# SCHOOL REFORM LONGITUDINAL STUDY

# CLASSROOM OBSERVATION SCORING MANUAL

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### Scoring instructions

Consider the explanations given for each dimension, using the descriptions of the scores from 1-5 on each to constitute the minimum criteria for each. Where difficulty is encountered in selecting between two scores, consider whether the minimum conditions of the higher score have been met. If these conditions have not been met, the lower score should be used. In determining scores for each dimension, the observer should only consider the evidence seen during the specific period.

### Dimensions

# 1. STUDENTS' DIRECTION OF ACTIVITIES

## TO WHAT DEGREE DO STUDENTS DETERMINE THE CLASSROOM ACTIVITIES?

*Student direction of activities* sees them influence what specific activities and/or tasks they will do in the period, and/or how these will be realised. Such tasks are likely to be student-centred, as in group work or individual research and/or investigative projects, whereby the students assume responsibility for the activities with which they engage, and/or how students complete them.

Where students do not influence the class activities, the teacher, or some other educational/ institutional authority, explicitly determines what activities students do, and hence how they will meet the specified objectives required within the period. The appropriateness of an activity towards meeting this criteria is thus decided by the teacher and/or external authority.

<p align="center">STUDENTS' DIRECTION</p>

<p align="center">No student determination  1 . . . 2 . . . 3 . . . 4 . . . 5  Full student determination</p>

| | |
|---|---|
| 1 = | No student control. All activities for the period explicitly designated by the teacher for students. |
| 2 = | Teacher makes initial selection of activity, but students exercise some control, through a choice of procedure or manner in which the task is completed. |
| 3 = | Teacher makes initial selection of activity, but students exercise some control, through a choice of alternative activities prescribed by the teacher in addition to procedural choice. |
| 4 = | Some deliberation/negotiation between teacher and students over the activity for the period, including the range of options and procedures. |
| 5 = | Students' determination of their activity, its appropriateness and context. This may be either independent of, or dependent on, teacher regulation. |

## 2. SCHOOL SUBJECT KNOWLEDGE IS INTEGRATED

## TO WHAT DEGREE IS SCHOOL KNOWLEDGE INTEGRATED ACROSS SUBJECT BOUNDARIES?

School knowledge is typically segregated or divided in such a way that specific sets of knowledge and skills are (relatively) unique and discrete to each specified school subject area. Segregated knowledge is identified by clear boundaries between subject areas. Connections between knowledge in different segregated subject areas are less and less clear the stronger the dividing knowledge boundary. In the extreme, such boundaries prevent any inter-relation of different subject areas.

Integrated school knowledge is identifiable when either: a) explicit attempts are made to connect two or more sets of subject area knowledge, or b) when no subject area boundaries are readily seen. Themes or problems which either require knowledge from multiple areas, or which have no clear subject areas basis in the first place, are indicators of curricula which integrates school subject knowledge.

### SCHOOL KNOWLEDGE INTEGRATED

Knowledge segregated 1 . . . 2 . . . 3 . . . 4 . . . 5 Knowledge integrated

| | |
|---|---|
| 1 = | All knowledge strictly restricted to that explicitly defined within a single school subject area. No intrusion of other contents permitted. |
| 2 = | Knowledge mostly restricted to that of a specific subject area, with minor intrusions limited to connections with one other (separate) discipline. |
| 3 = | Knowledge from multiple subject areas connected or related together, but still treated as separate and distinct subjects. |
| 4 = | Near complete integration of multiple subject areas, however some minor inclusion of knowledge that is still treated as unique to a subject area. |
| 5 = | Complete integration of subject area knowledge to the degree that subject area boundaries are not recognisable. |

## 3. KNOWLEDGE IS PRESENTED AS PROBLEMATIC

## TO WHAT DEGREE IS KNOWLEDGE PRESENTED AS CONSTRUCTED?

Presenting *knowledge as problematic* involves an understanding of knowledge not as a fixed body of information, but rather as being constructed, and hence subject to political, social and cultural influences and implications. Multiple, contrasting, and potentially conflicting forms of knowledge are represented.

*Knowledge as given* sees the subject content within the class represented as facts, a body of truth to be acquired by students. The transmission of the information may vary, but is based on the concept of knowledge as being static and able to be handled as property, perhaps in the form of tables, charts, handouts, texts, and comprehension activities.

