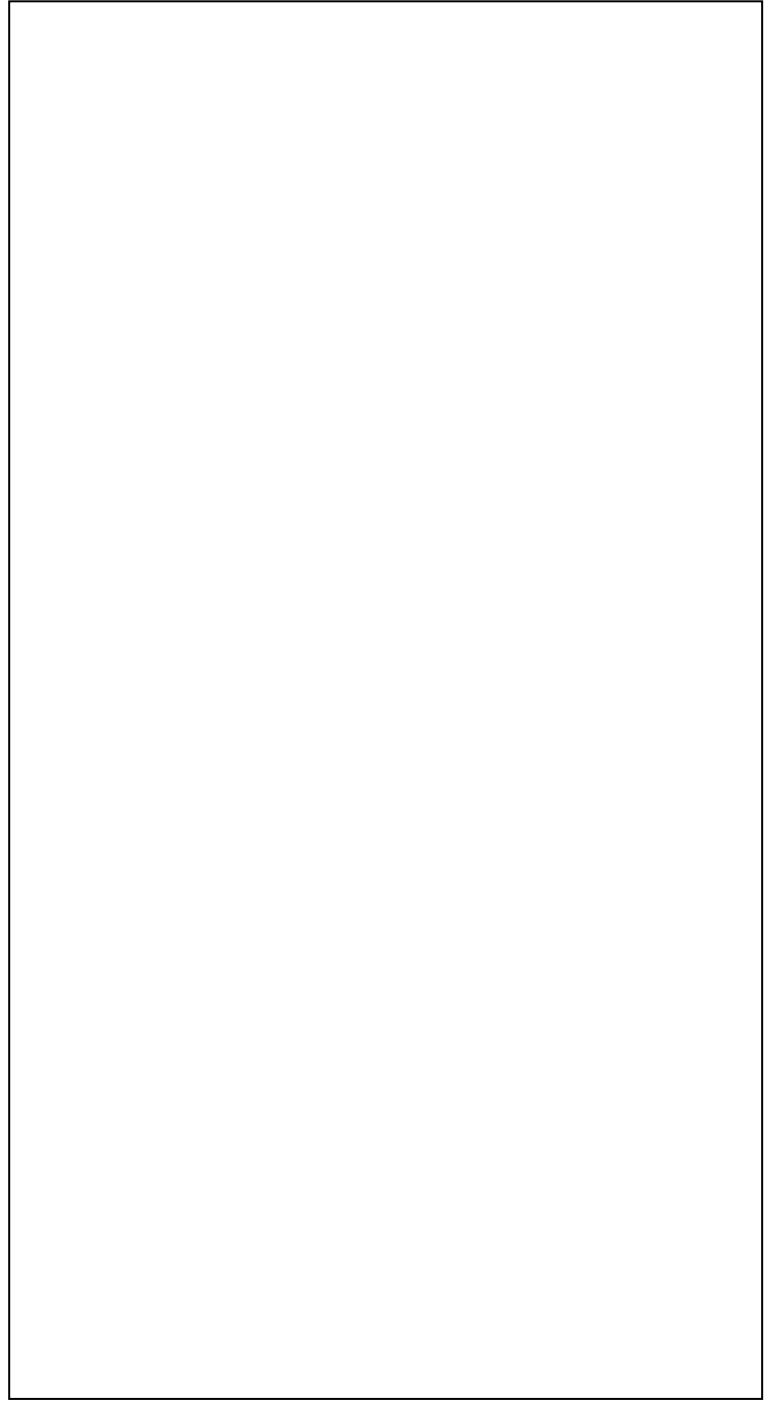




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## Individual Dimension: Engagement and Enjoyment

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.)*

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 and strategies

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

*(Recognize positive behaviors that enhance learning.)*

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

*(Ask questions that tap into 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...

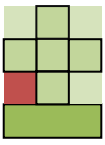
- Are energetic and enthusiastic.
- Display effort.
- Enjoy themselves in the classroom.
- Express their own interests, ideas, and insights.
- Are on task and motivated.
- Stretch their minds with different forms of thinking.

