

Tool 69A Criteria for Evidence: Rigorous Schools and Classrooms

Elements and Indicators	Observations and Questions
<p>Learner-Centered Instruction</p> <ul style="list-style-type: none"> ◆ Teachers maintain high expectations for all students. ◆ Support and scaffolding are provided to ensure success. ◆ There is evidence of high order student thinking. ◆ Students are active in all aspects of learning. ◆ Lessons seamlessly incorporate application activities. 	
<p>Expectations for Learning</p> <ul style="list-style-type: none"> ◆ Teachers are consistent in the belief that students can learn, will learn, and that they have the power to help them do so. ◆ Lessons are designed so students see the value of specific learning. ◆ Teachers are persistent in supporting student learning. ◆ Interaction with students reflects the belief that it is unacceptable not to learn. 	
<p>Support for Student Learning</p> <ul style="list-style-type: none"> ◆ Teachers work to remove barriers to student success. ◆ A repertoire of strategies is used to interact with students. ◆ Teachers use positive strategies to encourage student learning. ◆ Students receive high quality feedback about their work. 	
<p>Demonstrating Student Learning</p> <ul style="list-style-type: none"> ◆ Each student regularly demonstrates his or her understanding of content. ◆ Multiple ways to demonstrate learning are included in lessons. 	
<p>School as Learning Community</p> <ul style="list-style-type: none"> ◆ Every member of the school believes that it is unacceptable not to learn. ◆ Teachers meet and plan together to support student learning. ◆ Teachers use multiple types of data to make decisions about student learning. ◆ Teachers work and learn together. 	
<p>Date: _____ Observer: _____</p>	