

Teacher Name _____
 School/District _____

Hallmarks of an Effective eMINTS Classroom
 Revised November 15, 2005

Date Completed _____
 By (Self, CIS Name) _____

An effective eMINTS classroom is characterized by observable attributes that result in improved student performance, parent involvement and enriched instructional effectiveness. Each eMINTS teacher will find herself/himself somewhere on the journey toward mastery.

	EMERGING	EXPERIMENTAL	TRANSITIONAL	PROFICIENT	ADVANCED
Teacher-facilitated learning	Teacher prefers using conventional teaching methods.	Teacher experiments with teacher-facilitated learning on a limited basis.	Teacher uses facilitated learning with increasing frequency.	Teacher engages in long-term, complex inquiry-based/constructivist learning activities with high levels of student input into planning.	Teacher works among, learns with students. Students and teacher plan inquiry-based units grounded in authentic problem, working to reach collaborative solutions.
1. Knowledge acquisition	1. <input type="checkbox"/> Knowledge transmitted from teacher to students.	1. <input type="checkbox"/> Some knowledge is generated from student responses and input with majority of knowledge still transmitted by teacher.	1. <input type="checkbox"/> Knowledge is generated from teacher and from students.	1. <input type="checkbox"/> Teacher encourages student input that results in knowledge being generated.	1. <input type="checkbox"/> Teacher expects and facilitates student input resulting in knowledge being generated equally by teacher and students.
2. Instruction	2. <input type="checkbox"/> Predominant method of teaching is whole group.	2. <input type="checkbox"/> Predominant method of teaching is whole group, however, teacher experiments with small groups.	2. <input type="checkbox"/> Methods of teaching include a mix of strategies but strategies are not always matched appropriately to instruction.	2. <input type="checkbox"/> Methods of teaching include a variety of strategies appropriately matched to instruction.	2. <input type="checkbox"/> Methods of teaching include a variety of strategies appropriately matched to instruction and student needs.
3. Class organization	3. <input type="checkbox"/> Groups are teacher directed when used.	3. <input type="checkbox"/> Teacher directs pairs or small group activities.	3. <input type="checkbox"/> Teacher manages some cooperative grouping.	3. <input type="checkbox"/> Teacher manages effective cooperative groups on a daily basis when appropriate.	3. <input type="checkbox"/> Teacher manages a variety of effective groupings daily when appropriate.
4. Project-based learning	4. <input type="checkbox"/> Textbook and/or worksheet driven activities.	4. <input type="checkbox"/> Teacher supplements district provided materials.	4. <input type="checkbox"/> Teacher develops some project-based / constructivist activities.	4. <input type="checkbox"/> Activities and projects include some real world, authentic problems.	4. <input type="checkbox"/> Real world, authentic problems are essential to learning.

Question types: Inference, interpretation, transfer, questions about hypotheses, reflective. Wolf, D. The Art of Questioning

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Student-centered learning	Teacher takes full control of learning environment, class schedule and classroom activities.	Teacher takes student needs into account when planning learning environment, class schedule and learning activities.	Teacher gets student input when planning learning environment, class schedule and learning activities.	Teacher and students collaboratively plan learning environment, class schedule, rules/consequences and learning activities together. Joint planning by teacher and students is evident.	Teacher and students design environment and learning activities, to accommodate student learning.
5. Student sources of information	5. <input type="checkbox"/> Students receive information from the teacher or text.	5. <input type="checkbox"/> Students receive information from additional resources.	5. <input type="checkbox"/> Students begin to provide some input on learning resources needed.	5. <input type="checkbox"/> Students work with a variety of rich resources.	5. <input type="checkbox"/> Students take ownership of their learning and are free to explore many resources. They are encouraged and supported by the teacher.
6. Types of classroom displays	6. <input type="checkbox"/> Classroom displays are teacher created or commercial.	6. <input type="checkbox"/> Teacher-selected student work featured in some displays.	6. <input type="checkbox"/> Students submit work for class display at teacher's request.	6. <input type="checkbox"/> Students actively create many of the room displays.	6. <input type="checkbox"/> Student-created class displays showing authentic learning.
7. Student behavior and time management	7. <input type="checkbox"/> Teacher is responsible for behavior and time management.	7. <input type="checkbox"/> Teacher tells students how to manage time. Teacher monitors behavior.	7. <input type="checkbox"/> Students are helped by teacher to make choices about effective time management and to monitor behaviors.	7. <input type="checkbox"/> Students participate in the development and use of tools for time management and for monitoring behaviors.	7. <input type="checkbox"/> Students are responsible for effective time management supported by teacher. Students are active participants in monitoring and managing behaviors.
8. Type of questions from students	8. <input type="checkbox"/> Students rarely ask questions related to instruction.	8. <input type="checkbox"/> Students occasionally ask questions related to instruction.	8. <input type="checkbox"/> Students begin to generate their own questions using strategies such as KWL charts.	8. <input type="checkbox"/> Students generate their own questions (multiple types) with teacher guidance and are beginning to share complex ideas.	8. <input type="checkbox"/> Students generate a wide variety of questions (multiple types) with teacher guidance and freely share complex ideas.