NOTE: *For the purposes of scoring this dimension, the focus is on the content of the lesson, and a judgement is made on the proportion of the presented knowledge that is problematic.*

## KNOWLEDGE AS PROBLEMATIC

No knowledge problematic 1 . . . 2 . . . 3 . . . 4 . . . 5 All knowledge problematic

| | |
|---|---|
| 1 = | No knowledge as problematic. All knowledge is presented in an uncritical fashion. |
| 2 = | Some knowledge seen as problematic - but interpretations linked/reducible to given body of facts. |
| 3 = | Approximately half knowledge seen as problematic. Multiple interpretations recognised as variations on a stable theme. |
| 4 = | Explicit valuation of multiple interpretations and constructions of information, presented as having equal status, and being equally accommodated and accepted by others. |
| 5 = | All knowledge as problematic. Knowledge is seen as socially constructed, with conflicting implications and social functions producing resolution and/or conflict. |

## 4. KNOWLEDGE OF THE CURRICULUM EXPLICITLY VALUES ALL CULTURES

## TO WHAT DEGREE ARE NON-DOMINANT CULTURAL KNOWLEDGES VALUED?

*Cultures are valued* when there is explicit valuing of their identity represented in such things as beliefs, languages, practices, ways of knowing. Valuing all cultural knowledges requires more than one culture being present, and given status, within the curriculum. Cultural groups are distinguished by social characteristics such as gender, ethnicity, race, religion, economic status, or youth. Thus, their valuing means legitimating these cultures for all students, through the inclusion, recognition and transmission of this cultural knowledge.

Curriculum knowledge that is constructed and framed within a common set of cultural definitions, symbols, values, views and qualities, thus attributing some higher status to it, stands in contrast to this.

> **Note: Linked closely with knowledge presented as problematic, this dimension goes on to both recognise the social construction and hence conflicting nature of knowledge, and explicitly value that knowledge associated with sub-group cultures.**

### KNOWLEDGE VALUES ALL CULTURES

Only high status culture 1 . . . 2 . . . 3 . . . 4 . . . 5 Multiple cultural knowledges

| | |
|---|---|
| 1 = | No explicit recognition or valuing of other than the dominant culture in curriculum knowledge transmitted to students. |
| 2 = | Some inclusion of Others' cultures, with weak valuing, through simple reference to a particular feature(s) of them or their existence. |
| 3 = | Stronger valuing in curriculum knowledge, by acknowledgment and recognition of multiple cultural claims to knowledge, and perhaps some activity based on an aspect of this, though still within the framework of a dominant culture. |
| 4 = | Others' cultures explicitly valued in the content through equal inclusion and use of the knowledge/perspective of the group, alongside the dominant culture. |
| 5 = | Different cultures equally valued in all curriculum knowledge, such that the concept of a dominant culture is excluded in both its content and form. |

## 5. HIGHER ORDER THINKING

## TO WHAT EXTENT DO STUDENTS USE HIGHER ORDER OPERATIONS?

*Lower Order Thinking* occurs when students are asked to receive or recite factual information or to employ rules and algorithms through repetitive routines.  Students are given pre-specified knowledge ranging from simple facts and information to more complex concepts.  Such knowledge is conveyed to students through a reading, work sheet, lecture or other direct instructional medium. The instructional process is to simply transmit knowledge or to practice procedural routines.  Students are in a similar role when they are reciting previously acquired knowledge; i.e., responding to test-type questions that require recall of pre-specified knowledge. More complex activities still may involve reproducing knowledge when students only need to follow pre-specified steps and routines or employ algorithms in a rote fashion.

*Higher Order Thinking* requires students to manipulate information and ideas in ways that transform their meaning and implications.  This transformation occurs when students combine facts and ideas in order to synthesize, generalize, explain, hypothesize or arrive at some conclusion or interpretation.  Manipulating information and ideas through these processes allows students to solve problems and discover new (for them) meanings and understandings. When students engage in the construction of knowledge, an element of uncertainty is introduced into the instructional process and makes instructional outcomes not always predictable; i.e., the teacher is not certain what will be produced by students.  In helping students become producers of knowledge, the teacher's main instructional task is to create activities or environments that allow them opportunities to engage in higher order thinking.

### HIGHER ORDER THINKING

Lower order thinking  1 . . . 2 . . . 3 . . . 4 . . . 5 Higher order thinking

| 1 = | Students are engaged only in lower order thinking, i.e., they either receive, or recite, or participate in routine practice and in no activities during the lesson do students go beyond simple reproduction. |
| 2 = | Students are primarily engaged in lower order thinking, but at some point they perform higher order thinking as a minor diversion within the lesson. |
| 3 = | Students are primarily engaged in routine lower order thinking a good share of the lesson.  There is at least one significant question or activity in which some students perform some higher order thinking. |
| 4 = | Students are engaged in at least one major activity during the lesson in which they perform higher order thinking, and this activity occupies a substantial portion of the lesson and many students are engaged in this portion of the lesson. |
| 5 = | Almost all students, almost all of the time, are engaged in higher order thinking. |