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

### 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?

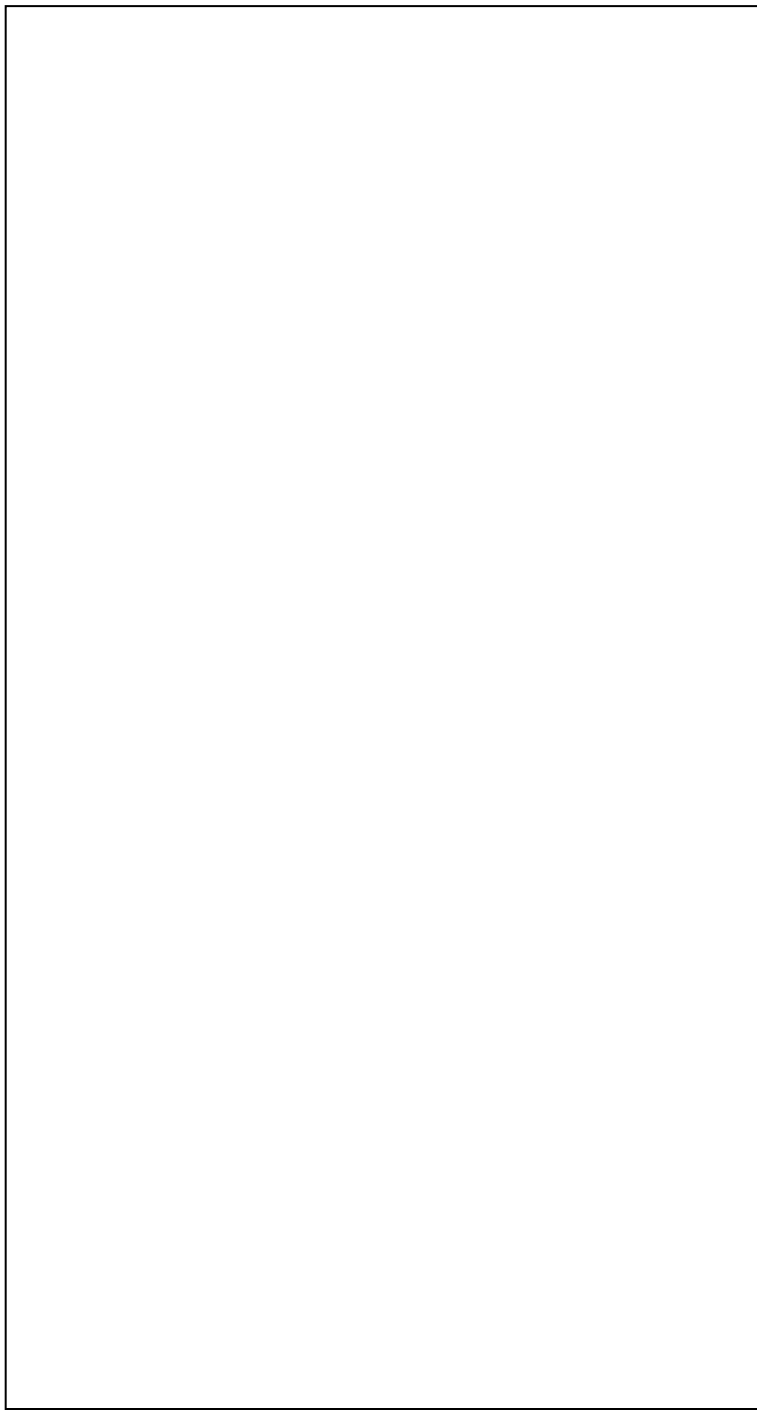
**Which instructional indicators are evident?**

*REMEMBER TO HAVE BY YOUR SIDE*

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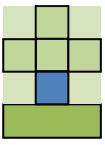
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## Individual Dimension Form Eight: Applying Learning

How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?

### Which instructional indicators are evident?

*REMEMBER: Quality instruction does not mean addressing all indicators.*

Aligning summative assessments with learning goals and targets

Designing culminating assessments that require students to transfer their learning in meaningful ways

Developing tasks around the kinds of writing required for college and career readiness (argument, informative/explanatory, narrative)

Engaging students in research projects that include (1) 151916/Tj/TT31460027634107d(tran/c)5(r)Jr/1388(Oj/563g/C20.0

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