

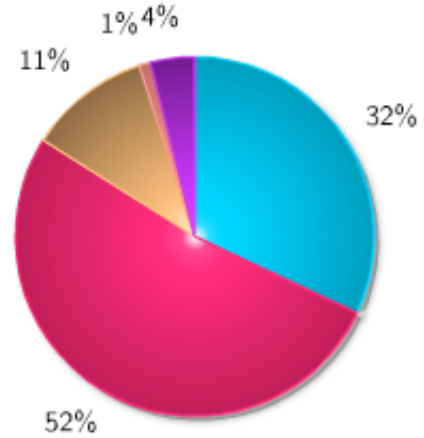
Van Meter: Characteristics of Effective Instruction (98 walk-throughs)

From August 1st 2010 to September 9th 2010

Drop Down List

Item Name	SEL	%
<input type="checkbox"/> 1. 100%	30	32%
<input type="checkbox"/> 2. 90-99%	49	52%
<input type="checkbox"/> 3. 70-89%	10	11%
<input type="checkbox"/> 4. 50-69%	1	1%
<input type="checkbox"/> 5. less than half	4	4%
Total	94	100%

Indicate the percentage of students engaged with any learning activity (students engaged and on-task versus being bored and off-task)



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Label (No input)

Element Name
Engagement
Student-Centered Classroom
Rigor: Choose the ONE level of Bloom's Revised Taxonomy to indicate rigor for the teacher assigned activity.
Relevance: Choose the ONE point on the continuum from classroom content only to application in real life situations.
Teaching for Learner Differences
Assessment For Learning
Van Meter DNA

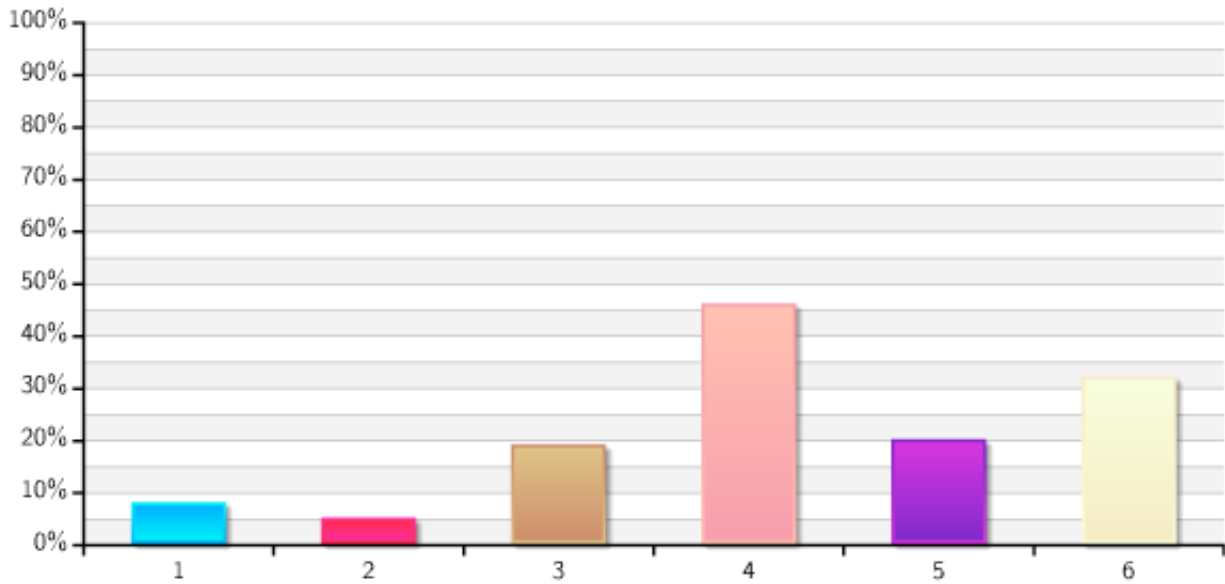
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From August 1st 2010 to September 9th 2010

Checklist as Checkbox

Student-Centered Classroom (Based on 98 walk-throughs)		
Student-Centered Classrooms	Selected	%
<input type="checkbox"/> 1. Students as facilitators	8	8%
<input type="checkbox"/> 2. Cooperative learning evident	5	5%
<input type="checkbox"/> 3. Student collaboration	19	19%
<input type="checkbox"/> 4. Teacher as facilitator	45	46%
<input type="checkbox"/> 5. Teacher lecture	20	20%
<input type="checkbox"/> 6. Students working independently	31	32%

