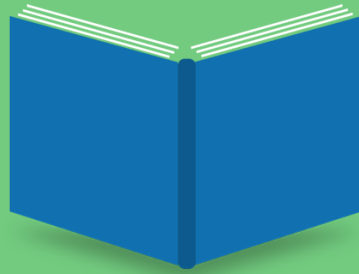


# TeachThought: Learn Better 32 Characteristics of High-Performing Classroom



## Cognitive Demand

- ☐ 1. Rigor is omnipresent, from bell ringers and quizzes to accountable talk and assessments.
- ☐ 2. Students generates original ideas from seemingly disparate sources of information.
- ☐ 3. Students consistently revisit ideas, thinking and general misconceptions.
- ☐ 4. Thinking habits are valued over demonstrated "proficiency"

## Assessments

- ☐ 5. Transfer is required to prove mastery
- ☐ 6. Data is easily extracted and visualized
- ☐ 7. The academic standard and assessment from complement one another
- ☐ 8. There is opportunity for students to demonstrate what they know

## Technology Integration

- ☐ 9. Technology connects students with authentic content and communities
- ☐ 10. Personalized learning experiences are achieved through a variety of self directed means
- ☐ 11. Technology creates learning opportunities impossible without it
- ☐ 12. Technology is a means, not an end

## Curriculum Mapping

- ☐ 13. Curriculum naturally absorbs and adapts to data sources
- ☐ 14. Curriculum map is dynamic, changing in response to data & circumstance
- ☐ 15. There is clear priority of academic standards
- ☐ 16. There is clear evidence of the gradual Release of Responsibility model

## Lesson Planning

- ☐ 17. Lesson planning templates serve student thinking, not district "non-negotiables"
- ☐ 18. Bloom's or related taxonomies are used to move students from basic to complex thinking daily
- ☐ 19. Data is applied immediately and meaningfully to revise planned instruction
- ☐ 20. There is clear evidence of backwards design

## Learner Choice

- ☐ 21. Student questioning --rather than the teacher's -- drives learning
- ☐ 22. The ability for voice & choice extends to learning topics, assessment, & technology
- ☐ 23. Learning pathways can be self-directed by able & ambitious students at any time
- ☐ 24. Students recognize and can articulate their own role in the learning process at any given time

## Student Support

- ☐ 25. Students have clear criteria for success in demonstrating understanding
- ☐ 26. There are exemplar models immediately accessible to students of all important work & activities
- ☐ 27. Students are accountable to peers, families, organizations and communities, not you
- ☐ 28. Student literacy levels are meaningfully taken into account when planning instruction

## Classroom Management

- ☐ 29. Expectations are collaboratively designed, feasible and clear
- ☐ 30. "Discipline" is a collective effort: peers, colleagues, administration and family
- ☐ 31. Fair does not always mean equal
- ☐ 32. " Behavior" starts with self-awareness and self-respect, which must be encouraged & modeled