

SIX DIMENSIONS OF QUALITY TEACHING & 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 & 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 & 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, criticize, and discuss ideas, works and performances with the goal of improving and extending work
- Note: All evidence in this dimension must be verbalized.

SKILLS, TECHNIQUE & KNOWLEDGE OF THE DISCIPLINE

Educator and students develop skills, technique 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 & RECOGNITION

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

Bullets illustrate examples of observable evidence for each 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.