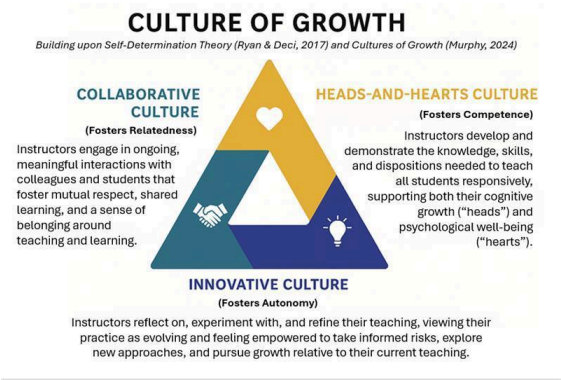

General Cultures of Growth Indicators (COGI)

(for interdisciplinary observations)

Heads & Hearts Culture Indicators	Definition	Notes for Strengths Identified	Question to Unpack the Strengths of the Instructor
Student knowledge on display	Instructor can use a variety of methods to know what student knowledge is. Examples: Students were presenting ideas, debating answers, or students putting work on the board		
Responsive to students	Can look like knowing the names of the students, being able to draw students in, students' interests, or student concerns		
Student self-efficacy	Students don't feel they have to check that their answer was right every time (looking for the nodding head).		
Positive reinforcement	Lots of communication in class. Instructor supports students by saying things such as: "I like where you are going with this" or "Thank you for that question." Revoice and praise correct answers from students.		

Active student engagement	Students are willing and broadly engaging on the topic without having to be called on. If the students are engaged and paying attention. The faculty member wants students to succeed, and in return they want to engage with the material. Instructor asks students questions to keep them engaged with the course material.		
Student responses when prompted	Do students offer feedback, share their opinions, and ask questions? Is this a safe thing for students to do? Students feel comfortable pushing back on the instructor with additional questions.		
Instructor disposition	Does the instructor look like they are open to student engagement? How does the faculty member speak to the class? Do they speak like an expert or are they welcoming to the students (speaks gently to students rather than shutting them down)? Instructors' willingness for students to ask challenging questions about the content. How does the instructor move around the room? This can be shown in tone and body language. First class meetings are really important as coming across as approachable or not. Instructors' opinion of the students isn't dependent on their		

	responses. Willing to give students more time if needed to finish a question prompt.		

Innovative Culture Indicators	Definition	Notes for Strengths Identified	Question to Unpack the Strengths of the Instructor
Attitude	What is the instructors' disposition in the class? For example, is the instructor just going through slides and moving on? Or meeting the students where they are? Are instructors willing to listen if students are referring to things that are closely related to the content?		
Adjustments/ Experimentation	Instructor makes changes to their instruction. Example: "we are skipping this today" or how they changed their instruction from one section to the next. There is a sense of curiosity such as "what could happen if I try…" This may be described more in the debrief.		
All encompassing	What were they trying at the beginning of the semester or even last year? How have they refined? Would be challenging to see in observations - would likely need to happen in the debrief.		

Innovative Culture Indicators	Definition	Notes for Strengths Identified	Question to Unpack the Strengths of the Instructor
Student Empowerment	Students feel confident/safe to ask questions and volunteer ideas. Students are willing to explain their position. Students don't need affirmation to voice ideas.		
Synthesis	Students are able to make connections from a prior unit/lesson without being explicitly told to.		
Uncertainty is visible	Student uncertainty: Faculty ask open ended questions (questions that don't have one correct answer); students are talking in response. It is okay to be wrong. Faculty uncertainty: There is a sense that the faculty don't know the answer to everything, and this is okay.		
"In the moment" questions	The instructor makes up questions on the spot to support student learning. Customizing questions based on feedback or responses from the students.		
Level of sound and interaction in classroom	Students deliberately talking to one another in class. May not be seen by the decibel volume in the class. Are students discussing with themselves and faculty when confused or working through something?		
Laughter & love for the discipline	Be your own person. If you were to watch the whole semester, you		

Innovative Culture Indicators	Definition	Notes for Strengths Identified	Question to Unpack the Strengths of the Instructor
	could tell the instructor's personality is genuine and demonstrate a love for the content.		
Any nontraditional use of technology and materials	Student discussion, technology use (not the typical lecture) such as polling, clickers, QR codes, etc.		

Collaborative Culture Indicators	Definition	Notes for Strengths Identified	Question to Unpack the Strengths of the Instructor
Group Learning	Are there interactions happening in the class? Are questions being asked? Could happen at multiple levels: instructors (or learning assistants) with students or students with other students		
Student led	Students ask questions or voicing ideas that challenge or run counter to the group consensus. Students can co-create and have ownership over knowledge. Students are willing to share a strategy as it is developed. Even within a collective, students are willing to think independently.		
Student-centered strategies	Support for students to develop heads & hearts and innovative classroom culture.		

Collaborative Culture Indicators	Definition	Notes for Strengths Identified	Question to Unpack the Strengths of the Instructor
	Instructor includes the aspects of the CoG triangle into the classroom and to the students. Could include: process oriented guided inquiry learning (POGIL), learning assistants, technology simulations. Support students to take the risk to help someone and its okay to not know everything.		
Vulnerability	Instructor shows vulnerability that they make mistakes and don't know everything which makes them seem more human to students.		
Rapport and mutual respect	Instructor shows a sense of close relationships with students. Can include a friendly mood in the classroom, knowing students' names, and using body language.		
Purposeful groups	Do people just randomly get into groups which leads to less collaboration. Are the students purposefully in groups so they can collaborate more across the semester? Students choosing their own groups is not purposeful.		
Unprompted connections	Students can make connections to the material outside of class and then share it with the class		

Collaborative Culture Indicators	Definition	Notes for Strengths Identified	Question to Unpack the Strengths of the Instructor
	(perhaps in D2L or message boards such as Discord).		
Learning with teaching colleagues	Do faculty engage in activities for them to learn and collaborate with others for teaching. Faculty participate in learning groups, book clubs, etc. This is harder to see in the observation – this may need to come from external information.		