## 6. DEPTH OF KNOWLEDGE

## TO WHAT EXTENT IS DEEP KNOWLEDGE PRESENTED?

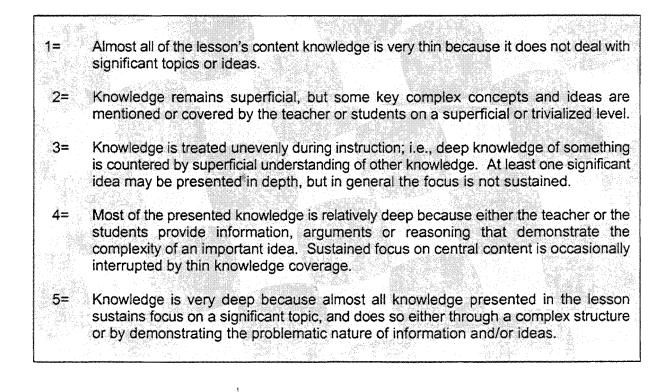Knowledge is shallow, thin or superficial when it is not connected with significant concepts or central ideas of a topic or discipline, and it is dealt with only in an algorithmic or procedural fashion. Knowledge is also shallow when important, central ideas have been trivialized by the teacher or students, or when it is presented as non-problematic. This superficiality can be due, in part, to instructional strategies such as when teachers cover large quantities of fragmented ideas and bits of information that are unconnected to other knowledge.

Knowledge is deep or thick when it concerns the central ideas of a topic or discipline and because such knowledge is judged to be crucial to a topic or discipline. Knowledge is deep when relatively complex relations are established to central concepts.

> *NOTE: In scoring this item, observers should note that depth of knowledge refers only to the substantive character of the content that either students or teachers present in the lesson.*

### DEPTH OF KNOWLEDGE

Knowledge is shallow 1...2...3...4...5 Knowledge is deep

1= Almost all of the lesson's content knowledge is very thin because it does not deal with significant topics or ideas.

2= Knowledge remains superficial, but some key complex concepts and ideas are mentioned or covered by the teacher or students on a superficial or trivialized level.

3= Knowledge is treated unevenly during instruction; i.e., deep knowledge of something is countered by superficial understanding of other knowledge. At least one significant idea may be presented in depth, but in general the focus is not sustained.

4= Most of the presented knowledge is relatively deep because either the teacher or the students provide information, arguments or reasoning that demonstrate the complexity of an important idea. Sustained focus on central content is occasionally interrupted by thin knowledge coverage.

5= Knowledge is very deep because almost all knowledge presented in the lesson sustains focus on a significant topic, and does so either through a complex structure or by demonstrating the problematic nature of information and/or ideas.

# 7. DEPTH OF STUDENTS' UNDERSTANDING

## TO WHAT EXTENT IS DEEP UNDERSTANDING EVIDENT?

Students' understanding of important concepts or issues is taken to be superficial when ideas are presented by students in a way which demonstrates that they only have a surface acquaintance with the meaning. Evidence of shallow understanding by students exists when they do not or can not use knowledge to make clear distinctions, arguments, solve problems and develop more complex understandings of other related phenomena.

For students, knowledge is deep when they develop relatively complex understandings of these central concepts. Instead of being able to recite only fragmented pieces of information, students develop relatively systematic, integrated or holistic understandings. Mastery is demonstrated by their success in producing new knowledge by discovering relationships, solving problems, constructing explanations, and drawing conclusions.

> *NOTE: When scoring this item, observers should note that depth of understanding refers only to the level of understanding that students publicly demonstrate as they consider these ideas.*

## DEPTH OF UNDERSTANDING

Understanding is shallow 1...2...3...4...5 Understanding is deep

1= Almost all of the students demonstrated understanding involving the coverage of simple information which they are to remember.

2= While some key concepts and ideas are mentioned or covered by the students, students demonstrate only a superficial acquaintance or trivialized understanding of these complex ideas.

3= Students' deep understanding is uneven. Deep understanding of something, by some students, is countered by superficial understanding of other knowledge (by either the same or other students). At least one significant idea may be understood in depth, but in general the focus is not sustained.

4= Most students' understanding is relatively deep because the students provide information, arguments or reasoning that demonstrate the complexity of an important idea for a substantial portion of the lesson. In this portion of the lesson, students do at least one of the following: sustain a focus on a significant topic for a period of time; demonstrate their understanding of the problematic nature of information and/or ideas; demonstrate understanding by arriving at a reasoned, supported conclusion; or, explain how they solved a relatively complex problem.

5= Almost all students do at least one of the following: sustain a focus on a significant topic; or demonstrate their understanding of the problematic nature of information and/or ideas; or demonstrate complex understanding by arriving at a reasoned, supported conclusion; or explain how they solved a complex problem. In general, students' reasoning, explanations and arguments demonstrate fullness and complexity of understanding.

## 8. SUBSTANTIVE CONVERSATION

## TO WHAT EXTENT IS CLASSROOM DISCOURSE DEVOTED TO CREATING OR NEGOTIATING UNDERSTANDINGS OF SUBJECT MATTER?

In classes where there is little or no substantive conversation, teacher-student interaction typically consists of a lecture with recitation where the teacher deviates very little from delivering information and routine questions; students typically give very short answers. Discussion here may follow the typical IRE (initiate/response/evaluate) pattern: with low level recall/fact based questions, short utterance or single word responses, and further simple questions and/or teacher evaluation statements (e.g., "yes, good"). This is an extremely routine, teacher centred pattern, that amounts to a "fill in the blank," or "guess what's in the teacher's head" format.