Student-Centered Classrooms Selected



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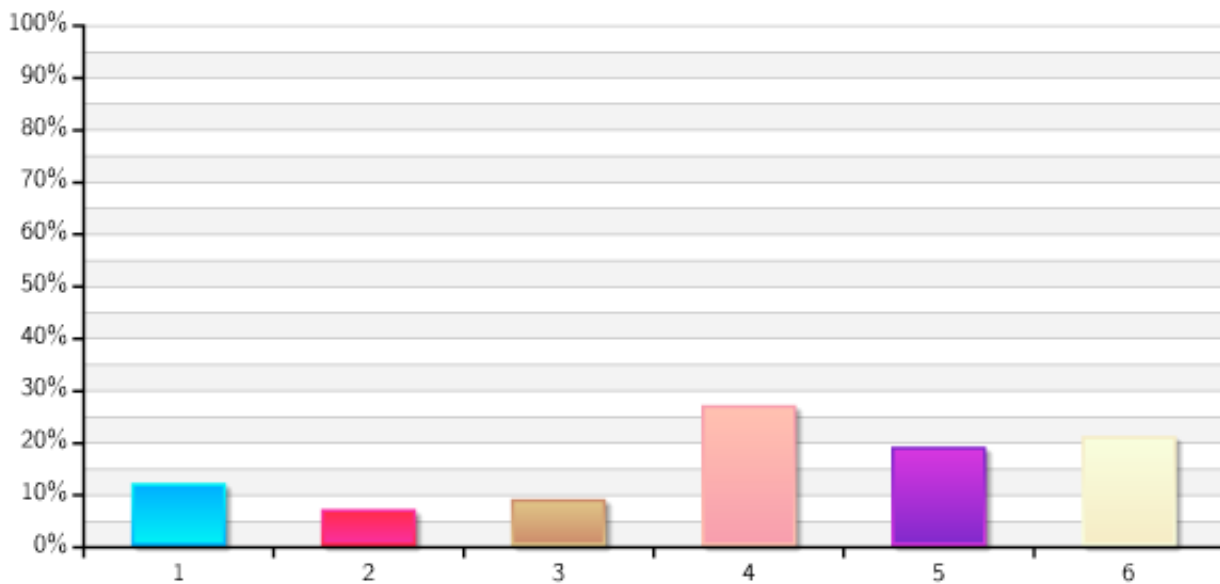
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Checklist as Checkbox

Rigor: Choose the ONE level of Bloom's Revised Taxonomy to indicate rigor for the teacher assigned activity. (Based on 98 walk-throughs)

Bloom's Taxonomy	Selected	%
<input type="checkbox"/> 1. Creating: Generating new ideas, products, or ways of viewing things	12	12%
<input type="checkbox"/> 2. Evaluating: Justifying a decision or course of action	7	7%
<input type="checkbox"/> 3. Analyzing: Breaking information into parts to explore understandings and relationships	9	9%
<input type="checkbox"/> 4. Applying: Using information in another familiar situation	26	27%
<input type="checkbox"/> 5. Understanding: Explaining ideas or concepts	19	19%
<input type="checkbox"/> 6. Remembering: Recalling information	21	21%

