Unit01 Discussion Topic Menu

Instruction

- Teacher’s knowledge of the content is evident through feedback and real-world examples.
- Teacher applies content to other disciplines.
- Teacher’s knowledge of the content is evident through feedback and real-world examples.
- Teacher solicits input from students that is representative of all students to build upon prior knowledge and relates prior knowledge across disciplines.
- Teacher asks questions that clearly help students build upon prior knowledge.
- Within the class, teacher provides a variety of resources in addition to the textbook, such as internet and guest speakers. Teacher also maintains a course-specific resource for student reference such as a course website (using Edmodo, Google sites, et cetera).
- Teacher provides a variety of additional resources such as Internet and guest speakers.
- Teacher provides multiple learning activities, including group work and/or differentiated instruction that provides for student choice and connects the learning experience to other disciplines.
- Teacher provides multiple learning activities, including group work and/or differentiated instruction.
- Both the teacher and students initiate higher-order questioning. Teacher uses responses to promote high-level thinking and all students are engaged in the discussion.
- Teacher incorporates more than one formative assessment strategy and clearly uses such strategies to guide the next steps of instruction.
- Teacher incorporates more than one formative assessment strategy.

Behavior Management

- Instructional time is maximized because teacher is organized and focused on the task at hand.
- Little instructional time is lost due to lack of organizational structure and off task behaviors.
- All students are actively engaged with lesson and teacher has no need to attend to distractors.
- Most students are engaged with lesson and teacher quickly addresses distractors.

Classroom Environment

- Culture of the classroom demonstrates high expectations for learning and interaction is encouraged by all students.
- Culture of the classroom demonstrates a high level of cognitive learning with both students and teacher assuming the responsibility for learning. Students collaboratively learn and help one another.
- Interactions between students and teacher demonstrate respect and teacher addresses disrespectful behavior between students.
- No disrespectful behavior on the part of the students or teacher is evident and students actively participate without fear of ridicule.