

Productive Pedagogies		1	2	3	4	5
Connectedness	CONNECTEDNESS TO THE WORLD Connectedness to the world measures the extent to which the lesson has value and meaning beyond the instructional context, exhibiting a connection to the larger social context which students live.	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	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.	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 situation 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.	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.	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 performance or products with utilitarian or aesthetic value.
	PROBLEM-BASED CURRICULUM Problem-based curriculum is identified by lesson in which students are presented with a specific real, practical of hypothetical problem (or set of problems) to solve.	No problems are presented during the lesson.	Some minor or small problems (no correct solution) are posed to the students, but they require little knowledge construction by students.	Some minor or small problems are posed to the students requiring substantial knowledge construction/creativity from students.	A large problem is posed requiring engagement by students throughout a single lesson	A large problem has been set requiring engagement by students over a number of lessons.
Supportive Classroom Environment	STUDENT DIRECTION Student direction examines the degree of student influence on the nature of activities and the way they are implemented.	No student direction. All activities for the period explicitly designed by the teacher for students.	Teacher makes initial selection of activity, but students exercise some control through a choice of procedure or manner in which the task is completed.	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.	Some deliberation/negotiation between teacher and students over the activity for the period, including the range of options and procedure.	Students' determination of their activity, its appropriateness and context. This may be either independent of, or dependent on, teacher regulation.
	SOCIAL SUPPORT 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.	Social support is negative; actions/comments by teacher or students result in "put-downs": classroom atmosphere is negative.	Social support is mixed. Both negative and positive behaviours or comments are observed.	Social supports is neutral or mildly positive. Evidence maybe a 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.	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.	Social support is strong; the class is characterised 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 indicate that low achieving students receive social support for learning.
	ACADEMIC ENGAGEMENT Academic engagement is identified by on-task behaviour that signal a serious 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.	Disruptive disengagement; students are frequently off-task as evidence by gross inattention or serious disruptions by many; this is the central characteristics during much of the class.	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-tasks.	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.	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.	Serious engagement but not universal; almost all students are deeply involved, almost all of the time, in pursuing the substance of the lesson.
	EXPLICIT QUALITY PERFORMANCE CRITERIA Explicit quality performance criteria are frequent, detailed and specific statements about what it is students are to do in order to achieve. This may involve overall statements regarding tasks or assignments, or about performance at different stages in a lesson.	Teachers have not made any explicit statements of the expected learning outcomes, quality of performance required of the students.	Some procedural parameters, advanced organisers and aspects of the general direction of the lessons have been specified, but students are working without explicit statement of outcomes.	Outcomes and criteria for some aspects of the quality student performance are specified least once during the lesson.	Outcomes and criteria for the quality of student performances have been specified more than once in the lesson (but not repeatedly).	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.
	SELF-REGULATION Self-regulation by students is high when teachers are not making or not having to make statements that aim to discipline students' behaviour or to regulate students' movements and dispositions.	Teachers devote over half of their classroom talk issuing orders, commands, and punishments to regulate student behaviour, movement and bodily disposition. It appears more time and effort is devoted to control than to teaching and learning.	A substantial amount of the lesson time is taken engaged in disciplinary and regulatory talk. There is substantial interruption to the lesson.	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.	Once or twice during the lessons, teachers must correct student behaviour or movement. There is only minor interruption to the lesson.	There is virtually no teacher talk which focuses on student behaviour or movement. The lesson proceeds without interruption.
Recognition of Difference	CULTURAL KNOWLEDGES Cultural knowledges are valued when more than one cultural group is present and given status within the curriculum. Cultural groups can be distinguished by gender, ethnicity, race, religion, economic status or youth.	No explicit recognition or valuing of other than the dominant culture in curriculum knowledge transmitted to students.	Some inclusion of others cultures with weak valuing through simple reference to a particular features(s) of them or their existence.	Stronger valuing in curriculum knowledge, by acknowledging and recognition of multiple cultural claims to knowledge, and perhaps some activity based on an aspect of this, through still within the framework of a dominant culture.	Others' cultures explicitly valued in the content through equal inclusion and use of the knowledge/perspective of the group, alongside the dominant culture.	Different cultures equally valued in all curriculum knowledge, such that the concept of a dominant culture is excluded in both its content and form.
	INCLUSIVITY Inclusivity is identified by the degree to which non-dominant groups are represented in classroom practices by participation.	No participation of non-dominant social groups.	One or two instances of non-dominant social group participation.	Several instances of non-dominant social group participation.	Participation of non-dominant social groups for at least half of the lesson, but not all (nor nearly all) of the lesson.	Participation of non-dominant social groups for all, or nearly all, of the lesson.
	NARRATIVE Narrative in lessons is identified by an emphasis in teaching and in student responses on such things as the use of personal stories, biographies, historical accounts, literary and cultural texts.	At no point is narrative used in the lesson, all teaching and content remains expository.	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.	The lesson processes and content are evenly split between narrative and expository forms.	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.	Almost all of the lesson processes, and almost all of the lesson content is narrative.
	GROUP IDENTITY Group identity is manifested when differences and group identities are both positively developed and recognised while at the same time a sense of community is created. This requires going beyond a simple politics of tolerance.	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.	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.	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.	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.	There is a strong sense of community within the classroom; positive recognition of group identities; and a supportive environment for the production of difference and group identities.
	CITIZENSHIP Citizenship is developed when the teacher elaborates the rights and responsibilities of groups and individuals in a democratic society and facilitates its practice both inside and outside the classroom.	The citizenship rights of students and teachers are neither discussed nor practised within the classroom.	There is limited talk about the practice of active citizenship within the classroom.	There is some evidence and some talk about the content of, and possible practice of, active citizenship for teachers and students.	There is evidence of the practice of active citizenship within the class.	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.

