

EXCELLENCE IN TEACHING

AREA III: MOTIVATION

Characteristic III (b): Clearly communicates to students and parents the course outcomes and standards of assessments.

Professional Understanding: Clear communication of outcomes elevates student achievement. Teacher will clearly state desired outcomes and assessment rubrics for activities that enhance students' understanding and achievement of expected school-wide learning results.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
Communicates Learning Outcomes	<i>Outcomes are stated often, clearly, and specifically for each task.</i>	Consistently communicates to students expectations, curricular goals, and learning outcomes.	Generally communicates to students expectations, curricular goals, and learning outcomes.	Seldom communicates to students expectations, curricular goals, and learning outcomes.
Varies Assessment Techniques	<i>Instructor will utilize a repertoire of assessment techniques that motivate student learning.</i>	Consistently provides variety of activities and projects.	Generally provides a variety of activities and projects.	Seldom provides a variety of activities and projects.
Establishes Standards for Student Behavior	<i>Expectations are clearly stated and enforced to allow for full participation of all students in their learning environment.</i>	Consistently states and enforces standards for student behavior.	Generally states and enforces standards for student behavior.	Seldom states or enforces standards for student behavior.
Demonstrates Motivational Matching	<i>Instructors match motivational techniques to individual students, classes, and situations.</i>	Consistently matches motivational techniques to individual students, classes, and situations.	Generally matches motivational techniques to individual students, classes, and situations.	Seldom matches motivational techniques to individual students, classes, and situations.
Sets High Standards and Communicates High Expectations	<i>Teacher sets high standards and expects high achievement.</i>	Consistently sets high standards and expects high achievement.	Generally sets high standards and expects high achievement.	Seldom sets high standards and expects high achievement.