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Unique teaching pedagogy and learning strategies to implement standards-based curriculum	Teacher uses traditional methods such as rote memorization of facts to move students towards achievement of standards-based curriculum goals.	Teacher relies on outside definition of curriculum scope and sequence, methods are often text-based.	Teacher combines standards-based scope and sequence with text-based curriculum and has an initial understanding of how content knowledge and processes are related.	Teacher articulates relationship between learning units, teaching methods and standards.	Teacher and students articulate relationship between learning units and standards with heavy emphasis on teaching methods for acquisition of content knowledge through processes. Higher order thinking is common.
9. Communication of curriculum goals	9. <input type="checkbox"/> Only the teacher knows curriculum goals.	9. <input type="checkbox"/> Teacher shares some curriculum goals with students.	9. <input type="checkbox"/> Curriculum goals are often discussed with students and parents (parent-teacher conferences, etc.)	9. <input type="checkbox"/> Curriculum goals are routinely shared and discussed with students and parents (parent-teacher conferences, class website, newsletters, etc.).	9. <input type="checkbox"/> Curriculum goals are shared and discussed with students and parents and their input is solicited.
10. Teacher questions	10. <input type="checkbox"/> Use of concrete linear questioning. Questions typically elicit one right answer.	10. <input type="checkbox"/> Beginning use of scaffolding. Recall and concrete response are predominant.	10. <input type="checkbox"/> Use of a variety of questioning strategies.*	10. <input type="checkbox"/> Consistent uses of effective questioning strategies.*	10. <input type="checkbox"/> Students ask effective questions learned from teacher modeling. Students articulate and defend personal viewpoints.
11. Disciplinary nature of units	11. <input type="checkbox"/> A clear schedule separates subjects (may or may not be required by school).	11. <input type="checkbox"/> Teacher is willing to attempt some cross-curricular projects with assistance.	11. <input type="checkbox"/> Teacher plans long-term cross-curricular units independently.	11. <input type="checkbox"/> Teacher uses long-term cross-curricular units with authentic assessment aligned to standards.	11. <input type="checkbox"/> Teacher uses long-term cross-curricular units that reach beyond the classroom to create global connections.
12. Student work arrangements	12. <input type="checkbox"/> Students generally work independently on standard teacher-designed or commercially prepared materials.	12. <input type="checkbox"/> Students occasionally work in pairs or small groups using some hands-on materials.	12. <input type="checkbox"/> Students work in cooperative groups using a variety of materials. Use of scaffolding to support student learning. Worksheets are supportive of larger projects.	12. <input type="checkbox"/> Students work in cooperative groups with access to many different materials and resources to help them research and solve problems.	12. <input type="checkbox"/> Students work in cooperative groups. They have input about and access to a wide array of materials and resources in their daily work.