Bloom's Taxonomy Selected



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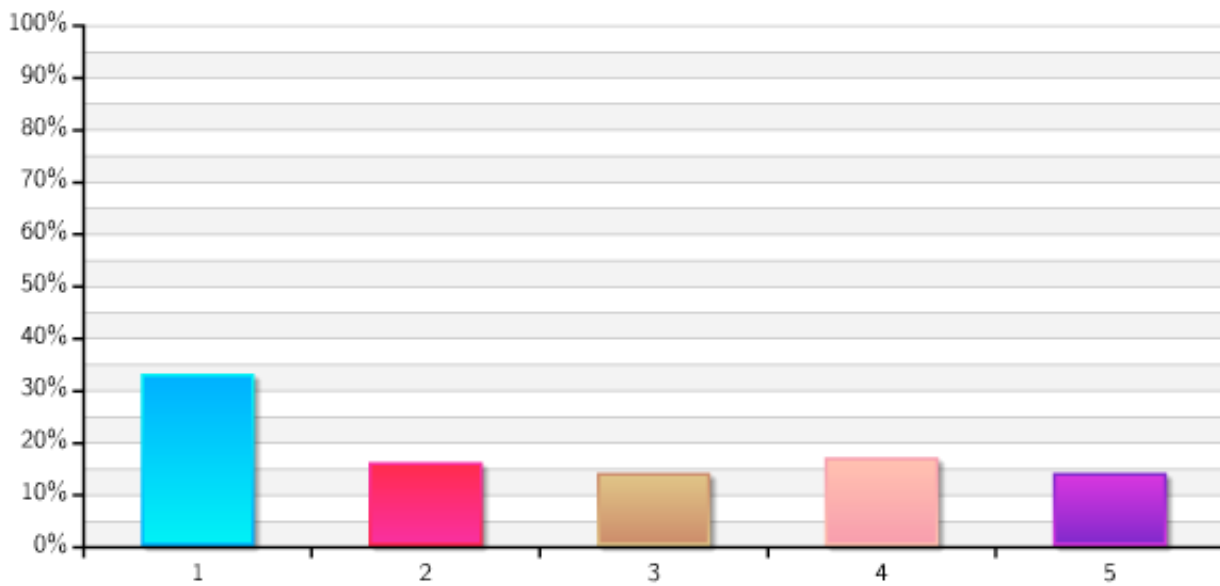
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Checklist as Checkbox

**Relevance: Choose the ONE point on the continuum from classroom content only to application in real life situations.
(Based on 98 walk-throughs)**

Relevance	Selected	%
<input type="checkbox"/> 1. Knowledge in one discipline	32	33%
<input type="checkbox"/> 2. Apply knowledge in one discipline	16	16%
<input type="checkbox"/> 3. Apply knowledge across disciplines	14	14%
<input type="checkbox"/> 4. Apply knowledge to real world, predictable situations	17	17%
<input type="checkbox"/> 5. Apply knowledge to real world, unpredictable situations	14	14%

Relevance Selected



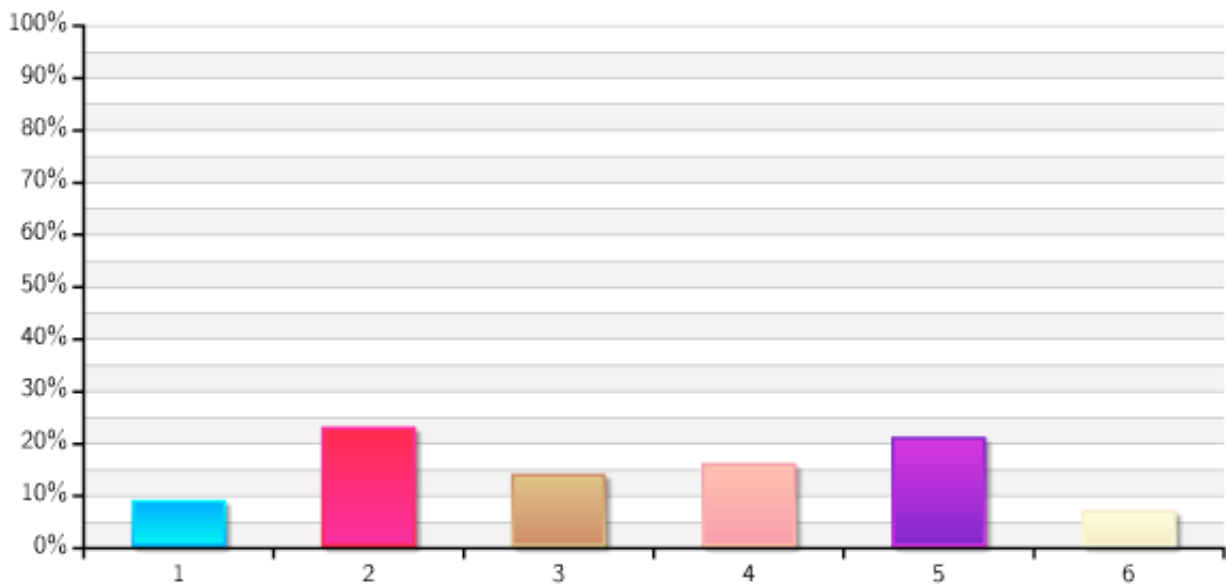
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Checklist as Checkbox

