

**THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK (MULTIPLE DIMENSIONS FORM)**

<p align="center"><b>Organization, Rules, and Procedures</b> How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?</p> <p><b>Instructional Indicators*</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1.1 Organizes the classroom for safety and learning</li> <li><input type="checkbox"/> 1.2 Maintains smooth flow of activities</li> <li><input type="checkbox"/> 1.3 Establishes classroom rules and procedures</li> <li><input type="checkbox"/> 1.4 Provides clear task directions</li> <li><input type="checkbox"/> 1.5 Manages student behavior</li> <li><input type="checkbox"/> 1.6 Manages non-instructional tasks efficiently</li> <li><input type="checkbox"/> 1.7 Works effectively with other adults in the classroom</li> </ul> <p><b>Student Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Show respect for each other and the classroom</li> <li><input type="checkbox"/> Have access to necessary supplies and resources</li> <li><input type="checkbox"/> Understand and follow classroom rules and procedures</li> <li><input type="checkbox"/> Make good use of their time</li> <li><input type="checkbox"/> Know what to do (self-directed)</li> <li><input type="checkbox"/> Take responsibility for their own learning</li> <li><input type="checkbox"/> Have a positive attitude</li> <li><input type="checkbox"/> Use conflict-resolution techniques when there is a disagreement</li> </ul> <p align="right"><b>Notes/Evidence</b></p>	<p align="center"><b>Preparing Students for New Learning</b> How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?</p> <p><b>Instructional Indicators (Formative Observation)*</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 5.1 Selects appropriate standards [ccss]</li> <li><input type="checkbox"/> 5.2 Establishes clear and measurable learning goals/targets [ccss]</li> <li><input type="checkbox"/> 5.3 Poses essential questions [ccss]</li> <li><input type="checkbox"/> 5.4 Uses engaging hooks</li> <li><input type="checkbox"/> 5.5 Introduces key vocabulary</li> <li><input type="checkbox"/> 5.6 Assesses students' background knowledge, skills, and interests [ccss]</li> <li><input type="checkbox"/> 5.7 Clarifies expectations for products and performances [ccss]</li> <li><input type="checkbox"/> 5.8 Encourages students to develop personal goals</li> </ul> <p><b>Student Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Understand/restate learning goals in their own words</li> <li><input type="checkbox"/> Ask questions about learning goals</li> <li><input type="checkbox"/> Know what they have to produce and what's expected of them</li> <li><input type="checkbox"/> Assess their own knowledge of vocabulary</li> <li><input type="checkbox"/> Call up their prior knowledge</li> <li><input type="checkbox"/> Generate questions about content or personal goals</li> <li><input type="checkbox"/> Understand the plan for learning</li> </ul> <p align="right"><b>Notes/Evidence</b></p>	<p align="center"><b>Positive Relationships</b> How does the teacher build meaningful relationships with the students and among students to promote learning?</p> <p><b>Instructional Indicators (Formative Observation)*</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 2.1 Maintains a positive and "with it" demeanor</li> <li><input type="checkbox"/> 2.2 Incorporates students' interests into lessons</li> <li><input type="checkbox"/> 2.3 Differentiates instruction and assessment to meet students' needs</li> <li><input type="checkbox"/> 2.4 Builds a respectful and supportive classroom [ccss]</li> <li><input type="checkbox"/> 2.5 Promotes high-level student collaboration [ccss]</li> <li><input type="checkbox"/> 2.6 Communicates with students and the home</li> <li><input type="checkbox"/> 2.7 Shows care and concern for students as individuals</li> </ul> <p><b>Student Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are respectful of each other and the teacher</li> <li><input type="checkbox"/> Collaborate with each other</li> <li><input type="checkbox"/> Participate in whole-class and small-group discussions</li> <li><input type="checkbox"/> Feel that "we're all in this together"</li> <li><input type="checkbox"/> Display empathy</li> <li><input type="checkbox"/> Share their feelings</li> <li><input type="checkbox"/> Resolve conflicts</li> <li><input type="checkbox"/> Have a voice</li> </ul> <p align="right"><b>Notes/Evidence</b></p>