In classes with substantive conversation there is considerable teacher-students and student-student interaction about the ideas of a substantive topic; the interaction is reciprocal, and it promotes coherent shared understanding. This scale assesses the extent of talking to learn and to understand in the classroom.

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**Substantive conversations includes the features below:**

A.  INTELLECTUAL SUBSTANCE: The talk is about subject matter in the discipline and encourages critical reasoning such as making distinctions, applying ideas, forming generalizations, raising questions. It moves beyond just the recounting of experiences, facts, definitions, or procedures (e.g., technical language, analytical distinctions and categories being made, levels or differentiations between types and arguments stated, grounds for disagreement stated).

B. DIALOGUE: The conversation involves sharing of ideas and is not completely scripted or controlled by one party (as in teacher-led recitation). Sharing is best illustrated when participants provide extended statements, direct their comments, questions and statements directly to others, redirect and select next speakers.

C. LOGICAL EXTENSION AND SYNTHESIS: The dialogue builds coherently on participants' ideas to promote improved collective understanding of a theme or topic. In short, substantive conversation resembles the kind of sustained exploration of content characteristic of a good seminar where student contributions lead to shared understandings (e.g., teachers and students may make principled topic shifts, may use linking words, make explicit references to previous comments, and may summarise).

D. A SUSTAINED EXCHANGE extends beyond a routine IRE. This can occur between teacher and students or student and student and involves several consecutive interchanges. Dialogue consists of a sustained and topically related series of linked exchanges between speakers.

**NOTE: Do not code individuals' monologues. To score 2 or above, conversation must focus on matters of substance.**

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<u>SUBSTANTIVE CONVERSATION (continued)</u>

## SUBSTANTIVE CONVERSATION

No 'sub-con' 1. . . 2. . . 3. . . 4. . . 5 Sustained 'sub-con'

**NOTE: A is assumed and must be present to score above 1.**

| | |
|---|---|
| 1 = | Virtually no features of substantive conversation occur during the lesson. Lesson consists principally of either a sustained teacher monologue/lecture and/or a repeated IRE sequence with little variation, or conversation which is not substantive. |
| 2 = | Features B (DIALOGUE) and/or C (LOGICAL EXTENSION & SYNTHESIS) occur briefly and involve at least ONE SUSTAINED EXCHANGE. |
| 3 = | Features B (DIALOGUE) and/or C (LOGICAL EXTENSION & SYNTHESIS) occur and involve TWO OR MORE SUSTAINED EXCHANGES. |
| 4 = | All features of substantive conversation occur, with sustained exchanges over almost ONE HALF OF THE LESSON, with both teachers and students scaffolding the conversation. |
| 5 = | All features of substantive conversation occur in an ongoing and sustained fashion, extending across almost ALL OF THE LESSON, with both teachers and students scaffolding the conversation. |

# 9. SOCIAL SUPPORT FOR STUDENT ACHIEVEMENT

## TO WHAT EXTENT IS THE CLASSROOM CHARACTERIZED BY AN ATMOSPHERE OF MUTUAL RESPECT AND SUPPORT AMONG TEACHER AND STUDENTS?

Social support can be undermined by teacher or student behaviour, comments and actions that tend to discourage effort, participation and taking risks to learn or express one's views. For example, teacher or student comments that belittle a student's answer, and efforts by some students to prevent others from taking seriously an assignment serve to undermine support for achievement. Support can also be absent in a class when no overt acts like the above occur, but the overall atmosphere of the class is negative due to previous behaviour.

Social support is present in classes when the teacher supports students by conveying high expectations for all students: these expectations include that it is necessary to take risks and try hard to master challenging academic work, that all members of the class can learn important knowledge and skills, and that a climate of mutual respect among all members of the class contributes to achievement by all. Mutual respect means that students with less skill or proficiency in a subject are treated in ways that continue to encourage them and make their presence valued. If disagreement or conflict develops in the classroom, the teacher helps students resolve it in a constructive way for all concerned. (Note: Token acknowledgements by teacher of student actions or responses do **not** constitute evidence of social support.)

