

<p>2A</p> <p>Creating an Environment of Respect and Rapport</p>	<p>Teacher Actions</p>	<p>Student Actions</p>
<p>4</p> <p>Almost All</p> <p><i>Genuine & Highly</i></p>	<ul style="list-style-type: none"> • Highly respectful • <i>Genuine warmth & caring</i> • <i>Connects w/students as individuals</i> • Humor • Praise 	<ul style="list-style-type: none"> • Highly respectful • <i>Genuine warmth & caring</i> • <i>Contribute to high levels of civility</i> • Help one another willingly • Comfortable to take risks
<p>3</p> <p>Consistent</p> <p>Most</p>	<ul style="list-style-type: none"> • Friendly • <i>Caring & respect</i> • Responds successfully to students • <i>Polite & respectful, but business-like</i> 	<ul style="list-style-type: none"> • Respect for teacher • <i>Generally polite & respectful</i> • Business-like
<p>2</p> <p>Inconsistent</p> <p>Some</p> <p><i>Neutral</i></p>	<ul style="list-style-type: none"> • <i>Generally appropriate</i> • Teacher attempts to respond, uneven results • <i>Neutral- neither warmth nor conflict</i> 	<ul style="list-style-type: none"> • <i>Generally appropriate</i> • Rarely disrespectful • <i>Neutral- neither warmth nor conflict</i>
<p>1</p> <p>Almost None</p> <p>None</p>	<ul style="list-style-type: none"> • <i>Negative</i> • Inappropriate • Insensitive • <i>Does not respond to disrespectful behavior</i> 	<ul style="list-style-type: none"> • <i>Negative</i> • Inappropriate • Insensitive

<p>2B Establishing a Culture for Learning</p>	<p>Teacher Actions</p>	<p>Student Actions</p>
<p>4 Almost All</p>	<ul style="list-style-type: none"> • Cognitively vibrant room • High expectations • Hard work • High quality • Clearly communicates purpose of work 	<ul style="list-style-type: none"> • Assumption of responsibility • Take initiative • Recognize efforts of classmates • High expectations • Hard work • Cognitively engaged at high level • Concerned with quality
<p>3 Consistent Most</p>	<ul style="list-style-type: none"> • Cognitively busy room • High expectations • With hard work students can be successful • Quality • Calls on a variety of students & is supportive 	<ul style="list-style-type: none"> • Cognitively engaged • Commitment to the work • High expectations • Quality
<p>2 Inconsistent Some Neutral energy</p>	<ul style="list-style-type: none"> • Few interaction with students • Little commitment • Going through the motions • Offers little/no encouragement • May imply low expectations • Remains seated • Student success the result of natural ability. High expectations reserved for those students thought to have natural aptitude • Low level work for age/grade 	<ul style="list-style-type: none"> • Comply, but no initiative • Little commitment • Going through the motions • Completion of the task, rather than quality • Student success the result of natural ability • Only contribute when called on • Low level work for age/grade • Look for easy path
<p>1 Almost None None Energy very low</p>	<ul style="list-style-type: none"> • Hard work is not expected or valued • Lack of commitment • Medium to low expectations are the norm. High expectations for 1 or 2 students • Conveys that students have <u>NO</u> ability! • Doing a lesson because it is on the test • Busy work 	<ul style="list-style-type: none"> • Class time devoted to socializing • Hard work is not expected or valued • Little or no investment of energy • Lack of commitment

<p style="text-align: center;">2C Managing Classroom Procedures</p>	<p style="text-align: center;">Teacher Actions</p>	<p style="text-align: center;">Student Actions</p>
<p style="text-align: center;">4 Almost All</p>	<ul style="list-style-type: none"> • Instructional time maximized • Efficient use of instructional time 	<ul style="list-style-type: none"> • Contribute to the management (ownership) • Routines are well understood • Take initiative...Example: <ul style="list-style-type: none"> • S's distribute materials
<p style="text-align: center;">3 Consistent Most</p>	<ul style="list-style-type: none"> • Little loss of instructional time • Consistently successful management 	<ul style="list-style-type: none"> • Students follow with minimal guidance and prompting
<p style="text-align: center;">2 Inconsistent Some</p>	<ul style="list-style-type: none"> • Some instructional time lost • Partially effective routines & procedures • Example: <ul style="list-style-type: none"> • Taking attendance not routinized, students idle while teacher takes attendance 	<ul style="list-style-type: none"> • Transitions are slow, but happen • S's require regular guidance and prompting • Some are off task • Routines are rough • Small groups only partially engaged • Routines function unevenly • S's ask some clarifying questions
<p style="text-align: center;">1 Almost None None</p>	<ul style="list-style-type: none"> • Much instructional time lost • Little or no evidence of managing 	<ul style="list-style-type: none"> • Little evidence that s's know of or follow established routines • Disruptive • NO established routines • Chaotic • Confused

