

## EXCELLENCE IN TEACHING

### AREA III: MOTIVATION

**Characteristic III (a):** Maintains a classroom atmosphere that engages students in learning.

**Professional Understanding:** Teacher is responsible for creating an effective classroom atmosphere that maximizes student learning.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
<b>Meets Students' Basic Psychological Needs</b>	<i>Promotes safety, self-control, affection, inclusion, self-esteem, emotional intelligence, and self-actualization in classroom.</i>	Consistently provides basic psychological needs of individual students.	Generally provides basic psychological needs of individual students.	Rarely provides basic psychological needs of individual students.
<b>Creates and Maintains an Information Rich Environment</b>	<i>Provides an atmosphere that sparks interest and curiosity about the subject taught.</i>	Consistently provides an information-rich environment.	Generally provides an information-rich environment.	Sparse environment.
<b>Recognizes Individual Learning Styles</b>	<i>Helps students to recognize own learning styles and preferences, and encourages them to utilize their strengths.</i>	Consistently respects and accommodates individual learning styles.	Generally respects and accommodates individual learning styles.	Seldom provides opportunities for individual learning styles.
<b>Promotes the Development of a Learning Community</b>	<i>Provides opportunities, builds confidence, and encourages students and classmates to take risks and control over their own learning.</i>	Consistently encourages students to control their own learning.	Sometimes encourages students to control their own learning.	Little evidence shown that students take risks or control their own learning.
<b>Accommodates Individual Learning Needs</b>	<i>Values, accommodates, and supports students with physical, psychological and/or learning disabilities.</i>	Consistently provides accommodations for individual students' needs.	Sometimes provides accommodations for individual students' needs.	Little accommodations made for individual students' learning needs.
<b>Engages Students in Cooperative Learning</b>	<i>Provides opportunity for students to collaborate with other learners and immerse themselves in the subject matter.</i>	Consistently uses collaboration to motivate student learning.	Sometimes uses collaboration to motivate student learning.	Rarely uses collaboration to motivate student learning.

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### 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
<b>Communicates Learning Outcomes</b>	<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.
<b>Varies Assessment Techniques</b>	<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.
<b>Establishes Standards for Student Behavior</b>	<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.
<b>Demonstrates Motivational Matching</b>	<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.
<b>Sets High Standards and Communicates High Expectations</b>	<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.

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### AREA III: MOTIVATION

**Characteristic III (c):** Establishes and maintains positive and effective relationships with students.

**Professional Understanding:** A positive student/teacher relationship is an important factor in student achievement of school outcomes. Teacher will establish community and maintain relationships built on the following criteria: fairness, a sense of humor that is seen by students as a form of caring and acceptance, courtesy, respect, active listening, the habit of establishing positive contact after a reprimand, and the ability of the teacher to communicate a sense of his or her own realness to students.

TEACHER BEHAVIOR	DESCRIPTION	Outstanding	Successful	Professional Development Recommended
<b>Fairness</b>	<i>Open, frank, impartial, and just in dealing with students and colleagues.</i>	Consistently acts and responds with fairness.	Generally acts and responds with fairness.	Seldom acts and responds with fairness.
<b>Humor</b>	<i>Sense of humor in dealing with day-to-day demands in the classroom and school community.</i>	Consistently uses humor to respond to student needs in a positive manner.	Generally uses humor to respond to student needs in a positive manner.	Seldom uses humor to respond to student needs in a positive manner.
<b>Courtesy</b>	<i>Polite, kind, and considerate behavior toward all members of the learning community.</i>	Consistently responds with courtesy to members of the learning community.	Generally responds with courtesy to members of the learning community.	Seldom responds with courtesy to members of the learning community.
<b>Respect</b>	<i>Honors students and treats all ideas with care.</i>	Consistently offers positive feedback and treats ideas with care and respect.	Generally offers positive feedback and treats ideas with care and respect.	Seldom offers positive feedback nor treats ideas with care and respect.
<b>Realness</b>	<i>Presents self as a comprehensive and integrated person.</i>	Consistently presents oneself openly, honestly, and appropriately.	Generally presents oneself openly, honestly, and appropriately.	Seldom presents oneself openly, honestly, and appropriately.
<b>Reestablishing</b>	<i>Models emotional intelligence and objectivity. Conveys message that the student/teacher relationship is intact.</i>	Consistently uses discipline objectively, without resentment or grudges. Keeps relationships intact.	Generally uses discipline objectively, without resentment or grudges. Generally keeps relationships intact.	Seldom uses discipline objectively. Relationships are not intact.
<b>Active Listening</b>	<i>Reflective and active listening generates feedback and encouragement to students.</i>	Consistently uses reflective listening techniques and provides valuable feedback.	Generally uses reflective listening techniques and provides feedback.	Seldom uses reflective listening and rarely provides feedback.

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## AREA III: MOTIVATION

Characteristic III (d): Teacher generated.

Professional Understanding:

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