

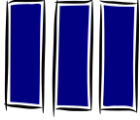
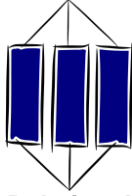
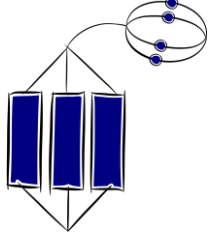


HookED EFFECTIVE PEDAGOGY TEACHER RUBRICS – HIGH EXPECTATIONS

CO-CONSTRUCTED TEACHER SELF ASSESSMENT RUBRIC	 Prestructural	 Unistructural	 Multistructural	 Relational	 Extended Abstract
HIGH EXPECTATIONS LINKED TO STUDENT CAPABILITIES	<p>I know that teacher expectations have been shown to influence student motivation, but I am not confident I know what “having high expectations” means in terms of my classroom practice.</p>	<p>I have high expectations for the learning outcomes of my students in my classroom practice and set an appropriate pace for learning.</p>	<p>I have high expectations based on assessment of student capability for the learning outcomes of my students in my classroom practice and I set an appropriate pace for learning</p> <p>However, when it doesn’t work out I don’t know why my students do not meet my expectations.</p>	<p>I have high expectations based on assessment student capability for the learning outcomes of my students in my classroom practice and I set an appropriate pace for learning.</p> <p>I set specific, proximal and hierarchical learning goals.</p> <p>I continually seek feedback on / assessment of my students’ capabilities so that the high expectations I hold are realistic, achievable and supported by my teacher practice.</p>	<p>I have high expectations based on student capability for the learning outcomes of my students in my classroom practice and I set an appropriate pace for learning.</p> <p>I set specific, proximal and hierarchical learning goals. I continually seek feedback on/ assessment of my students’ capabilities so that the high expectations I hold are realistic, achievable and supported by my teacher practice..</p> <p>I use formative and summative assessment and feedback from students and my peers to inform my future teaching practice.</p>
<p>BES #1. Quality teaching is focused on student achievement (including social outcomes) and facilitates high standards of student outcomes for heterogeneous groups of students. “The teacher establishes and follows through on appropriate expectations for learning outcomes and the pace at which learning should proceed.” “High expectations are necessary but not sufficient, and can be counterproductive, when not supported by quality teaching.” Academic norms are strong and not subverted by social norms. Alton-Lee 2003 BES</p>					