

Looking at Opportunities

Based on your observations/reflections of a classroom episode, an examination of a unit, or a review of a task; rate each item below on a scale from 1 = not very apparent to 5 = strongly evident. Explain what justification and evidence there is to support your rating. Reflect on how this particular episode, unit, or task might be further enhanced.

| | Criteria | Rating | Explanation / Reflection |
|-------------------------------|--|---------------|---------------------------------|
| Focus of Content | 1. In this class, the work students are doing is connected to big or important ideas in the subject area. | | |
| | 2. In this class, the work is focused on developing well articulated understandings. It is relatively evident what understandings are to be developed as a result of doing the work. | | |
| | 3. In this class, a few topics are explored in depth rather than attempting to cover or touch on many. | | |
| Engagement of Students | 4. In this class, the work is purposeful and has meaning for students. It is not just work for work's sake. | | |
| | 5. In this class, students find the work engaging and worthwhile. Engagement is intellectual as well as social and/or physical. | | |
| | 6. In this class, there is a level of meaningful choice embedded in the work that allows students to have real ownership of the work or helps to personalize it. | | |
| Depth of Work | 7. In this class, the work challenges students in some way, by pushing their thinking in new directions or asking them to re-examine ideas or beliefs. | | |
| | 8. In this class, the work asks students to generate original ideas, explanations, solutions, responses, or findings. | | |
| | 9. In this class, the work has depth and regularly goes beyond the level of knowledge/skill building. | | |
| Presence of Thinking | 10. In this class, students' thinking is made visible through the work/discussion/reflections they do so it can be discussed, shared, examined or reflected upon. | | |
| | 11. In this class, patterns of thinking/habits of mind are on display. It is possible to identify the types thinking that students are engaged in and must do to be successful with the work | | |
| | 12. In this class, there is adequate time for thinking, to prepare responses, and express ideas. | | |