Teaching for Learner Differences (Based on 98 walk-throughs)		
Teaching for Learner Differences	Selected	%
<input type="checkbox"/> 1. Content	9	9%
<input type="checkbox"/> 2. Product	23	23%
<input type="checkbox"/> 3. Process	14	14%
<input type="checkbox"/> 4. Interests	16	16%
<input type="checkbox"/> 5. Readiness	21	21%
<input type="checkbox"/> 6. Learning Style	7	7%

Teaching for Learner Differences Selected



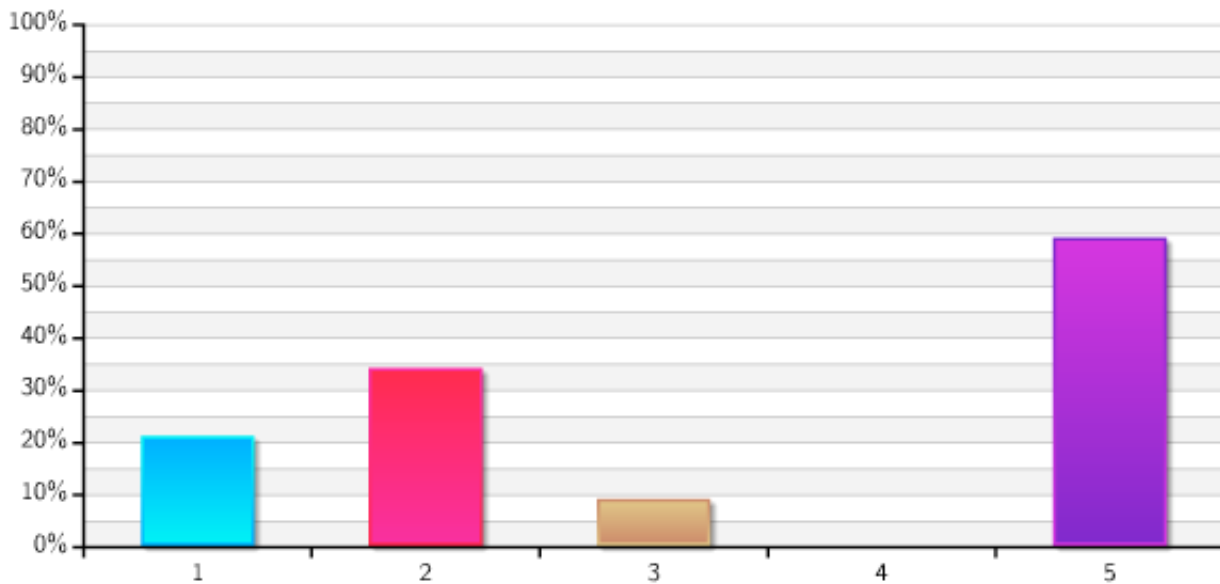
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Checklist as Checkbox

Assessment For Learning (Based on 98 walk-throughs)		
Assessment For Learning	Selected	%
<input type="checkbox"/> 1. Students providing feedback to peers	21	21%
<input type="checkbox"/> 2. Students self-assessing	33	34%
<input type="checkbox"/> 3. Teacher conferencing with students	9	9%
<input type="checkbox"/> 4. Teacher reviewing assessment results with students	0	0%
<input type="checkbox"/> 5. Teacher checks for understanding	58	59%

Assessment For Learning Selected



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Checklist as Checkbox

Van Meter DNA	Selected	%
<input type="checkbox"/> 1. Inquiry or Problem-based learning	12	12%
<input type="checkbox"/> 2. Integration of 21st Century Skills from Iowa Core	11	11%
<input type="checkbox"/> 3. Infusion of technology to enhance learning	33	34%
<input type="checkbox"/> 4. Cross-Curricular	1	1%
<input type="checkbox"/> 5. Evidence of CRISS strategies (scaffolding, graphic organizers, author's craft, etc.)	12	12%
<input type="checkbox"/> 6. Evidence of CRISS principles (background knowledge, metacognition, purpose setting)	41	42%

Van Meter DNA Selected

