THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK (MULTIPLE DIMENSIONS FORM)

Organization, Rules, and Procedures
How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

Instructional Indicators* [Notes/Evidence]
- ☐ **1.1** Organizes the classroom for safety and learning
- ☐ **1.2** Maintains smooth flow of activities
- ☐ **1.3** Establishes classroom rules and procedures
- ☐ **1.4** Provides clear task directions
- ☐ **1.5** Manages student behavior
- ☐ **1.6** Manages non-instructional tasks efficiently
- ☐ **1.7** Works effectively with other adults in the classroom

Student Behaviors
- ☐ Show respect for each other and the classroom
- ☐ Have access to necessary supplies and resources
- ☐ Understand and follow classroom rules and procedures
- ☐ Make good use of their time
- ☐ Know what to do (self-directed)
- ☐ Take responsibility for their own learning
- ☐ Have a positive attitude
- ☐ Use conflict-resolution techniques when there is a disagreement

Preparing Students for New Learning
How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

Instructional Indicators (Formative Observation)* [Notes/Evidence]
- ☐ **5.1** Selects appropriate standards [ccss]
- ☐ **5.2** Establishes clear and measurable learning goals/targets [ccss]
- ☐ **5.3** Poses essential questions [ccss]
- ☐ **5.4** Uses engaging hooks
- ☐ **5.5** Introduces key vocabulary
- ☐ **5.6** Assesses students' background knowledge, skills, and interests [ccss]
- ☐ **5.7** Clarifies expectations for products and performances [ccss]
- ☐ **5.8** Encourages students to develop personal goals

Student Behaviors
- ☐ Understand/restate learning goals in their own words
- ☐ Ask questions about learning goals
- ☐ Know what they have to produce and what's expected of them
- ☐ Assess their own knowledge of vocabulary
- ☐ Call up their prior knowledge
- ☐ Generate questions about content or personal goals
- ☐ Understand the plan for learning

Positive Relationships
How does the teacher build meaningful relationships with the students and among students to promote learning?

Instructional Indicators (Formative Observation)* [Notes/Evidence]
- ☐ **2.1** Maintains a positive and "with it" demeanor
- ☐ **2.2** Incorporates students' interests into lessons
- ☐ **2.3** Differentiates instruction and assessment to meet students' needs
- ☐ **2.4** Builds a respectful and supportive classroom [ccss]
- ☐ **2.5** Promotes high-level student collaboration [ccss]
- ☐ **2.6** Communicates with students and the home
- ☐ **2.7** Shows care and concern for students as individuals

Student Behaviors
- ☐ Are respectful of each other and the teacher
- ☐ Collaborate with each other
- ☐ Participate in whole-class and small-group discussions
- ☐ Feel that "we're all in this together"
- ☐ Display empathy
- ☐ Share their feelings
- ☐ Resolve conflicts
- ☐ Have a voice

Deepening and Reinforcing Learning
How does the teacher help students solidify their understanding and practice new skills?

Instructional Indicators (Formative Observation)* [Notes/Evidence]
- ☐ **7.1** Identifies critical junctures and has students assess progress
- ☐ **7.2** Assigns regular content-based writing tasks [ccss]
- ☐ **7.3** Conducts periodic reviews and practice sessions
- ☐ **7.4** Provides descriptive feedback
- ☐ **7.5** Groups students to maximize learning
- ☐ **7.6** Uses a variety of resources [ccss]
- ☐ **7.7** Provides opportunities to process learning deeply [ccss]
- ☐ **7.8** Assigns purposeful homework

Student Behaviors
- ☐ Are able to distinguish between what they know, don't know, and what they need to work on
- ☐ Practice and rehearse
- ☐ Use writing and thinking strategies
- ☐ Display effort
- ☐ Coach each other
- ☐ Use feedback (what they see, hear) to assess and modify their performance.
- ☐ Think critically—synthesize and discuss ideas, give explanations, make new hypotheses

Presenting New Learning
How does the teacher present new information and provide opportunities for students to actively engage with content?