2D) Managing Student Behavior	Teacher Actions	Student Actions
<p>4 Almost All</p>	<ul style="list-style-type: none"> Monitoring of behavior is subtle & preventative Response to student misbehavior is sensitive to individuals Respects student dignity 	<ul style="list-style-type: none"> Behavior is <u>entirely</u> appropriate <u>Take active role in monitoring own behavior (ownership!)</u> <u>Use</u> standards of conduct
<p>3 Consistent Most <i>Frequently</i></p>	<ul style="list-style-type: none"> Non-verbal response. Ex: hard look T moves around the room <i>Monitors s behavior against established standards of conduct</i> <u>Consistent</u> response to S misbehavior Response to students and/or misbehavior is: <ul style="list-style-type: none"> Appropriate Respectful Effective Acknowledges good behavior Polite <i>Calls s's by name</i> <i>T should always wait for compliance from ALL students</i> 	<ul style="list-style-type: none"> Polite Behavior is generally appropriate Standards of conduct established
<p>2 Inconsistent Some <i>Attempts</i></p>	<ul style="list-style-type: none"> Rules posted, but no reference <i>Inconsistent implementation of standards of conduct</i> T tries, but results are uneven No apparent behavior system T's response to misbehavior is either harsh or lenient Calls s's together a number of times Example: <ul style="list-style-type: none"> T has to keep saying "keep your voices down" 	<ul style="list-style-type: none"> Behavior not consistently appropriate
<p>1 Almost None Inappropriate</p>	<ul style="list-style-type: none"> <i>No established standards of conduct</i> <i>Little or no Teacher monitoring of S's behavior</i> <i>Teacher response to misbehavior is repressive and disrespectful to student dignity</i> 	<ul style="list-style-type: none"> <i>S's challenge standards of conduct</i>

3A) Communicating With Students	Teacher Actions	Student Actions
<p>4</p> <p>Almost All</p> <p><i>Student Ownership</i></p>	<ul style="list-style-type: none"> • Links instructional purpose of the lesson to student interests • Explanation of content is thorough & clear • Artful scaffolding • <u>Connecting</u> to student interests • <u>Expressive</u> spoken language & written language • Finds opportunities to extend s's vocab • <u>Anticipates misunderstandings & clarifies</u> 	<ul style="list-style-type: none"> • <i>S's respond to each other</i> • <i>S's contribute to extending the content</i> • Links to student interest...<u>connections</u> • <i>NO CONFUSION about procedures and/or content</i>
<p>3</p> <p>Consistent</p> <p>Most</p> <p><i>Teacher Directed</i></p>	<ul style="list-style-type: none"> • <i>Instructional purpose of lesson is clearly communicated to s's</i> • Directions & procedures are explained clearly • <i>Explanation of content is well scaffolded, clear, and accurate</i> • <u>Connects with s's experiences and knowledge</u> • <i>T invites S intellectual engagement</i> • <i>Spoken & written language is clear, correct, & appropriate to S's age & interests</i> 	<ul style="list-style-type: none"> • <i>Intellectual engagement</i> • S's know content • S's connect with content, make applications to themselves • <i>Some student involvement</i> • <i>NO CONFUSION about procedures and/or content</i>
<p>2</p> <p>Inconsistent</p> <p>Some</p> <p><i>Largely Procedural</i></p>	<ul style="list-style-type: none"> • T's attempts to explain instructional purpose has only limited success • Directions & procedures must be clarified • Explanation of content may contain minor errors • T's explanation is monologue, with no invitation to S's intellectual engagement • Vocab is too advanced or unimaginative • Vocab use is limited or not fully appropriate to S's age or background 	<ul style="list-style-type: none"> • S's have initial confusion <ul style="list-style-type: none"> • Directions & procedures must be clarified • S's follow directions • <i>Little student involvement</i> • <i>Purpose is NOT CLEAR to s's about procedures <u>OR</u> content</i>
<p>1</p> <p>Almost None</p> <p><i>Inappropriate</i></p>	<ul style="list-style-type: none"> • Content errors...Vocab errors • Instructional purpose is unclear to s's • Directions & procedures are confusing • T's explanation of content contains major errors • T's spoken or written language contains errors of grammar or syntax • T's vocab not appropriate, vague, or used incorrectly 	<ul style="list-style-type: none"> • S's become confused due to T's vocab or explanation of content • <i>CONFUSION ON BOTH procedures AND content</i>

