

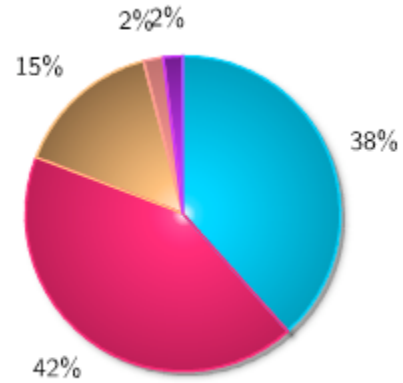
Van Meter: Characteristics of Effective Instruction (1368 walk-throughs)

From August 1st 2010 to June 7th 2011

Drop Down List

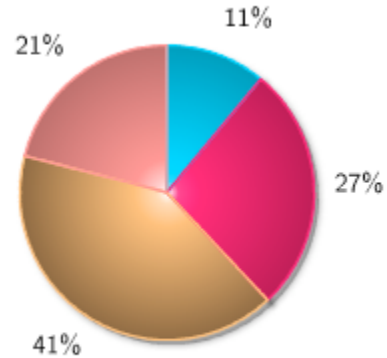
Item Name	SEL	%
■ 1. 100%	498	38%
■ 2. 90-99%	545	42%
■ 3. 70-89%	201	15%
■ 4. 50-69%	28	2%
■ 5. less than half	26	2%
Total	1298	100%

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



Item Name	SEL	%
■ 1. Teacher behind desk	72	11%
■ 2. Teacher stationary in room	178	27%
■ 3. Teacher moving around room	269	41%
■ 4. Teacher in front of room	139	21%
Total	658	100%

Teacher Proximity



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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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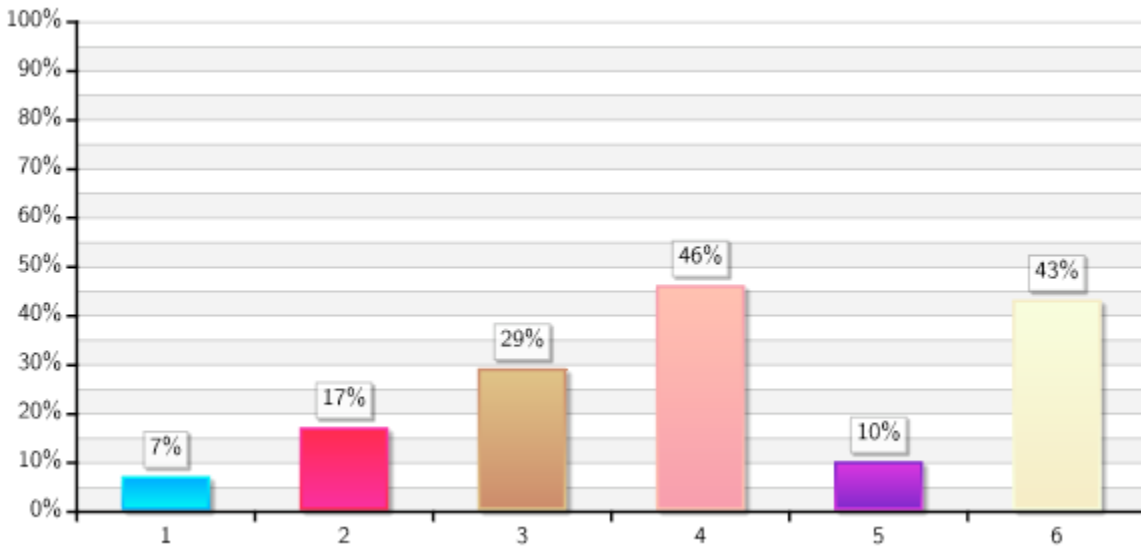
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Checklist as Checkbox

Student-Centered Classroom (Based on 1368 walk-throughs)

Student-Centered Classrooms	Selected	%
1. Students as facilitators	90	7%
2. Cooperative learning evident	229	17%
3. Student collaboration	395	29%
4. Teacher as facilitator	625	46%
5. Teacher lecture	132	10%
6. Students working independently	591	43%

