

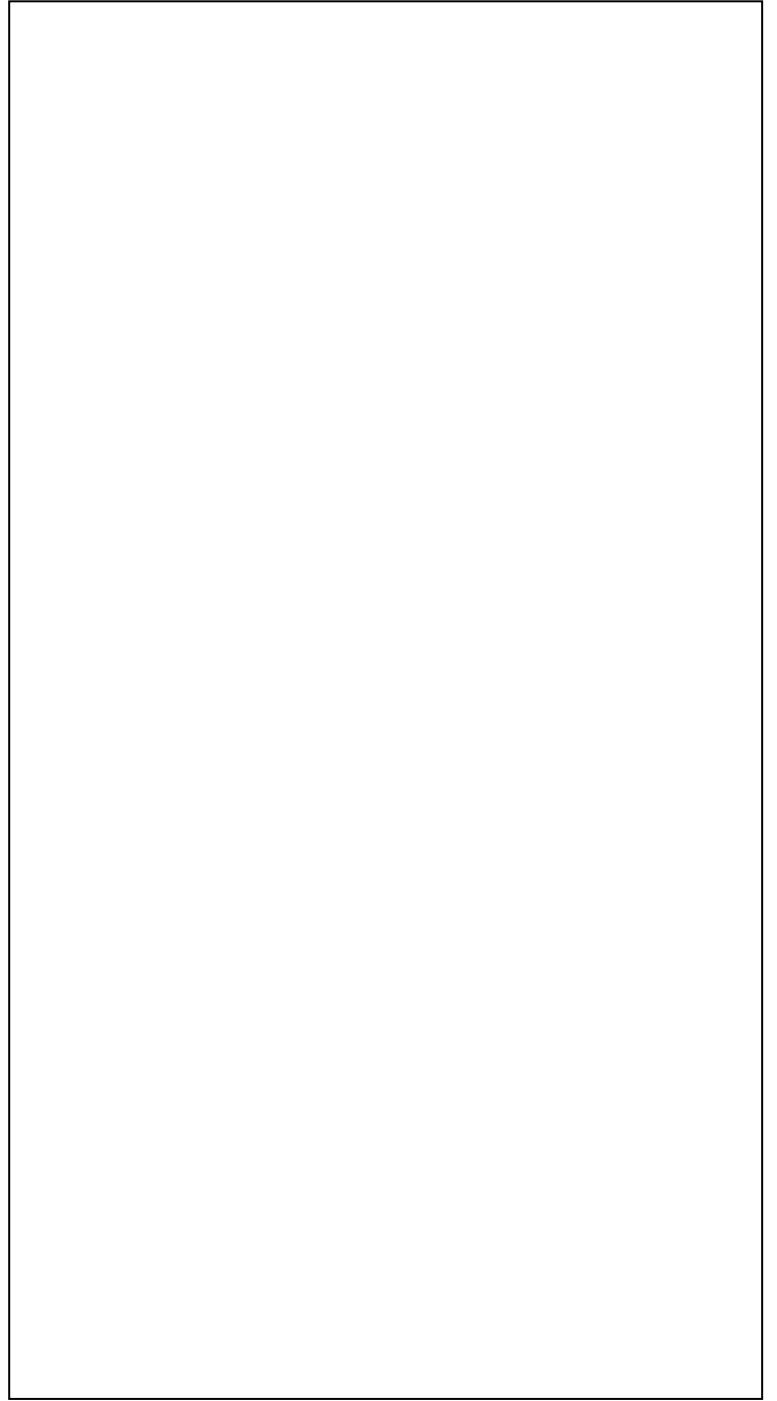




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Phone: 800.962.4432 372307.38Tm2267JJKm0hk6E02Figure411TfJl





## 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.)*

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.)*  
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...

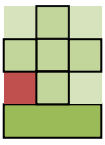
- Are energetic and enthusiastic.
- Display effort.
- Enjoy themselves in the classroom.
- Express their own interests, ideas, and insights.
- Are on task and motivated.
- Stretch their minds with different forms of thinking.

*(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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