### 5 Dimensions of Teaching and Learning

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Criteria</th>
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| **Learning** | - Classroom discourse and interactions reflect high expectations and beliefs in learning.  
- Classroom discourse and interactions reflect a culture of indusitivity.  
- Teacher time is maximized in service of learning.  
- Instruction creates opportunities for students to demonstrate learning in relation to lesson objectives, specific content demands, and transferable skills.  
- The teacher strategically assesses the learning of each student during the lesson and overtime.  
- The teacher makes instructional decisions based on ongoing assessment data.  
- The teacher utilizes classroom systems and routines to scaffold, support, and assess student learning.  
- Student self-regulation (e.g., goal-setting, self-monitoring, self-assessment) facilitates student learning.  
- The physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) is conducive to student learning.  
- Resources in the classroom (e.g., libraries, materials, charts, technology, etc.) are used strategically to scaffold, support, and assess student learning.  
- The teacher utilizes the physical space of the classroom to assess student understanding and support learning (e.g., teacher moves around the room to observe and confer with students).  
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| **Classroom Environment** | - How does the physical arrangement of the room (e.g., meeting area, resources, student seating, etc.) purposefully support and scaffold student learning?  
- How do the discourse and interactions of the classroom create a culture of learning, and how would you characterize the nature of that classroom culture?  
- How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?  
- How and to what extent does the teacher utilize the physical space of the classroom to assess student understanding and support learning?  
- How and to what extent do the systems and routines of the classroom facilitate student ownership and independence?  
- How and to what extent do the systems, routines, and practices of the classroom reflect or enact values of inclusivity, equity, and accountability for learning?  |
| **Assessment** | - How does the physical arrangement of the classroom and the teacher and student use of resources and space purposefully support and scaffold student learning?  
- How are assessment criteria, methods, and purposes transparent and understood by students?  
- How do the teacher and students work together in the assessment process?  
- How does the classroom discourse and interactions reflect high expectations and beliefs in learning?  
- How do the teacher and students work together to inform the teacher’s instructional decisions?  
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| **Instruction** | - How do the teacher and students work together to inform the teacher’s instructional decisions?  
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| **Student Learning** | - How do the teacher and students work together to inform the teacher’s instructional decisions?  
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### Purpose
- The purpose and teaching point are clearly articulated, connected to standards, embedded in instruction, and understood by students.
- Instruction is assessment-driven, based on knowledge of students' learning needs, standards, and texts.
- Instruction helps students learn and apply transferable knowledge and skills, allows for inquiry, and is meaningful and relevant beyond the task at hand (e.g., relates to a broader purpose such as problem-solving, citizenship, etc.).
- The teacher makes decisions and utilizes instructional approaches in ways that intentionally support his/her instructional purposes.
- The lesson links purposefully to other lessons (previous and future) in support of students meeting standards.

### Guiding Questions

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| What is the purpose of the lesson and how does it relate to content knowledge, habits of thinking in the discipline, transferable skills, and students' assessed needs as learners? | What is the frequency of teacher talk; teacher-initiated questions; student-initiated questions; student-to-student interaction; student presentation of work? Where is the locus of control over learning in the classroom? Is it primarily with the teacher or with the students? What evidence do you observe of student engagement in intellectual work? Is it primarily with the teacher or with the students? Where is the focus of control over learning in the classroom? | How does the learning in the classroom reflect the authentic ways of reading, writing, thinking, and meaning making by all students (e.g., small group work, partner talk, academic work, intellectual work in which students are working together, intellectual work in which students are working alone)?

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- **Curriculum**
- **Communication**
- **Thinking**
- **Writing**
- **Working**

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