Classroom Observation Coding		1	2	3	4	5
Intellectual Quality	HIGHER ORDER THINKING Higher order thinking requires students to manipulate information and ideas in ways that transform their meaning and implications. The transformation occurs when students combine facts and ideas in order to synthesise, generalise, explain, hypothesise or arrive at some conclusion or interpretation. Manipulating information and ideas through these processes allows students to solve problems and discover new (for them) meaning and understandings.	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.	Students are primarily engaged in lower order thinking but at some point, they perform higher order thinking as a minor diversion within the lessons.	Students are primarily engaged in 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.	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.	Almost all students, almost all of the time, are engaged in higher order thinking.
	DEEP KNOWLEDGE Deep knowledge concerns the central idea of a topic or discipline. Knowledge is deep or thick because such knowledge is judged to be crucial to a topic or discipline. Knowledge is deep when relatively complex connections are established to central concepts.	Almost all of the lesson's content knowledge is very thin because it does not deal with significant topics or ideas.	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.	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.	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.	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.
	DEEP UNDERSTANDING Deep understanding is shown when students develop relatively complex understandings and demonstrate them by discovering relationships, solving problems, construction explanations, and drawing conclusions.	Almost all of the students demonstrated understanding involving the coverage of simple information which they are to remember.	While some key concepts and ideas are mentioned or covered by the students, students demonstrated only a superficial acquaintance or trivialized understanding of these complex ideas.	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.	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.	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.
	SUBSTANTIVE CONVERSATIONS Substantive conversation is evident when there is considerable teacher-students and student-student interaction about the ideas of substantive topic; the interaction is reciprocal, and it promotes coherent shared understanding. Features of substantive conversation include: 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. B. DIALOGUE: The conversation involves sharing of ideas and is not completely scripted or controlled by one party (as in teacher-led recitation). C. LOGICAL EXTENSION AND SYNTHESIS: The dialogue builds coherently on participants' ideas to promote improved collective understanding of a theme/topic. D. A SUSTAINED EXCHANGE extends beyond a routine IRE (initiate/response/evaluate). 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.	Virtually no features or 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.	Features B (DIALOGUE and/or C (LOGICAL EXTENSION & SYNTHESIS) occur briefly and involve at least one sustained exchange.	Features B (DIALOGUE and/or C (LOGICAL EXTENSION & SYNTHESIS) occur and involve two or more SUSTAINED EXCHANGES.	All features of substantive conversation occur, with sustained exchanges over almost one half of the lesson, with both teachers and students scaffolding the conversation.	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.
	KNOWLEDGE AS PROBLEMATIC Knowledge as problematic involves presenting an understanding of knowledge as being constructed, and hence subject to political, social and cultural influences and implications.	No knowledge as problematic. All knowledge is presented in an uncritical fashion.	Some knowledge seen as problematic, but interpretations linked/reducible to given body of facts.	Approximately half knowledge seen as problematic. Multiple interpretations recognized as variations on a stable theme.	Explicit valuation of multiple interpretations and constructions of information, presented as having equal status, and being equally accommodated and accepted by others.	All knowledge as problematic. Knowledge is seen as socially constructed, with conflicting implications and social functions producing resolution and/or conflict.
	METALANGUAGE Metalanguage instruction is evident when there are high levels of talk about; talk and writing; how written and spoken texts work; specific technical vocabulary and words; how sentences work or don't work; meaning structures and text structures; and issues around how discourses and ideologies work in speech and writing.	Low metalanguage: the teacher proceeds through the lesson without stopping and commenting on his/her own students' use of language.	Some metalanguage: the teacher proceeds through the lesson without stopping to make value judgements or commentary on language, but without providing any technical terminology, or constructive assistance and clarification.	Initial or periodic use of metalanguage: at the beginning of the lesson, or the same key juncture, the teacher stops and explains or gives a mini-lesson on some aspect of language, e.g., vocabulary, punctuation, grammar, genre.	Occasional use of metalanguage: the teacher stops when students are having visible difficulty with aspects of language, providing direct assistance in grammar, vocabulary, genre, discourses.	Consistent use of metalanguage: 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 different sentences, text types discourses actually work, compares and contrasts them, and shows how language can be used to constitute texts, knowledge and power.
	KNOWLEDGE INTEGRATION Knowledge integration is identifiable when knowledge is connected across subject boundaries, or subject boundaries do not exist/ BACKGROUND KNOWLEDGE Background knowledge is valued when lessons provide explicit links with students' prior experience. This may include community knowledge, local knowledge, personal experience, media and popular culture sources.	All knowledge strictly restricted to that explicitly defined within a single school subject area. No intrusion of other content permitted.	Knowledge mostly restricted to that of a specific subject area, with minor intrusions limited to connections with one other (separate) discipline.	Knowledge from multiple subject areas connected or related together, but still treated as separate and distinct subjects.	Near completed integration of multiple subject areas, however some minor inclusion of knowledge that is still treated as unique to subject area.	Complete integration of subject area knowledge to the degree that subject area boundaries are not recognizable.
Connectedness		No reference is made to background knowledge: student's community and cultural knowledge or school knowledge covered in previous studies, other subjects and lessons.	Students' background knowledge and experience are mentioned or solicited as a motivational technique, but are trivial and not connected to the lesson.	Initial reference or solicitation is made by the teacher to background knowledge and experience. At least some connection to out-of-school background knowledge.	Periodic reference or solicitation of background knowledge is made by the teacher. At least some connection to out-of-school background knowledge.	Students' background knowledge and experience 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.