### SOCIAL SUPPORT FOR STUDENT ACHIEVEMENT

Negative social support  1 . . . 2 . . . 3 . . . 4 . . . 5 High positive social support

| | |
|---|---|
| 1= | Social support is negative; actions/comments by teacher or students result in "put-downs"; classroom atmosphere is negative. |
| 2= | Social support is mixed. Both negative and positive behaviours or comments are observed. |
| 3= | Social support is neutral or mildly positive. Evidence may be mainly in the form of verbal approval from the teacher for student effort and work. However, such support tends to be given to those who are already taking initiative in the class, and it tends not to be given to those who are reluctant participants or less articulate or skilled in the subject, or given in compensation for negative peer social interaction. |
| 4= | Social support from the teacher is clearly positive and there is some evidence of social support among students for their peers. Evidence of special efforts by the teacher take the form of direct expressions that convey high expectations for all; mutual respect; a need to try hard and risk initial failure. |
| 5= | Social support is strong; the class is characterized by high expectations, challenging work, strong effort, mutual respect and assistance in achievement for all students. Both teacher and students demonstrate a number of these attitudes by soliciting and welcoming contributions from all students who are expected to put forth their best efforts. Broad participation may be an indication that low achieving students receive social support for learning. |

## 10. ACADEMIC ENGAGEMENT.

### TO WHAT EXTENT ARE STUDENTS ENGAGED IN THE LESSON?

Disengagement is identified by off-task behaviours that signal boredom or a lack of effort by students; these include sleeping, day dreaming, talking to peers about non-class matters, making noise or otherwise disrupting the class. It is assumed these behaviours indicate that students are not taking seriously the substantive work of the class.

Engagement is identified by on-task behaviours that signal a serious psychological investment in class work; these include attentiveness, doing the assigned work, and showing enthusiasm for this work by taking initiative to raise questions, contribute to group tasks and help peers.

ACADEMIC ENGAGEMENT

Disengagement 1...2...3...4...5 Engagement

| | |
|---|---|
| 1= | Disruptive disengagement; students are frequently off-task as evidenced by gross inattention or serious disruptions by many; this is the central characteristic during much of the class. |
| 2= | Passive engagement; most students, most of the time, either appear lethargic or are only occasionally active in carrying out assigned activities and some students are clearly off-task. |
| 3= | Sporadic or episodic engagement; most students either appear indifferent or are only occasionally active in carrying out assigned activities but very few students are clearly off-task. |
| 4= | Engagement is widespread; most students, most of the time are on-task pursuing the substance of the lesson; most students seem to be taking the work seriously and trying hard. |
| 5= | Serious engagement but not universal; almost all students are deeply involved, almost all of the time, in pursuing the substance of the lesson. |

**NOTE: To score a 4, one must observe little indifference, very minor off-task behaviour and most people engaged most of the time.**

## 11. REPRESENTATION OF NON-DOMINANT GROUPS BY PARTICIPATION

## TO WHAT DEGREE ARE NON-DOMINANT GROUPS REPRESENTED IN CLASSROOM ACTIVITIES?

This scale is designed to measure the degree to which non-dominant groups are represented in classroom practices by participation. For the purposes of this scale, non-dominant groups are to be identified in relation to broad societal-level dimensions of social inclusion/exclusion.

> **NOTE: When scoring this item, observers should not focus on the degree to which any one non-dominant group participates but on whether or not that group is represented in the overall participation pattern of the class.**

### REPRESENTATIVE PARTICIPATION

Low inclusion 1 . . . 2 . . . 3 . . . 4 . . . 5 High inclusion

| | |
|---|---|
| 1= | No participation of non-dominant social groups. |
| 2= | One or two instances of non-dominant social group participation. |
| 3= | Several instances of non-dominant social group participation. |
| 4= | Participation of non-dominant social groups for at least half of the lesson, but not all (nor nearly all) of the lesson. |
| 5= | Participation of non-dominant social groups for all, or nearly all, of the lesson. |

## 12. LINK TO BACKGROUND KNOWLEDGE

## TO WHAT DEGREE ARE LINKS WITH STUDENTS' BACKGROUND KNOWLEDGE MADE EXPLICIT?

Low connection lessons introduce new content, skills and competencies without any direct or explicit opportunities to explore what prior knowledge students have of the topic, and without any attempts to provide relevant or key background knowledge that might enhance students' comprehension and understanding of the 'new'.

High connection lessons provide students with opportunities to make connections between their linguistic, cultural, world knowledge and experience and the topics, skills, competencies at hand. Background knowledge may include community knowledge, local knowledge, personal experience, media and popular culture sources.

### LINK TO BACKGROUND KNOWLEDGE

| Low background knowledge link | 1 . . . 2 . . . 3 . . . 4 . . . 5 | High background knowledge link |
|---|---|---|

| | |
|---|---|
| 1 = | No reference is made to background knowledge: students' community and cultural knowledge or school knowledge covered in previous studies, other subjects and lessons. |
| 2 = | Students' background knowledge and experience are mentioned or solicited as a motivational technique, but are trivial and not connected to the lesson. |
| 3 = | Initial reference or solicitation is made by the teacher to background knowledge and experience. At least some connection to out-of-school background knowledge. |
| 4 = | Periodic reference or solicitation of background knowledge is made by the teacher. At least some connection to out-of-school background knowledge. |
| 5 = | Students' background knowledge and experiences are consistently incorporated into the lesson, with the lesson shunting back and forth between known material and new material. At least some connection to out-of-school background knowledge. |

