

Element 4.2: Teacher creates an intellectually challenging and stimulating learning environment.

NYSED Indicators: *Encourage students to set high standards and expectations for their own performance. Motivate students to initiate their own learning and strive to achieve challenging learning goals. Promote students’ curiosity and enthusiasm for learning. Students are actively engaged in learning. Students openly express their own ideas. Students show pride in their work and accomplishments.*

	Indicators	Ineffective	Developing	Effective	Highly Effective
A.	<i>Establishes high expectations for achievement</i>	Teacher discourages students from expressing their ideas, and/or initiating their own learning and achievement.	Teacher inconsistently creates an environment where students express their ideas, take initiative and have high expectations for their own learning and achievement.	Teacher creates an environment where students are encouraged to express their ideas, take initiative and have high expectations for their own learning and achievement.	Teacher creates an environment where all students are expected to express their ideas, take initiative and have high expectations for their own learning and achievement. Students monitor their own progress as they strive to meet challenging learning goals.
B.	<i>Promotes student curiosity and enthusiasm</i>	Teacher conveys a negative attitude, suggesting that learning is not important or has been mandated. Students are not cognitively engaged in learning.	Teacher conveys importance of learning, but with little conviction and only minimal apparent buy-in by the students. Some students are cognitively engaged.	Teacher conveys enthusiasm for learning, and students demonstrate consistent commitment to its value. Students are cognitively engaged in appropriately challenging learning.	Teacher conveys genuine enthusiasm for learning. Students— through their curiosity, initiative, and active participation— demonstrate enthusiasm for learning. Students are cognitively engaged and striving to meet challenging learning goals.
C.	<i>Promotes student pride in work and accomplishments</i>	Teacher does not promote a sense of pride in student work or accomplishment. Students are not motivated to complete work or are unwilling to persevere.	Teacher inconsistently promotes a sense of pride in student work or accomplishment. Students minimally accept the responsibility to “do good work” but invest little of their energy into its quality.	Teacher consistently promotes a sense of pride in student work or accomplishment. Students accept the teacher’s insistence on work of high quality and demonstrate perseverance.	Teacher consistently promotes a sense of pride in student work or accomplishment. Student work demonstrates innovation, flexibility, originality, and perseverance in their work.