3B Using Questioning/Prompts & Discussion Techniques	Teacher Actions	Student Actions
<p>4 Almost All</p>	<ul style="list-style-type: none"> T uses a variety/series of Q's/Prompts to challenge s's intellectually T's Q's and D's promote meta cognition on part of s's 	<ul style="list-style-type: none"> S's share s's thinking S's formulate Q's High level of student participation in discussion S's make unsolicited contributions <u>S's ensure all voices are heard</u>
<p>3 Consistent Most</p>	<ul style="list-style-type: none"> Some open ended Q's May use some low level Q's T shares student thinking T poses Q's designed to promote student thinking & understanding T creates a genuine discussion among s's...provides time T successfully engages MOST s's in the discussion 	<ul style="list-style-type: none"> Most s's participate in discussions Some s to s interaction without teacher mediation S's involved in genuine discussion Whole group & small group discussion a must!
<p>2 Inconsistent Some</p>	<ul style="list-style-type: none"> <u>Attempts</u> to engage all students T's Q's lead to one response <ul style="list-style-type: none"> NO open ended Q's Single line of inquiry Many Q's are rhetorical Many Q's answered by "yes" or "no" T answers own questions Heavy on review of what s's already know 	<ul style="list-style-type: none"> Only a few s's involved in discussions S's don't discuss with one another S's interviewed as teacher searches for one predetermined answer
<p>1 Almost None Inappropriate</p>	<ul style="list-style-type: none"> Low cognitive challenge Q's Single correct answer Q's asked in rapid succession T & S interaction is recitation T mediated Q & A 	<ul style="list-style-type: none"> A few s's dominate discussion T & S interaction is recitation

<p>3C</p> <p>Engaging Students In Learning</p>	<p>Teacher Actions</p>	<p>Student Actions</p>
<p>4</p> <p>Almost All <i>Engagement</i></p>	<ul style="list-style-type: none"> • Learning tasks <u>fully aligned</u> with instructional outcomes • Beginning, middle, end of lesson • Pacing promotes s's time to intellectually engage & reflect 	<ul style="list-style-type: none"> • Virtually all s's are intellectually engaged • Some student invitation of inquiry and student contributions to the explanation of content • S's <u>may</u> have some choice of how they complete tasks • S's <u>may</u> serve as resource to one another • S's REFLECT or consolidate • S's EXTEND UNDERSTANDING
<p>3</p> <p>Consistent Most <i>Engagement</i></p>	<ul style="list-style-type: none"> • T scaffolds lesson to support engagement • Learning tasks <u>are aligned</u> with instructional outcomes • Rigor & relevance challenge most s's • Encourages s's learning through their own thinking • Beginning, middle, end of lesson 	<ul style="list-style-type: none"> • <u>Most</u> s's intellectually engaged & challenged • <u>Most</u> s's have time needed to be intellectually engaged • S's learn through their own thinking
<p>2</p> <p>Inconsistent Some <i>Attempts Engagement</i></p>	<ul style="list-style-type: none"> • Learning tasks are partially aligned • Recognizable structure, but pacing may not provide s's time to intellectually engage 	<ul style="list-style-type: none"> • <u>Minimal</u> student thinking • <u>Most</u> S's passive or compliant • <u>Some</u> intellectual needs met • <u>Partially</u> engaged
<p>1</p> <p>Almost None <i>Engagement largely Unsuccessful</i></p>	<ul style="list-style-type: none"> • Learning tasks poorly aligned to intellectual outcomes • No clearly defined structure • Pace too slow or rushed • T monologue 	<ul style="list-style-type: none"> • Rote s's responses • <u>No</u> student input • <u>Few</u> s's engaged...Example: <ul style="list-style-type: none"> • S's yawning, heads down, running around room, etc...

<p>3D Using Assessment In Instruction</p>	<p>Teacher Actions</p>	<p>Student Actions</p>
<p>4 Almost All</p>	<ul style="list-style-type: none"> • <i>T feedback is accurate and specific</i> • T adjusts instruction to address individual s's misunderstandings • T differentiates • <i>Assessment FULLY integrated into instruction</i> 	<ul style="list-style-type: none"> • S's have a hand in articulating the criteria • <i>S's self-assess & monitor progress</i> • Aware of assessment criteria • S's feedback is accurate & specific • <i>S's contribute to establishing the assessment criteria</i>
<p>3 Consistent Most</p>	<ul style="list-style-type: none"> • Assessment regularly used • <i>Questions, prompts, assessments are used</i> • Adjustments to instruction used 	<ul style="list-style-type: none"> • <i>S's aware of assessment criteria</i> • SOME (more than 1 or 2) engage in self-assessment
<p>2 Inconsistent Some</p>	<ul style="list-style-type: none"> • Assessment is used sporadically • Feedback is general • <i>Questions, prompts, assessments are rarely used</i> • Minimal or ineffective adjustment of lesson 	<ul style="list-style-type: none"> • <i>S's only partially aware of assessment criteria</i> • <i>Few assess their work</i>
<p>1 Almost None Inappropriate</p>	<ul style="list-style-type: none"> • Little or no assessment or monitoring of student learning • Feedback absent or of poor quality • No attempt to adjust lesson • No evidence of checking for understanding 	<ul style="list-style-type: none"> • S's not aware of assessment criteria • No self-assessment • No evidence of checking for understanding