## 12A. SUB-SCALE: OBJECT OF EXTERNAL CONNECTION

World of Work .............................................................................................. ❏
The Canon ..................................................................................................... ❏
Popular Culture ............................................................................................. ❏
Community Everyday Life .............................................................................. ❏
Traditional Ethnic Cultures ........................................................................... ❏
Personal ........................................................................................................ ❏
Previous School Knowledge ......................................................................... ❏

# 13. CONNECTEDNESS TO THE WORLD BEYOND THE CLASSROOM

## TO WHAT EXTENT IS THE LESSON, ACTIVITY, OR TASK CONNECTED TO COMPETENCIES OR CONCERNS BEYOND THE CLASSROOM?

This scale measures the extent to which the class has value and meaning beyond the instructional context. In a class with little or no value beyond, activities are deemed important for success only in school (now or later), but for no other aspects of life. Student work has no impact on others and serves only to certify their level of competence or compliance with the norms and routines of formal schooling.

A lesson scores higher on this dimension the more there is a connection to the larger social context within which students live. Two areas in which student work can exhibit some degree of connectedness are: (a) a real world public problem; i.e., students confront an actual contemporary issue or problem, such as applying statistical analysis in preparing a report to the City Council on the homeless; (b) students' personal experiences; i.e., the lesson focuses directly or builds upon students' actual experiences or situations. High scores can be achieved when the lesson entails one or both of these.

### CONNECTEDNESS TO THE WORLD BEYOND THE CLASSROOM

No connection 1 . . . 2 . . . 3 . . . 4 . . . 5 Connected

| | |
|---|---|
| 1= | Lesson topic and activities have no clear connection to anything beyond itself; the teacher offers no justification beyond the need to perform well in class. |
| 2= | Students encounter a topic, problem or issue that the teacher tries to connect to students' experiences or to contemporary public situations; i.e., the teacher informs students that there is potential value in the knowledge being studied because it relates to the world beyond the classroom. For example, students are told that understanding Middle East history is important for politicians trying to bring peace to the region; however, the connection is weak and there is no evidence that students make the connection. |
| 3= | Students study a topic, problem or issue that the teacher succeeds in connecting to students' actual experiences or to a contemporary public situation. Students recognize some connection between classroom knowledge and situations outside the classroom, but they do not explore the implications of these connections which remain abstract or hypothetical. There is no effort to actually influence a larger audience. |
| 4= | Students study or work on a topic, problem or issue that the teacher and students see as connected to their personal experiences or actual contemporary public situations. Students recognize the connection between classroom knowledge and situations outside the classroom. They explore these connections in ways that create personal meaning and significance for the knowledge. However, there is no effort to use the knowledge in ways that go beyond the classroom to actually influence a larger audience. |

(continued . . .)

> ### CONNECTEDNESS TO THE WORLD BEYOND THE CLASSROOM (continued)
>
> 5=   Students study or work on a topic, problem or issue that the teacher and students see as connected to their personal experiences or actual contemporary public situations. Students recognize the connection between classroom knowledge and situations outside the classroom. They explore these connections in ways that create personal meaning and significance for the knowledge. This meaning and significance is strong enough to lead students to become involved in an effort to affect or influence a larger audience beyond their classroom in one of the following ways: by communicating knowledge to others (including within the school), advocating solutions to social problems, providing assistance to people, creating performances or products with utilitarian or aesthetic value.

## 13A: SUB-SCALE:  OBJECT OF EXTERNAL CONNECTION:

World of Work ............................................................................................................❏
The Canon .................................................................................................................❏
Popular Culture..........................................................................................................❏
Community Everyday Life ...........................................................................................❏
Traditional Ethnic Cultures ........................................................................................❏
Personal ....................................................................................................................❏
Previous School Knowledge .......................................................................................❏

## 14. EXPLICIT QUALITY PERFORMANCE CRITERIA

**TO WHAT DEGREE ARE CRITERIA FOR WHAT COUNTS AS A HIGH QUALITY STUDENT PERFORMANCE MADE EXPLICIT?**

Implicit is identified by lack or absence of written or spoken reference to criteria, requirements, benchmarks, levels of acceptable performance expected of students. This may not be an indicator of neglect but a deliberate strategy for students to discover or construct their own outcomes.

Explicit is identified by frequent, detailed and specific statements about what it is students are to do, to achieve. This may involve overall statements regarding tasks or assignments, or about performance at different stages in a lesson.

