



## Observing Dimension Five: Preparing Students for New Learning

**Essential Question:** How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

### Which instructional indicators are evident?

*REMEMBER: Quality instruction does not mean addressing all indicators.*

- 5.1:** Selecting relevant standards that are appropriate to the content and grade level
- 5.2:** "Unpacking" standards and turning them into clear and measurable learning goals and targets
- 5.3:** Posing essential questions to guide learning and promote deep thinking
- 5.4:** Beginning lessons and units with engaging "hooks"—thought-provoking activities or questions that capture student interest and activate their prior knowledge
- 5.5:** Introducing students to the key vocabulary terms they will need to know and understand to successfully learn the content
- 5.6:** Assessing students' background knowledge, skill levels, and interests relative to learning goals and targets
- 5.7:** Helping students develop insights into the products they'll be creating, performances they'll be delivering, and/or tasks they'll be completing to demonstrate what they've learned (e.g., providing models of high-quality work, rubrics, checklists, etc.)
- 5.8:** Encouraging students to develop personal learning goals and plans for achieving them

### IMPACT ON STUDENT LEARNING

*REMEMBER: The ultimate result of quality teaching is quality learning. Look for these student behaviors, which are some of the sure signs of teacher effectiveness.*

Students...

- Understand/restate learning goals in their own words.
- Ask questions about learning goals.
- Know what they have to produce and what's expected of them.
- Assess their own knowledge of vocabulary.
- Call up their prior knowledge.
- Generate questions about content or personal goals.
- Understand the plan for learning.

### FEEDBACK NOTES

**Provide Evidence** (Collect evidence that supports what you observed.)

**Praise** (Recognize positive teaching behaviors that enhance learning.)

**Pose** (Ask questions that foster reflection on the teacher's decisions and their impact.)

**Propose** (Decide—collaboratively, if possible—on how to improve practice.)

### ASSESSMENT RUBRIC

When you feel you have enough information, use this rubric to assess the teacher's overall effectiveness within this dimension. (Note: See the complete Four-Point Assessment Rubric for a full description of each level of effectiveness.)

- (1) Novice** – Minimal or no commitment to this dimension
- (2) Developing** – Initial commitment to this dimension
- (3) Proficient** – Clear commitment to this dimension
- (4) Expert** – Strong commitment to this dimension