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Community of learners	Teacher establishes and enforces classroom structure.	Teacher and students are exploring the meaning of community.	Teacher and students are trying to form a community.	Teacher and students have formed a community.	Teacher and students have formed a community where all students are active, engaged learners who take responsibility for their own and each other's learning.
13. Student communication patterns	13. <input type="checkbox"/> Student-to-student communication is actively discouraged. Students are required to be silent and seated at all times.	13. <input type="checkbox"/> Student-to-student communication is very limited.	13. <input type="checkbox"/> Student-to-student communication is encouraged but not integrated into lessons and classroom routines (i.e., designated experts not used).	13. <input type="checkbox"/> Student-to-student communication is encouraged and integrated into lessons and classroom routines.	13. <input type="checkbox"/> Student to student communication creates interdependent learning.
14. Student risk-taking	14. <input type="checkbox"/> Students are actively discouraged from taking risks.	14. <input type="checkbox"/> Student risk-taking is tolerated but not actively supported or encouraged by the teacher.	14. <input type="checkbox"/> Student risk-taking is encouraged and supported but not integrated into lessons and classroom routines (presentation of work, sharing time, etc).	14. <input type="checkbox"/> Student risk-taking is encouraged and integrated into lessons or classroom routines through multiple methods (presentation of work, sharing time, etc).	14. <input type="checkbox"/> Risk-taking is integrated into lessons and classroom routines through multiple methods and scaffolding.
15. Sources of information	15. <input type="checkbox"/> Teacher is the only source of information, help or input.	15. <input type="checkbox"/> Teacher occasionally allows external sources of information, help or input (i.e., guest speaker).	15. <input type="checkbox"/> Teacher explores further sources of information, help or input (i.e., attempts online project involving expert, observation cams).	15. <input type="checkbox"/> Teacher consistently uses multiple sources of information, help or input (i.e., online projects, collegial sharing).	15. <input type="checkbox"/> Teacher consistently uses multiple sources of information, help or input and seeks unique and emerging sources (i.e. videoconferencing with experts).
16. Responsibility for learning	16. <input type="checkbox"/> Teacher assumes all responsibility for monitoring student learning.	16. <input type="checkbox"/> The classroom community is structured to minimize student independence and self-monitoring.	16. <input type="checkbox"/> Students are expected to be independent and to self-monitor, however, it is not clear to teacher or students how to achieve independence.	16. <input type="checkbox"/> Students are independent and self-monitor. Teacher provides scaffolding through action plans, rubrics or checklists.	16. <input type="checkbox"/> Students are independent and self-monitor. Students develop their own and have input into, action plans, rubrics or checklists.

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Technology richness	Limited use of multi-media technologies by teacher and students with minimal fluency in mostly conventional teaching situations.	Occasional use multi-media technologies by teacher and students.	Multi-media technologies used appropriately with increasing fluency by teacher and students.	Wide variety of multi-media technologies used daily with high levels of fluency by teacher and students.	Full complement of multi-media technologies used fluently and seamlessly by teacher and students in the learning process on a daily basis.
17. Use of technology for learning	17. <input type="checkbox"/> The technology is not utilized during central teaching and learning activities. If used, it is only for free-time activities.	17. <input type="checkbox"/> Students use technology for drill and practice exercises, games and retelling reports. It is not a part of central teaching and learning activities in the classroom. It still has a peripheral role and is used to accomplish traditional teaching activities, not as a tool for changing the nature of instruction.	17. <input type="checkbox"/> Technology is used to enhance regular classroom activities and becomes more important in central teaching and learning activities. Teacher and students are more dependent on technology as a learning tool; however, technology is used almost exclusively for research.	17. <input type="checkbox"/> Classroom activities and lessons are restructured to integrate technology to its best advantage. Technology is an integral part of central classroom teaching and learning activities. The use of technology is beginning to take advantage its unique and interactive qualities. Technology is used as a mind tool.	17. <input type="checkbox"/> Students use available technology to organize and synthesize information creating new, authentic products. Resources and technology are available for students to access as needed. Internet resources are used constructively and consistently to enhance inquiry-based learning. Technology is utilized to create learning experiences that could not exist without technology.
18. Ownership of technology for learning	18. <input type="checkbox"/> The teacher takes all ownership of the room and equipment. The teacher controls all access to technology and materials. Students are required to be in the same place at the same time, following step-by-step with the teacher.	18. <input type="checkbox"/> The teacher allows students to try some new learning activities with the technology, but within specific limits (i.e., allows students to explore Internet on their own to find new web sites for a limited amount of time.)	18. <input type="checkbox"/> The teacher gives students more responsibility for and freedom in using equipment. Teacher chooses student experts who can provide some basic technical support for other students.	18. <input type="checkbox"/> The teacher trusts student experts with more than just basic technical support. Student ownership of room and equipment is evidenced by a tidy room and cared-for equipment.	18. <input type="checkbox"/> The teacher and students all feel ownership of the technology and materials in the room. The teacher often learns new ways to use technology from students.