<p align="center"><b>Deepening and Reinforcing Learning</b> How does the teacher help students solidify their understanding and practice new skills?</p> <p><b>Instructional Indicators (Formative Observation)*</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 7.1 Identifies critical junctures and has students assess progress</li> <li><input type="checkbox"/> 7.2 Assigns regular content-based writing tasks [ccss]</li> <li><input type="checkbox"/> 7.3 Conducts periodic reviews and practice sessions</li> <li><input type="checkbox"/> 7.4 Provides descriptive feedback</li> <li><input type="checkbox"/> 7.5 Groups students to maximize learning</li> <li><input type="checkbox"/> 7.6 Uses a variety of resources [ccss]</li> <li><input type="checkbox"/> 7.7 Provides opportunities to process learning deeply [ccss]</li> <li><input type="checkbox"/> 7.8 Assigns purposeful homework</li> </ul> <p><b>Student Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are able to distinguish between what they know, don't know, and what they need to work on</li> <li><input type="checkbox"/> Practice and rehearse</li> <li><input type="checkbox"/> Use writing and thinking strategies</li> <li><input type="checkbox"/> Display effort</li> <li><input type="checkbox"/> Coach each other</li> <li><input type="checkbox"/> Use feedback (what they see, hear) to assess and modify their performance.</li> <li><input type="checkbox"/> Think critically—synthesize and discuss ideas, give explanations, make new hypotheses</li> </ul> <p align="right"><b>Notes/Evidence</b></p>	<p align="center"><b>Presenting New Learning</b> How does the teacher present new information and provide opportunities for students to actively engage with content?</p> <p><b>Instructional Indicators (Formative Observation)*</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 6.1 Organizes content into meaningful chunks [ccss]</li> <li><input type="checkbox"/> 6.2 Uses multiple sources of information/media [ccss]</li> <li><input type="checkbox"/> 6.3 Demonstrates high-quality communication skills [ccss]</li> <li><input type="checkbox"/> 6.4 Uses various presentation techniques to enhance memory</li> <li><input type="checkbox"/> 6.5 Conducts modeling and think-a-louds</li> <li><input type="checkbox"/> 6.6 Uses a variety of questioning and response techniques to assess understanding and adjust instruction</li> <li><input type="checkbox"/> 6.7 Uses outside resources to enhance learning [ccss]</li> <li><input type="checkbox"/> 6.8 Helps students assemble big ideas [ccss]</li> </ul> <p><b>Student Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Actively process new content (e.g., notes, questions, provisional writing)</li> <li><input type="checkbox"/> Are able to identify big ideas and important details</li> <li><input type="checkbox"/> Communicate about their learning</li> <li><input type="checkbox"/> Can answer questions about their learning</li> <li><input type="checkbox"/> Raise their own questions</li> <li><input type="checkbox"/> Can summarize what they've learned</li> <li><input type="checkbox"/> Make connections to the real world</li> </ul> <p align="right"><b>Notes/Evidence</b></p>	<p align="center"><b>Reflecting On and Celebrating Learning</b> How does the teacher help students look back on their learning and refine their learning process?</p> <p><b>Instructional Indicators (Formative Observation)*</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 9.1 Celebrates student achievement</li> <li><input type="checkbox"/> 9.2 Encourages students to look back and develop new insights [ccss]</li> <li><input type="checkbox"/> 9.3 Provides students opportunities to reflect on their learning</li> <li><input type="checkbox"/> 9.4 Promotes metacognition [ccss]</li> <li><input type="checkbox"/> 9.5 Helps students review and address unmet goals</li> <li><input type="checkbox"/> 9.6 Helps students set future performance goals</li> </ul> <p><b>Student Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take a step back to see the big picture</li> <li><input type="checkbox"/> Ask questions</li> <li><input type="checkbox"/> Talk about their own learning process</li> <li><input type="checkbox"/> Talk about the content</li> <li><input type="checkbox"/> Make meaningful connections and generalizations</li> <li><input type="checkbox"/> Look back at their learning goals to assess their effort and achievement</li> <li><input type="checkbox"/> Set new goals for themselves</li> <li><input type="checkbox"/> Compare their performance with previous performances</li> </ul> <p align="right"><b>Notes/Evidence</b></p>