Student-Centered Classrooms Selected



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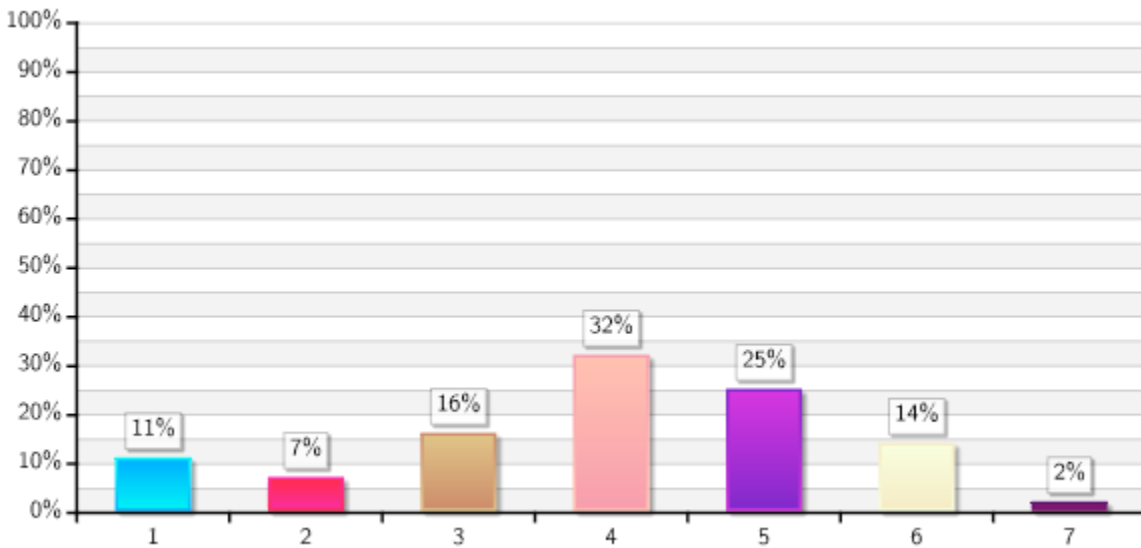
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Checklist as Checkbox

Rigor: Choose the ONE level of Bloom's Revised Taxonomy to indicate rigor for the teacher assigned activity. (Based on 1368 walk-throughs)

Bloom's Taxonomy	Selected	%
1. Creating: Generating new ideas, products, or ways of viewing things	151	11%
2. Evaluating: Justifying a decision or course of action	98	7%
3. Analyzing: Breaking information into parts to explore understandings and relationships	222	16%
4. Applying: Using information in another familiar situation	437	32%
5. Understanding: Explaining ideas or concepts	342	25%
6. Remembering: Recalling information	195	14%
7. Not Observed	21	2%

Bloom's Taxonomy Selected



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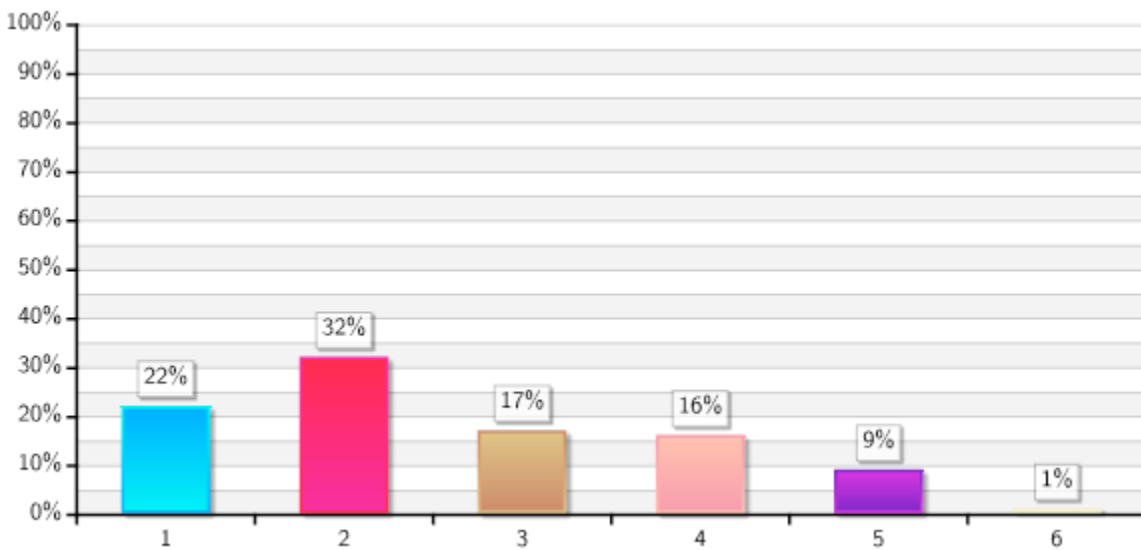
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Relevance: Choose the ONE point on the continuum from classroom content only to application in real life situations. (Based on 1368 walk-throughs)

Relevance	Selected	%
1. Knowledge in one discipline	300	22%
2. Apply knowledge in one discipline	431	32%
3. Apply knowledge across disciplines	233	17%
4. Apply knowledge to real world, predictable situations	225	16%
5. Apply knowledge to real world, unpredictable situations	125	9%
6. Not Observed	13	1%