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Assessment of student performance in the context of inquiry-based learning	Teacher prefers conventional methods of assessment.	Teacher uses scoring guides and rubrics from other sources.	Teacher develops scoring guides and rubrics for use in inquiry-based learning experiences.	Teacher and students develop scoring guides, rubrics and other forms of assessment for use in inquiry-based experiences.	Teacher and students develop scoring guides, rubrics and other forms of assessment with special attention to authentic assessment for use in inquiry-based experiences.
19. Type of assessment materials	19. <input type="checkbox"/> Teacher uses primarily commercially prepared tests. Teacher minimally uses assessments that are non-traditional.	19. <input type="checkbox"/> Teacher attempts to use pre-made scoring guides as an alternative (additional) form of assessment.	19. <input type="checkbox"/> Teacher develops scoring guides to assess student performance in instructional units with student input.	19. <input type="checkbox"/> Teacher and students develop scoring guides, rubrics and other forms of assessment for inquiry-based units.	19. <input type="checkbox"/> Teacher and students develop scoring guides, rubrics and other forms of authentic assessment for inquiry-based units.
20. Frequency of assessment	20. <input type="checkbox"/> Daily or weekly grades are based on teacher-developed or district-imposed numerical scales.	20. <input type="checkbox"/> Teacher attempts assessments based on student completion of learning activities.	20. <input type="checkbox"/> Teacher occasionally uses scoring guides or other alternative forms to assess student performance at the time of instructional unit completion.	20. <input type="checkbox"/> Teacher uses multiple forms of assessment frequently throughout the day and week to evaluate student performance.	20. <input type="checkbox"/> Teacher uses multiple forms of assessment frequently throughout the day and week to evaluate student performance and adjusts instruction based on student assessment.
21. Communication of assessment	21. <input type="checkbox"/> Teacher utilizes traditional methods for communicating student progress to parents (i.e., report cards, parent conferences).	21. <input type="checkbox"/> Teacher makes effort to communicate expectations and assessment results to students and parents beyond traditional methods (i.e., class website).	21. <input type="checkbox"/> Teacher occasionally communicates expectations and assessment results to students and parents using class website, newsletters and e-mail.	21. <input type="checkbox"/> Teacher regularly communicates expectations and assessment results to students and parents in multiple formats.	21. <input type="checkbox"/> Teacher consistently communicates expectations and assessment results to students and parents in unique and interesting formats.

	EMERGING	EXPERIMENTAL	TRANSITIONAL	PROFICIENT	ADVANCED
Professional collaboration	Teacher attends required professional development sessions and faculty meetings.	Teacher attends and also begins to participate in professional development sessions.	Teacher willing to engage in professional sharing and collaboration.	Teacher is actively available for professional sharing and collaboration with colleagues, pre-service teachers and others.	Teacher seeks out professional sharing, collaboration and mentoring with colleagues, pre-service teachers and other educators in a continual quest for ways to improve teaching and learning.
22. Frequency and quality of eMINTS participation	22. <input type="checkbox"/> Teacher attends minimal number of eMINTS professional development sessions.	22. <input type="checkbox"/> Teacher attends and begins to participate in eMINTS professional development sessions.	22. <input type="checkbox"/> Teacher willingly attends and engages in eMINTS professional development sessions.	22. <input type="checkbox"/> Teacher seeks out opportunities to share during eMINTS professional development sessions and engages in active collaboration with others.	22. <input type="checkbox"/> Teacher seeks out professional development beyond eMINTS sessions and beyond locally provided resources.
23. Frequency and Quality of district participation	23. <input type="checkbox"/> Teacher attends required district professional development sessions and local faculty meetings.	23. <input type="checkbox"/> Teacher attends and participates in required district professional development sessions.	23. <input type="checkbox"/> Teacher voluntarily offers to share and guide others in professional development sessions in school or district.	23. <input type="checkbox"/> Teacher presents at local and regional professional conferences.	23. <input type="checkbox"/> Teacher presents at well-known professional conferences.
24. Fluency with professional literature	24. <input type="checkbox"/> Teacher has no interest in professional reading.	24. <input type="checkbox"/> Teacher reads professional articles.	24. <input type="checkbox"/> Teacher seeks out professional articles and journals to read.	24. <input type="checkbox"/> Teacher submits articles to professional journals.	24. <input type="checkbox"/> Teacher publishes articles in professional journals.
25. Service	25. <input type="checkbox"/> Teacher is not interested in serving on building level or local committees.	25. <input type="checkbox"/> Teacher serves (or has served) on a building-level or local committee.	25. <input type="checkbox"/> Teacher serves (or has served) on more than one building-level or local committee.	25. <input type="checkbox"/> Teacher serves (or has served) on multiple building or district-level committees, occasionally as chair.	25. <input type="checkbox"/> Teacher serves (or has served) on multiple building, district and state-level committees, often as chair or in leadership role.