

Potpourri of Posing Questions for the Nine Instructional Dimensions

Instructional Dimensions (1-9) of The Thoughtful Classroom Teacher Effectiveness Framework™

<p>1: Organization, Rules, and Procedures</p> <p>How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?</p>	<p>5: Preparing Students for New Learning</p> <p>How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?</p>	<p>2: Positive Relationships</p> <p>How does the teacher build meaningful relationships with the students and among students to promote learning?</p>
<p>7: Deepening and Reinforcing Learning</p> <p>How does the teacher help students solidify their understanding and practice new skills?</p>	<p>6: Presenting New Learning</p> <p>How does the teacher present new information and provide opportunities for students to actively engage with content?</p>	<p>9: Reflecting on and Celebrating Learning</p> <p>How does the teacher help students look back on their learning and refine their learning process?</p>
<p>4: A Culture of Thinking and Learning</p> <p>How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?</p>	<p>8: Applying Learning</p> <p>How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?</p>	<p>3: Engagement and Enjoyment</p> <p>How does the teacher motivate students to do their best work and inspire the love of learning?</p>

Dimension 1: Organization, Rules, and Procedures

CORNERSTONE 1 | How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

1. What routines have you taught your students to ensure transitions are smooth, rapid, and efficient?
2. In what ways do you check that all your students clearly understand your directions for tasks and activities?
3. How might you reduce the amount of time it takes your students to move from one classroom activity to another?
4. How do you use assessment data to adjust your instruction?
5. How do your classroom routines support student ownership and independence?
6. What are your most effective techniques for ensuring active student engagement from the beginning of the lesson to the conclusion (or from the start to the end of the class period)?
7. How does the physical arrangement of your classroom allow for both cooperative and independent learning activities?
8. In what ways do you incorporate posters and bulletin boards (e.g., vocabulary Word Walls) into your instructional activities?
9. What do you do to optimize the involvement of teacher aides and/or parent volunteers in supporting your students' learning?
10. How have you empowered students to take ownership of classroom rules, regulations, and roles?

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Dimension 2: Positive Relationships

CORNERSTONE 2 | How does the teacher build meaningful relationships with the students and among students to promote learning?

1. In what ways do you consciously create a positive “feeling tone” in your classroom (e.g., knowing and using students’ names, making eye contact, random calling)?
2. What can you conclude about the climate in your classroom? How does it support student learning?
3. How do you ensure that your students perceive that you respect them? And that they respect you and each other?
4. How do the relationships in your classroom support (or hinder) student learning?
5. How do you ensure your classroom is an emotionally safe place for students to share confusions or questions about what they are learning?
6. What did you do to differentiate instruction to meet different learning needs? Is there anything you would do differently?
7. How do you use your instruction to raise and encourage your students’ multicultural awareness and sensitivity to the diversity in the world around them?
8. How did your classroom routines encourage positive interdependence?
9. How did the lesson’s activities support the learning needs of all your students?
10. How have you communicated your classroom rules, regulations, and behavioral expectations to your students’ parents/guardians?

Dimension 3: Engagement and Enjoyment

CORNERSTONE 3 | How does the teacher motivate students to do their best work and inspire the love of learning?

1. What are some ways to increase student engagement in your classroom?
2. What are some ways you could keep students more actively involved in the lesson?
3. Did you ever feel that you were losing some students as the lesson progressed? What did you do to regain their attention?
4. How did you use multiple forms of assessment to enhance student engagement and personal reflection on new learning?
5. What role did students play in using assessment data to guide their own learning?
6. What kinds of motivational levers (e.g., choice, controversy, competition) did you employ to motivate your students? How well did these levers work?
7. How do you ensure that students see and understand connections between “fun” activities and the underlying concepts of the lesson?
8. What evidence did you have that students were deeply engaged in the lesson?
9. How did you assess your students’ enjoyment of the lesson and its activities?
10. How committed were your students to new learning? How did you assess this level of commitment?

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Dimension 4: A Culture of Thinking and Learning

CORNERSTONE 4 | How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

1. What questions did you pose that challenged your students' thinking? And how would you characterize the types of questions you used? What was the ratio of open-ended questions to closed/factual questions?
2. How could you provide students with more opportunities to respond to your questions (and provide more opportunities to enhance their thinking)?
3. How did the instructional strategies you chose match the intellectual rigor of the content you were teaching?
4. What was the level and quality of the intellectual work in which students were engaged?
5. What did your instructional sequence reveal about your beliefs about how students learn?
6. How did the learning in the classroom reflect authentic ways of learning?
7. What did your students' conversations reveal about the level of their thinking?
8. How is the learning material you have selected challenging for all students? Is it too challenging for some?
9. How have you planned to provide meaningful opportunities for students to develop and use critical and higher-order thinking skills?
10. In what ways do you require your students to provide evidence for the conclusions they make?