Relevance Selected



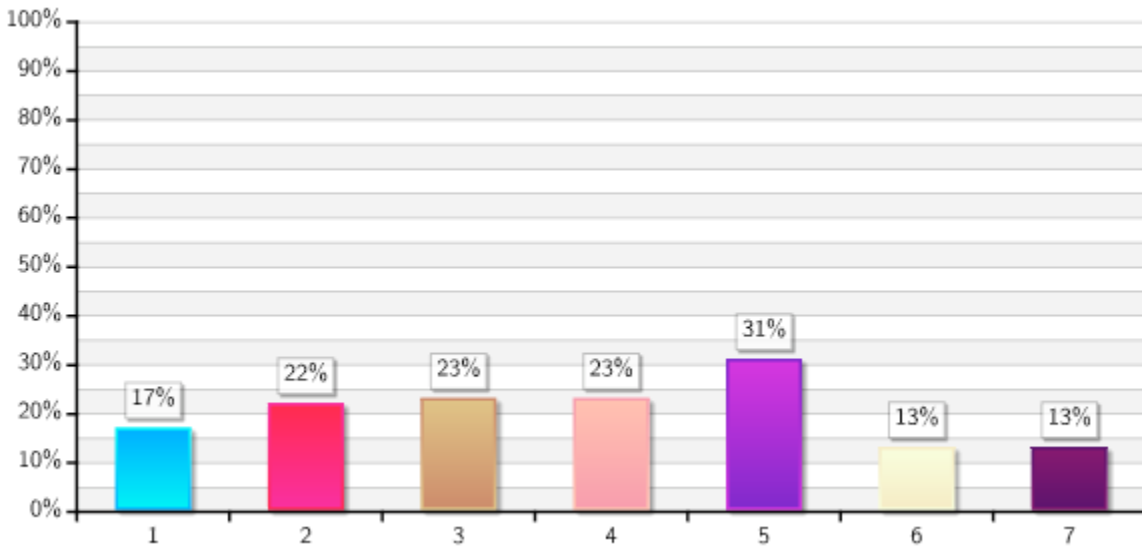
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Checklist as Checkbox

Teaching for Learner Differences (Based on 1368 walk-throughs)		
Teaching for Learner Differences	Selected	%
1. Content	228	17%
2. Product	299	22%
3. Process	314	23%
4. Interests	314	23%
5. Readiness	427	31%
6. Learning Style	179	13%
7. Not Observed	176	13%

Teaching for Learner Differences Selected



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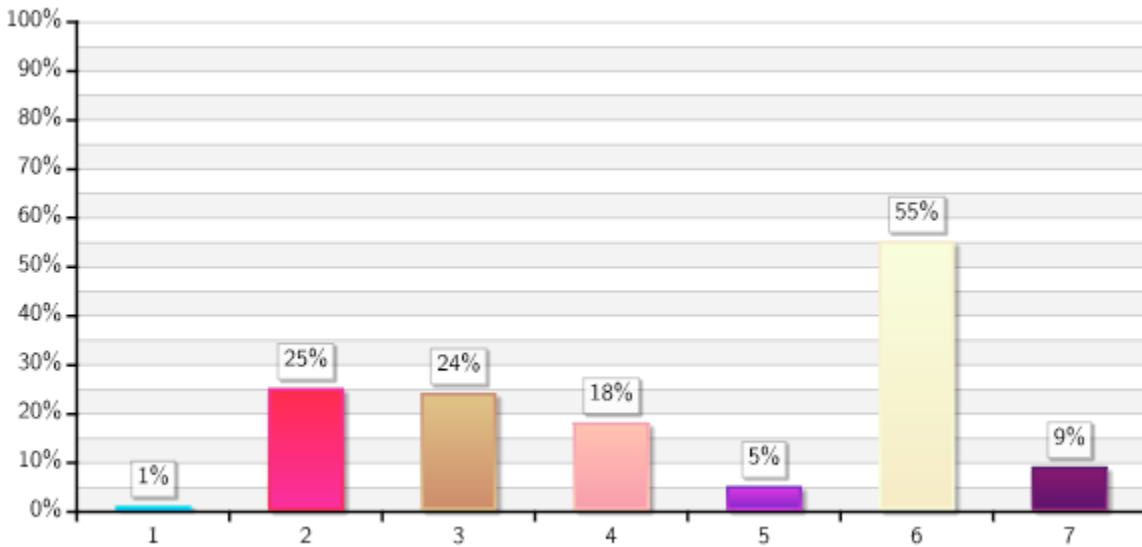
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Checklist as Checkbox

Assessment For Learning (Based on 1368 walk-throughs)

Assessment For Learning	Selected	%
1. Metacognition (CRISS)	15	1%
2. Students providing feedback to peers	345	25%
3. Students self-assessing	329	24%
4. Teacher conferencing with students	241	18%
5. Teacher reviewing assessment results with students	65	5%
6. Teacher checks for understanding	759	55%
7. Not Observed	117	9%

Assessment For Learning Selected



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Van Meter DNA (Based on 1368 walk-throughs)

Van Meter DNA	Selected	%
1. Inquiry or Problem-based learning	213	16%
2. Integration of 21st Century Skills from Iowa Core	160	12%
3. Infusion of technology to enhance learning	343	25%
4. Cross-Curricular	126	9%
5. Evidence of CRISS strategies (scaffolding, graphic organizers, author's craft, etc.)	256	19%
6. Evidence of CRISS principles (background knowledge, purpose setting, active learning)	447	33%

Van Meter DNA Selected