Instructional Indicators (Formative Observation)* [Notes/Evidence]
- ☐ **6.1** Organizes content into meaningful chunks [ccss]
- ☐ **6.2** Uses multiple sources of information/media [ccss]
- ☐ **6.3** Demonstrates high-quality communication skills [ccss]
- ☐ **6.4** Uses various presentation techniques to enhance memory
- ☐ **6.5** Conducts modeling and think-a-louds
- ☐ **6.6** Uses a variety of questioning and response techniques to assess understanding and adjust instruction
- ☐ **6.7** Uses outside resources to enhance learning [ccss]
- ☐ **6.8** Helps students assemble big ideas [ccss]

Student Behaviors
- ☐ Actively process new content (e.g., notes, questions, provisional writing)
- ☐ Are able to identify big ideas and important details
- ☐ Communicate about their learning
- ☐ Can answer questions about their learning
- ☐ Raise their own questions
- ☐ Can summarize what they've learned
- ☐ Make connections to the real world

Reflecting on and Celebrating Learning
How does the teacher help students look back on their learning and refine their learning process?

Instructional Indicators (Formative Observation)* [Notes/Evidence]
- ☐ **9.1** Celebrates student achievement
- ☐ **9.2** Encourages students to look back and develop new insights [ccss]
- ☐ **9.3** Provides students opportunities to reflect on their learning
- ☐ **9.4** Promotes metacognition [ccss]
- ☐ **9.5** Helps students review and address unmet goals
- ☐ **9.6** Helps students set future performance goals

Student Behaviors
- ☐ Take a step back to see the big picture
- ☐ Ask questions
- ☐ Talk about their own learning process
- ☐ Talk about the content
- ☐ Make meaningful connections and generalizations
- ☐ Look back at their learning goals to assess their effort and achievement
- ☐ Set new goals for themselves
- ☐ Compare their performance with previous performances

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

Instructional Indicators (Formative Observation)* [Notes/Evidence]
- ☐ **4.1** Helps students develop skills for reading rigorous texts [ccss]
- ☐ **4.2** Engages students in higher-order thinking [ccss]
- ☐ **4.3** Challenges students to support ideas with evidence [ccss]
- ☐ **4.4** Uses effective questioning and recognition techniques [ccss]
- ☐ **4.5** Encourages discussion, dialogue, and debate [ccss]
- ☐ **4.6** Requires use of critical academic vocabulary [ccss]
- ☐ **4.7** Uses technology as a learning tool [ccss]
- ☐ **4.8** Encourages students to use strategies on their own [ccss]

Student Behaviors
- ☐ Use different forms of critical thinking
- ☐ Show curiosity
- ☐ Use thinking and learning strategies
- ☐ Support their thinking with evidence
- ☐ Use academic vocabulary
- ☐ Ask meaningful questions.
- ☐ Challenge themselves
- ☐ Apply technology in meaningful ways
- ☐ Exhibit habits of mind to work through problems

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

Instructional Indicators (Formative Observation)* [Notes/Evidence]
- ☐ **8.1** Aligns summative assessment with learning goals/targets
- ☐ **8.2** Requires students to transfer learning [ccss]
- ☐ **8.3** Develops writing tasks that promote college and career readiness [ccss]
- ☐ **8.4** Engages students in authentic research projects [ccss]
- ☐ **8.5** Challenges students to present and defend ideas [ccss]
- ☐ **8.6** Helps students analyze and address task demands [ccss]
- ☐ **8.7** Clarifies expectations (e.g., checklists, rubrics, models, etc.)
- ☐ **8.8** Differentiates assessment tasks

Student Behaviors
- ☐ Plan out their work.
- ☐ Analyze and revise their own work to improve its quality
- ☐ Incorporate feedback into their revisions
- ☐ Use rubrics and checklists
- ☐ Develop meaningful products
- ☐ Present and explain their work
- ☐ Take pride in their work

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

Instructional Indicators (Formative Observation)* [Notes/Evidence]
- ☐ **3.1** Invites diverse forms of thinking [ccss]
- ☐ **3.2** Uses motivational levers (e.g., controversy, choice, competition, challenge, creativity, etc.)
- ☐ **3.3** Maintains excitement and on-task behavior using a variety of tools and strategies
- ☐ **3.4** Displays a passion for teaching and learning
- ☐ **3.5** Encourages students to pursue interests, make choices, and develop personal perspectives
- ☐ **3.6** Creates a classroom that inspires and delights

Student Behaviors
- ☐ 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

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*Note that instructional indicators are condensed. For full indicators see the Individual Dimension Forms.