> *NOTE: The main focus of this scale is on the explicit statements of what constitutes high quality student performances. Criterion, requirements or benchmarks, which simply make explicit expectation of what constitutes completed work, do not make explicit, in themselves, what constitutes high quality performance.*

### EXPLICIT QUALITY PERFORMANCE CRITERIA

Implicit   1 . . . 2 . . . 3 . . . 4 . . . 5     Explicit

| | |
|---|---|
| 1 = | Teachers have not made any explicit statements of the expected learning outcomes, quality of performance required of the students. |
| 2 = | Some procedural parameters, advanced organisers and aspects of the general direction of the lesson have been specified but students are working without explicit statement of outcomes. |
| 3 = | Outcomes and criteria for some aspects of the quality of student performances are specified at least once during the lesson. |
| 4 = | Outcomes and criteria for the quality of student performances have been specified more than once in the lesson (but not repeatedly). |
| 5 = | Outcomes and criteria for student performances are specified in detailed and exact ways repeatedly throughout the lesson with a focus on the quality of outcomes being reinforced. |

## 15. STUDENT SELF REGULATION:
## IMPLICIT BEHAVIOURAL AND DISCIPLINARY CONTROL

**TO WHAT DEGREE IS CLASSROOM BEHAVIOUR GUIDED BY IMPLICIT (SELF) CONTROL?**

Low implicit control is identified by teachers who devote a substantial amount of verbal work to disciplining behaviour and regulating bodies.

High implicit control is identified by teachers not or not having to make statements that aim to discipline students' behaviour (e.g., you're not being good today, put your pens away) or to regulate students' bodily movements and dispositions (e.g., 'sit down', 'stop talking', 'eyes this way').

IMPLICIT BEHAVIOURAL AND DISCIPLINARY CONTROL

Low implicit control  1 . . . 2 . . . 3 . . . 4 . . . 5  High implicit control

| | |
|---|---|
| 1= | Teachers devote over half of their classroom talk issuing orders, commands and injunctions, and punishments to regulate student behaviour, movement and bodily disposition. It appears that more time and effort is devoted to control than to teaching and learning. |
| 2= | A substantial amount of the lesson time is taken engaged in disciplinary and regulatory talk. There is substantial interruption to the lesson. |
| 3= | Teachers must regulate students' behaviour several times during a lesson, perhaps focusing on specific groups or individuals who are out of control; however the lesson proceeds coherently. |
| 4= | Once or twice during the lessons, teachers must correct student behaviour or movement. There is only minor interruption to the lesson. |
| 5= | There is virtually no teacher talk which focuses on student behaviour or movement. The lesson proceeds without interruption. |

## 16. PROBLEM-BASED CURRICULUM

## TO WHAT EXTENT IS THE LESSON BASED ON SOLUTION OF A SPECIFIC PROBLEM(S)?

Problems are defined as having no specified correct solution, requiring knowledge construction on the part of the students, and requiring sustained attention beyond a single lesson.   A problem based lesson (5) is identified by lessons in which students are presented with a specific practical, real, or hypothetical problem (set of problems) to solve.

PROBLEM-BASED CURRICULUM

No problems  1 . . . 2 . . . 3 . . . 4 . . . 5  Fully problem based

| | |
|---|---|
| 1= | No problems are presented during the lesson. |
| 2= | Some minor and small problems (no correct solution) are posed to the students but they require little knowledge construction by students. |
| 3= | Some minor or small problems are posed to the students requiring substantial knowledge construction/creativity from students. |
| 4= | A large problem is posed requiring engagement by students throughout a single lesson. |
| 5= | A large problem has been set requiring engagement by students over a number of lessons. |

## 17. NARRATIVE

## TO WHAT EXTENT IS NARRATIVE USED FOR TEACHING AND LEARNING PURPOSES IN THE LESSON?

Expository is identified as an emphasis on written, non-fiction prose, scientific and expository expression both in lesson teaching and student responses. Examples are descriptions, reports, explanations, demonstrations, documentaries.

Narrative is identified as a sequence of events chained together. The use of narrative in lessons is identified by an emphasis in teaching and in student responses on structures and forms. These may include the use of personal stories, biographies, historical accounts, literary and cultural texts.

> *NOTE: For the purposes of this item, narrative may be present in either the content of a lesson or in the teaching act itself. In either case, narrative is said to be present in the lesson. Therefore, this scale focuses on the proportion of narrative throughout the lesson content and process.*

NARRATIVE

Only expository  1 . . . 2 . . . 3 . . . 4 . . . 5   All narrative

| | |
|---|---|
| 1= | At no point is narrative used in the lesson, all teaching and content remains expository. |
| 2= | Narrative is present in either the processes or content of the lesson, but the use of this narrative may only be on occasion or as a minor deviation from the main portion of the lesson. |
| 3= | The lesson processes and content are evenly split between narrative and expository forms. |
| 4= | Lesson processes and content primarily narrative in nature, but exposition is used on occasion or as a minor deviation from the main portion of the lesson. |
| 5= | Almost all of the lesson processes, and almost all of the lesson content is narrative. |

## 18. GROUP IDENTITIES IN A LEARNING COMMUNITY

**TO WHAT DEGREE IS THE CLASS A SUPPORTIVE ENVIRONMENT FOR THE PRODUCTION AND POSITIVE RECOGNITION OF DIFFERENCE AND GROUP IDENTITIES?**

Contemporary social theory emphasises the need for schools to create learning communities in which difference and group identities are positively recognised and developed within a collaborative and supportive classroom community. This requires going beyond a simple politics of tolerance. A classroom which manifests this ideal is one where differences and group identities are both positively developed and recognised while at the same time a sense of community is created. For example, in a given classroom, Aboriginal identities are given positive recognition in classroom practices and representations; Aboriginal students and teachers are given opportunities to pursue aspects of the development of Aboriginal identities and cultures; all class participants value this as a positive and legitimate aspect of their classroom community; and racism is challenged within the classroom, school, and wider communities.

