

Desired Effects for all 41 Elements

Definition: ¹The intended result of the teacher's strategy. ² What you want as a result of that element to happen.

1. Students understand what the goal and scale are and know what they mean.
2. Students know where they are on the scale and describe their progress.
3. Students are proud of gaining knowledge and they are motivated to do so.
4. Students know to follow rules and procedures so instruction can occur.
5. Students are able to focus on learning, move freely about the classroom, and access content on the walls.
6. Teacher identifies critical versus non-critical information for students to know what's important versus non-important.
7. Students will understand established routine for student group and demonstrate appropriate small group interaction to facilitate learning.
8. Students engage in activities that activate prior knowledge which links new content.
9. When information is broken down into small chunks, students can process the information effectively.
10. Students must interact with other students in chunking activities to ensure students understand the process.
11. Students can make inferences that were not explicitly stated in the chunk.
12. Students will be able to demonstrate understanding of new content in a verbal or non-verbal format using a variety of media.
13. Students can reflect on their learning and actively process what they understand and what they still need to learn.
14. Students are engaged or re-engaged in a brief review of content highlighting critical information.
15. Students are able to deepen their knowledge of informational content and practice a skill, strategy, or process through group work.
16. Teacher assigns meaningful homework that is designed to deepen knowledge of procedural and declarative information and monitors the extent to which students understand homework.
17. Students have a deeper understanding of similarities and differences of informational content and can explain what they know.
18. Students will be able to deepen their knowledge by examining errors using reasoning skills to support their viewpoint.
19. Students will develop fluency in procedural knowledge by practicing activities that involve the execution of a skill, strategy or process.
20. Teachers will engage students to examine, explain, and revise previously learned content.

- 21.** Teacher organizes students into small groups to generate and test hypotheses and deepen knowledge of real-world situations.
- 22.** Students will engage in cognitively complex tasks that require them to better understand how to generate and test hypotheses.
- 23.** Students are aware that the teacher is there to provide guidance and resources for cognitively complex tasks.
- 24.** Teacher takes action when students are not engaged.
- 25.** Students are continuously engaged or re-engaged inconsequential competition through the use of games.
- 26.** Students can be engaged and re-engaged through appropriate levels of question probing.
- 27.** Teacher uses physical movement to engage and re-engage students in the learning process.
- 28.** Teacher observes student engagement and adjusts pace and momentum accordingly.
- 29.** Student will state that the teacher makes learning fun by engaging and re-engaging with intensity and enthusiasm.
- 30.** Students will remain engaged or re-engaged while participating in friendly controversy.
- 31.** The teacher uses opportunity for students to make personal connections to engage or re-engage in the lesson.
- 32.** The students will become engage or re-engaged when unusual or intriguing information is presented.
- 33.** Students follow rules and procedures because they perceive the teacher's withitness.
- 34.** Students understand the rules and procedures because the teacher acknowledges adherence and how it affects learning.
- 35.** Students adhere to rules and procedures because they know the teacher will apply consequences fairly and evenly.
- 36.** Students must feel that they are accepted and belong in the class as a result of the teacher's interest in their personal lives.
- 37.** The teacher will demonstrate affection for students by using verbal or non-verbal behaviors and cues such that the students feel accepted and validated.
- 38.** Students feel accepted and a sense of community when they know the teachers is in control and act objectively.
- 39.** All students feel important to the teacher.
- 40.** Teacher will ask questions of all students with the same frequency and depth.
- 41.** All students are probed in the same manner when responding in an incorrect way.