

IX. Collaborative Culture of Learning

A classroom culture in which teachers and students are partners in learning should be established. Research suggests that classrooms that promote thinking and learning, student autonomy, and students as learning resources for one another are more successful in encouraging lifelong learners.

1 Not Observed	2 Beginning	3 Developing	4 Progressing	5 Extending
<p>No student-to-student or student-to-teacher dialogue is observed.</p>	<p>The classroom climate is characterized by an overall perception that the teacher is in charge of the learning.</p> <p>.....</p> <p>Student-to-student collaboration is not evident.</p> <p>.....</p> <p>Student participation is limited to when the teacher asks a question, and the teacher does not capitalize on student responses or student questions to deepen learning.</p> <p>.....</p> <p>Multiple viewpoints or approaches are not sought.</p> <p>.....</p> <p>The teacher does not demonstrate a growth mindset through comments and questions.</p>	<p>The classroom climate is characterized for the most part by an overall perception that the teacher is in charge of the learning.</p> <p>.....</p> <p>Minimal student-to-student collaboration is evident.</p> <p>.....</p> <p>Student participation is limited to when the teacher asks a question, and the teacher rarely capitalizes on student responses or student questions to deepen learning.</p> <p>.....</p> <p>Multiple viewpoints or approaches are rarely sought.</p> <p>.....</p> <p>The teacher does not demonstrate a growth mindset through comments and questions, or the teacher is not convincing.</p>	<p>The classroom climate is characterized for the most part by an overall perception that the teacher and students are equally responsible for the learning.</p> <p>.....</p> <p>Some student-to-student collaboration is evident.</p> <p>.....</p> <p>Student participation is encouraged, and the teacher often capitalizes on student responses or student questions to deepen learning.</p> <p>.....</p> <p>Multiple viewpoints or approaches are occasionally sought.</p> <p>.....</p> <p>For the most part, the teacher demonstrates a growth mindset through comments and questions.</p>	<p>The classroom climate is characterized by an overall, consistent perception that the teacher and students are equally responsible for the learning.</p> <p>.....</p> <p>Student-to-student collaboration is evident and spontaneous or a preference of the students when they are given a choice.</p> <p>.....</p> <p>Student participation is spontaneous and respectful, and the teacher often capitalizes on student responses or student questions to deepen learning.</p> <p>.....</p> <p>Multiple viewpoints or approaches are sought throughout the lesson.</p> <p>.....</p> <p>Throughout the lesson, the teacher and students demonstrate a growth mindset through their comments and questions.</p>

Observation Notes

Collaborative Culture of Learning



Student collaboration can include a wide variety of practices (e.g., student cooperative groups or pair work) or less formal structures (e.g., students assisting each other is part of the classroom culture and expectations, even when students are not organized into explicit groups).



The distinction between a classroom in which the teacher is in charge versus one in which the teacher supports learning may be observed in part through the teacher's role. Does the teacher act as a facilitator and allow students to take responsibility for their learning?



It would be very unusual for the evidence from an observed lesson to be evaluated at the Not Observed level for this dimension, except perhaps in instances where students spend the entire observation time completing an assessment.



At the lower levels, when the teacher is in charge of the learning, the students are passive recipients of the teacher's thoughts and directions. At the higher levels, the teacher encourages students to engage actively in learning through dialogue, discussions, and collaborative work with others.



At the higher levels, there is a sense that the teacher welcomes all responses as evidence of student engagement and students know how to engage in productive discussions, argue ideas while respecting others, engage others in dialogue, and monitor their own participation.



Additional Notes: _____
