Questions to ask when evaluating enactments and environments:

1. What are students doing? To what extent are the engagements active/passive, independent/collaborative, hands-on/heads-on, etc.?

2. What types and patterns of thinking are evident: recall, comprehension, analytic, creative, critical, etc?

3. What forms of content are students and teachers engaging in: factual, conceptual, procedural, analytical, theoretical, etc?

4. What types of organizing centers are evident laboratory or clinical problems, community problems, textbook topics, computer-based programs, emergent problems, etc.?

5. How do teachers and students describe the climate, classroom norms, etc.

6. In what ways are students with special needs included?

7. In what ways are students provided with more than one way to consider a set of data, a document, a piece of art, etc?

8. To what extent are females asked questions, praised, and included in the activity in comparison to males?

9. To what extent do students consider alternative authorities or diverse source?

10. To what extent do all students and teachers feel valued, respected, treated with dignity, and expected to learn?

11. To what extent is disciplinary action allocated in nondiscriminatory ways.

12. In what ways are students becoming (1) more understanding of others who are different from themselves, (2) open-minded, and (3) more aware of their own and others’ values and perspectives?

13. In what ways are students becoming caring human beings?

14. In what ways are students connecting ideas, skills, and values across the curriculum?

15. How do students explain how they learn?

16. How do students explain how they know what they know?