<p align="center"><b>A Culture of Thinking and Learning</b> How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?</p> <p><b>Instructional Indicators (Formative Observation)*</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 4.1 Helps students develop skills for reading rigorous texts [ccss]</li> <li><input type="checkbox"/> 4.2 Engages students in higher-order thinking [ccss]</li> <li><input type="checkbox"/> 4.3 Challenges students to support ideas with evidence [ccss]</li> <li><input type="checkbox"/> 4.4 Uses effective questioning and recognition techniques [ccss]</li> <li><input type="checkbox"/> 4.5 Encourages discussion, dialogue, and debate [ccss]</li> <li><input type="checkbox"/> 4.6 Requires use of critical academic vocabulary [ccss]</li> <li><input type="checkbox"/> 4.7 Uses technology as a learning tool [ccss]</li> <li><input type="checkbox"/> 4.8 Encourages students to use strategies on their own [ccss]</li> </ul> <p><b>Student Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use different forms of critical thinking</li> <li><input type="checkbox"/> Show curiosity</li> <li><input type="checkbox"/> Use thinking and learning strategies</li> <li><input type="checkbox"/> Support their thinking with evidence</li> <li><input type="checkbox"/> Use academic vocabulary</li> <li><input type="checkbox"/> Ask meaningful questions.</li> <li><input type="checkbox"/> Challenge themselves</li> <li><input type="checkbox"/> Apply technology in meaningful ways</li> <li><input type="checkbox"/> Exhibit habits of mind to work through problems</li> </ul> <p align="right"><b>Notes/Evidence</b></p>	<p align="center"><b>Applying Learning</b> How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?</p> <p><b>Instructional Indicators (Formative Observation)*</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 8.1 Aligns summative assessment with learning goals/targets</li> <li><input type="checkbox"/> 8.2 Requires students to transfer learning [ccss]</li> <li><input type="checkbox"/> 8.3 Develops writing tasks that promote college and career readiness [ccss]</li> <li><input type="checkbox"/> 8.4 Engages students in authentic research projects [ccss]</li> <li><input type="checkbox"/> 8.5 Challenges students to present and defend ideas [ccss]</li> <li><input type="checkbox"/> 8.6 Helps students analyze and address task demands [ccss]</li> <li><input type="checkbox"/> 8.7 Clarifies expectations (e.g., checklists, rubrics, models, etc.)</li> <li><input type="checkbox"/> 8.8 Differentiates assessment tasks</li> </ul> <p><b>Student Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Plan out their work.</li> <li><input type="checkbox"/> Analyze and revise their own work to improve its quality</li> <li><input type="checkbox"/> Incorporate feedback into their revisions</li> <li><input type="checkbox"/> Use rubrics and checklists</li> <li><input type="checkbox"/> Develop meaningful products</li> <li><input type="checkbox"/> Present and explain their work</li> <li><input type="checkbox"/> Take pride in their work</li> </ul> <p align="right"><b>Notes/Evidence</b></p>	<p align="center"><b>Engagement and Enjoyment</b> How does the teacher motivate students to do their best work and inspire the love of learning?</p> <p><b>Instructional Indicators (Formative Observation)*</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 3.1 Invites diverse forms of thinking [ccss]</li> <li><input type="checkbox"/> 3.2 Uses motivational levers (e.g., controversy, choice, competition, challenge, creativity, etc.)</li> <li><input type="checkbox"/> 3.3 Maintains excitement and on-task behavior using a variety of tools and strategies</li> <li><input type="checkbox"/> 3.4 Displays a passion for teaching and learning</li> <li><input type="checkbox"/> 3.5 Encourages students to pursue interests, make choices, and develop personal perspectives</li> <li><input type="checkbox"/> 3.6 Creates a classroom that inspires and delights</li> </ul> <p><b>Student Behaviors</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Are energetic and enthusiastic</li> <li><input type="checkbox"/> Display effort</li> <li><input type="checkbox"/> Enjoy themselves in the classroom</li> <li><input type="checkbox"/> Express their own interests, ideas, and insights</li> <li><input type="checkbox"/> Are on-task and motivated</li> <li><input type="checkbox"/> Stretch their minds with different forms of thinking</li> </ul> <p align="right"><b>Notes/Evidence</b></p>

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