

Creating Quality

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Six Dimensions of Quality Teaching and Learning

Supports for Learning

Climate that Supports Learning

Classroom climate in which educator supports learning through

- Managing the classroom in a way that is consistent with focused and productive work in the discipline
- Using physical space conducive to learning in the discipline
- Using clear rituals and routines matched to the discipline (e.g., warm-ups, focusing exercises, strategies for taking care of tools)
- Creating a climate of mutual respect between the instructor and the students

Engagement and Investment in Learning

Educator and students build a community of learners by

- Sharing and responding to clear expectations
- Presenting and engaging in tasks/projects that are relevant to students and adapted to different learning styles
- Providing students with clear entry points to demanding assignments
- Helping students to synthesize complex processes; work on sustained projects
- Motivating work to reach high standards
- Inspiring: Hard work, Trying new things, Risk-taking

Classroom Dialogue and Sharing

Educator and students work together to

- Ensure that students' contributions and discussions form an integral part of the class
- Clarify and develop powerful ideas and big questions in the discipline
- Learn key vocabulary and concepts in order to better understand how to communicate about and through the discipline
- Construct explanations based on evidence and examples
- Share, critique, and discuss ideas, works and performances with the goal of improving and extending work

Note: All evidence in this dimension must be verbalized.

Skills, Techniques and Knowledge of the Discipline

Educator and students develop skills, techniques and knowledge by

- Modeling or demonstrating skills and techniques to build mastery and expressive power for making meaning
- Focusing on powerful ideas and concepts in the discipline
- Applying and extending familiar practices and approaches in ways that solve problems and generate original possibilities
- Actively exploring historical and contemporary as well as cross-cultural works in a discipline to broaden or deepen the choices students can make

Creative Choices

Educator and students collaborate on

- Using their imaginations and expressing themselves and their unique interests and experiences
- Making creative choices that are warranted and that inform the product or performance
- Anchoring choices in focused inquiry and exploration of the materials, the genre, and the discipline
- Creating distinct and original works or generating new interpretations that develop or extend existing works

Expectations, Assessment and Recognition

Educator works with students to think about issues of quality by offering useful and timely feedback

- Using rubrics that students contribute to and understand for discussing and assessing student work
- Teaching students to assess their own work and activity and/or providing students with opportunities to self-assess
- Facilitating respectful response and reflection among students that opens up new approaches or ideas for next steps or new works
- Providing students with opportunities to revise or revisit work in light of evaluations
- Supporting students in settings where their work will be evaluated using high, external standards

Note. Bullets in each row illustrate *examples* of observable evidence for that dimension. **Bullets are not meant as a checklist.** It is doubtful that an observer will see so many types of evidence in one 45-minute session. Also, know that a variety of evidence is not better than a singular example explored in a deep, rich way.