

Standard 1: Effective Teaching

1(a) using instructional strategies that make the learning meaningful and show positive impact on student learning

Mark an X where you fall on the continuum for each of the following descriptors



Students know there are many ways to approach learning and are able to verbalize their own approaches. Students understand the ways others approach learning and use those strategies to enhance their repertoire.



Students have limited awareness of different learning approaches and the implications for their learning. Students experience little accommodation for individual learning needs.



Students consistently accept responsibility for their behavior individually and as group members. Students positively respond to teacher suggestions and corrections in order to make adjustments to behaviors.



Students are easily distracted and demonstrate little response to corrections. Students respond ineffectively to boundaries.



Students are actively engaged in productive learning interactions and activities. They move between learning tasks in an efficient fashion and manage materials effectively.



Students use classroom space, materials, and learning time with little regard for order, for others, or for learning.



Students contribute individually and as group members to a positive, safe, and supportive learning environment. Students and teachers demonstrate mutual respect, sincerity, warmth, and humor while interacting positively.



Some students are not contributing in the classroom and are hesitant to take learning and interpersonal risks.



Students receive individually-directed specific feedback. All students receive assistance, encouragement, and recognition that promote an equitable and inclusive learning environment.



Students accept practices of exclusion and/or over-attention as a normal part of the learning environment.



Students display the skills needed to take a leadership role in some part of collaborative work.



Students work in groups to complete various tasks without special training in how to work collaboratively. Students take either leadership or passive roles, depending on their comfort level.

1(a) using instructional strategies that make the learning meaningful and show positive impact on student learning

Descriptors	Teacher is...	Students are...	Evidence...
Students know there are many ways to approach learning and are able to verbalize their own approaches. Students understand the ways others approach learning and use those strategies to enhance their repertoire.			
Students consistently accept responsibility for their behavior individually and as group members. Students positively respond to teacher suggestions and corrections in order to make adjustments to behaviors.			
Students are actively engaged in productive learning interactions and activities. They move between learning tasks in an efficient fashion and manage materials effectively			
Students contribute individually and as group members to a positive, safe, and supportive learning environment. Students and teachers demonstrate mutual respect, sincerity, warmth, and humor while interacting positively.			
Students receive individually-directed specific feedback. All students receive assistance, encouragement, and recognition that promote an equitable and inclusive learning environment.			
Students display the skills needed to take a leadership role in some part of collaborative work.			