Dimension 5: Preparing Students for New Learning

EPISODE 1 | How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

1. How did your lesson reflect the standards you chose to address?
2. How did the standards and learning targets relate to the ongoing work of the classroom?
3. In what ways did you give all your students an equal opportunity to consider and generate an initial response to your essential question(s)?
4. What was the "hook" into the lesson? How did you decide that it would be an effective device for engaging all your students?
5. What did you specifically do to make your lesson's goals explicit, especially for the struggling students in your classroom?
6. How did you introduce the essential vocabulary and make connections to your students' prior knowledge?
7. What role did students play in using assessment data to guide their own learning?
8. What were the learning targets of the lesson? How relevant were they for your students?
9. What did students do to create their own learning goals?
10. How did you use assessment data to design and adjust your instruction?

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Dimension 6: Presenting New Learning

EPISODE 2 | How does the teacher present new information and provide opportunities for students to actively engage with content?

1. Did all of your students have an equal opportunity to respond to your questions?
2. How did the organization of your content help students to “chunk” their new knowledge? Were the “chunks” meaningful?
3. How did the organizer you selected enable students to see and capture the most significant elements of the lesson? Is there another organizer that might have been more effective?
4. How did your lesson reflect planning for formative assessment?
5. How did you use multiple forms of assessment to guide your instruction?
6. What role did students play in using formative assessment data to guide their own learning?
7. What was the frequency of teacher talk to student talk?
8. How did you go about adjusting your instruction based on your “in the moment” assessment of student understanding and learning?
9. How did your use of multiple presentation methods (e.g., technology) and modalities (e.g., metaphorical thinking) enhance students’ learning? Is there anything you would have added or deleted?
10. What questions do you think were most effective for assessing your students’ understanding of the content? Why do you think these questions were effective?

Dimension 7: Deepening and Reinforcing Learning

EPISODE 3 | How does the teacher help students solidify their understanding and practice new skills?

1. How did you know your students were mastering the material you were teaching? What is your evidence of this?
2. Were there any students that required more monitoring than others? How did you respond to their needs?
3. How did you go about correcting students’ errors?
4. How did you help students who were having difficulty with what you were teaching? What individual adjustments did you make?
5. What information did you use to decide to re-teach specific elements of your lesson?
6. How did you go about scaffolding learning for your students?
7. What role did students play in using multiple types of assessment data to guide their own learning?
8. What type of feedback did you use to improve student performance?
9. How specific was your feedback? Did it describe both *what* content students need to know and *why* they need to know it?
10. In what ways were your homework assignments meaningful? How did they enable students to extend and deepen their learning and understanding beyond the classroom?

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Dimension 8: Applying Learning

EPISODE 4 | How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?

1. How did your lesson plan reflect planning for the summative assessment?
2. How did you use multiple forms of assessment to enable students to apply their learning?
3. What role did students play in using assessment data to apply their learning?
4. How did the lesson provide multiple ways for students to demonstrate their learning?
5. How authentic were your assessment tasks?
6. In what ways did your culminating assessment address individual student styles and/or intelligences?
7. How effective were your rubrics? How did you ascertain that your students clearly understood what they were to demonstrate?
8. How did your culminating assessment incorporate your specific learning goals?
9. In what ways did your summative assessment require your students to transfer their learning to new content?
10. What options did students have for analyzing, revising, editing, and presenting their work?

Dimension 9: Reflecting on and Celebrating Learning

EPISODE 5 | How does the teacher help students look back on their learning and refine their learning process?

1. How clearly did your students' work on the summative assessment tasks indicate that they understood and were able to apply your initial learning targets?
2. What questions did you pose that asked students to reflect on their new learning?
3. What did you do to get your students to see the relevance and importance of their new learning?
4. Considering all of the instructional episodes, how would you assess your students' overall enjoyment of the lesson and its activities? What are some specific highlights?
5. What new insights did your students develop at the conclusion of the lesson?
6. How are your students extending their new understanding to the world outside of school?
7. What were the unmet goals for some of your students? How did you help these students to address and meet these goals?
8. In what ways did students reflect on not only *what* they learned, but also on *how* they learned?
9. How did you use this lesson to set the stage for the next lesson to come?
10. What risks could you take with this lesson? What changes would you consider if/when you teach it again in the future?