### GROUP IDENTITIES IN A LEARNING COMMUNITY

| No evidence of community or production of difference, focus on individuals | 1 . . . 2 . . . 3 . . . 4 . . . 5 | Development and positive recognition of difference within community |
|---|---|---|

1 = No evidence of community within the classroom; no positive recognition of difference and group identities; and no support for the development of difference and group identities. Students are all treated as individuals.

2 = Limited evidence of community exists within the classroom; no positive recognition of difference and group identities; and no support for the development of difference and group identities.

3 = Some evidence of community exists within the classroom; some recognition of difference and group identities; and no support for the development of difference and group identities.

4 = There is a strong sense of community within the classroom; positive recognition of difference and group identities; and limited support for the development of difference and group identities.

5 = There is strong sense of community within the classroom; positive recognition of group identities; and a supportive environment for the production of difference and group identities.

## 19. ACTIVE CITIZENSHIP

## TO WHAT DEGREE IS THE PRACTICE OF ACTIVE CITIZENSHIP EVIDENT?

Active Citizenship acknowledges that in a democratic society all individuals and groups: have the right to engage in the creation and re-creation of that democratic society; have the right to participate in all of the democratic practices and institutions within that society; have the responsibility to ensure that no groups or individuals are excluded from these practices and institutions; have the responsibility to ensure a broad definition of the political includes all relationships and structures throughout the social arrangement.

Active Citizenship is present in any classroom in any subject domain when the teacher elaborates the meaning of such citizenship and facilitates its practice both within and without the classroom.

### ACTIVE CITIZENSHIP

No active Citizenship 1 . . . 2 . . . 3 . . . 4 . . . 5 Prevalent active citizenship

| | |
|---|---|
| 1 = | The citizenship rights of students and teachers are neither discussed nor practised within the classroom. |
| 2 = | There is limited talk about the practice of active citizenship within the classroom. |
| 3 = | There is some evidence and some talk about the content of, and possible practices of, active citizenship for teachers and students. |
| 4 = | There is evidence of the practice of active citizenship within the class. |
| 5 = | The practice of active citizenship is obviously prevalent and evident in practices and in relationships between students and the teacher, and students and students, and in some instances will involve active participation in contemporary issues external to the school. |

## 20. META-LANGUAGE

**TO WHAT EXTENT DOES THE TEACHER (OR THE STUDENTS) TALK OR DISCUSS EXPLICITLY HOW LANGUAGE WORKS, ASPECTS AND CHARACTERISTICS OF LANGUAGES, TEXTS AND DISCOURSES?**

*No meta-language* instruction has no explicit talk about talk and writing, about how written and spoken texts work, about their features, characteristics, patterns, genres and discourses. There is an emphasis on simply doing text-based activities, without any pulling back and talking about curriculum and evaluation of texts.

*High meta-language* instruction has high levels of talk about talk and writing, about how written and spoken texts work, about specific technical vocabulary and words (vocabulary), about how sentences work or don't work (syntax/grammar), about meaning structures and text structures (semantics/genre), about issues how discourses and ideologies work in speech and writing. Teachers tend to do a good deal of pulling back from activities, assignments, readings, lessons, and fore-grounding particular words, sentences, text features, discourses, etc.

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META-LANGUAGE

No meta-language  1 . . . 2 . . . 3 . . . 4 . . . 5   High meta-language

</div>

| | |
|---|---|
| 1 = | Low meta-language: the teacher proceeds through the lesson, without stopping and commenting on his/her own or students' use of language. |
| 2 = | Some meta-language: the teacher proceeds through the lesson, stopping to make value judgements or commentary on language, but without providing any technical terminology, or constructive assistance and clarification. |
| 3 = | Initial or periodic use of meta-language: at the beginning of the lesson, or at some key juncture, the teacher stops and explains or gives a mini-lesson on some aspect of language, e.g., vocabulary, punctuation, grammar, genre. |
| 4 = | Occasional use of meta-language: the teacher stops when students are having visible difficulty with aspects of language, providing direct assistance in grammar, vocabulary, genre, discourses. |
| 5 = | Consistent use of meta-language: the teacher provides ongoing and frequent commentary on language use, perhaps using jokes, puns, ironic comments on her/his own or students' language, points out how differing sentences, text-types, discourses actually work, compares and contrasts them, and shows how language can be used to constitute texts, knowledge and power. |

**NOTE: Explanation of terminology is included, but cannot score above a 2.**