

Domain 2

The Classroom Environment

Component 2a Creating an Environment of Respect and Rapport

Teacher interaction with students

Student interaction with other students

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| 4 | Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information. | <ul style="list-style-type: none"> • Teacher demonstrates knowledge and caring about individual students’ lives beyond school. • The teacher’s response to a student’s incorrect response respects the student’s dignity. • When necessary, students correct one another in their conduct toward classmates. |
| | Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed. | |
| 3 | Teacher student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students,. Students exhibit respect for the teacher. | <ul style="list-style-type: none"> • Talk between teacher and students and among students is uniformly respectful. • Teacher makes connections with individual students. • Students exhibit respect for the teacher. • During the less, the teacher offers encouragement to students as they struggle with complex learning. |
| | Student interactions are generally polite and respectful. | |
| 2 | Teacher student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for the teacher. | <ul style="list-style-type: none"> • The quality of interactions between teacher and students or among students is uneven with occasional disrespect. • Teacher attempts to respond to disrespectful behavior, with uneven results. • Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not successful. |
| | Students do not demonstrate disrespect for one another. | |
| 1 | Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of students. Students exhibit disrespect for the teacher. | <ul style="list-style-type: none"> • Teacher uses disrespectful talk toward students. • Student body language indicates feelings of hurt or insecurity. • Teacher does not address disrespectful interactions among students. • Teacher displays no familiarity with or caring about individual students’ interests or personalities. • Students use disrespectful talk toward one another with no response from the teacher. |
| | Student interactions are characterized by conflict, sarcasm, or put-downs. | |

Component 2b Establishing a Culture for Learning

Importance of content Expectations for learning and achievement Student pride in work

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| 4 | <p>Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.</p> <p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.</p> <p>Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.</p> | <ul style="list-style-type: none"> • The teacher communicates a genuine passion for the subject. • Students indicate that they are not satisfied unless they have understanding. • Students’ questions and comments indicate a desire to understand the concepts rather than just getting the correct answer. • Students recognize the efforts of their classmates. • Students take initiative in improving the quality of their work. |
| 3 | <p>Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to its value.</p> <p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.</p> <p>Students accept the teacher’s insistence on work of high quality and demonstrate pride in that work.</p> | <ul style="list-style-type: none"> • Teacher communicates the importance of the work and expectations that all students can be successful. • Student work and conduct during a lesson indicate commitment to high quality. • Teacher demonstrates a high regard for student abilities. • Teacher emphasizes the role of hard work in student learning. • The teacher expects student effort and recognizes it. • The students put forth good effort to complete work of high quality. |
| 2 | <p>Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.</p> <p>Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.</p> <p>Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</p> | <ul style="list-style-type: none"> • Teacher’s energy for the work is half-hearted or unsuccessful at enlisting student energy. • The teacher conveys only modest expectations. • The teacher trivializes some of the learning goals and assignments. • Students don’t comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work. • Most students indicate that they are taking the easy path. |

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| 1 | Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others. | <ul style="list-style-type: none"> • Teacher conveys that the reasons for the work are external. • Teacher conveys to at least some students that the work is too challenging for them. |
| | Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students. | |
| | Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work. | |

Component 2c Managing Classroom Procedures

Management of instructional groups Management of transitions Management of materials and supplies
Performance of non-instructional duties Supervision of volunteers and paraprofessionals

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| 4 | Small group work is well organized and students are productively engaged at all times with students assuming the responsibility for productivity. | <ul style="list-style-type: none"> • Students take the initiative with their classmates to ensure that their time is used productively. • Students ensure that transitions are accomplished smoothly. • Students take initiative in distributing and collecting materials. • Paraprofessionals and volunteers take initiative in improving learning. |
| | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. | |
| | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. | |
| | Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. | |
| | Volunteers and paraprofessionals make substantive contribution to the classroom environment. | |
| 3 | Small –group work is well organized and most students are productively engaged in learning while unsupervised by the teacher. | <ul style="list-style-type: none"> • The students work productively in small group work. • The teacher has established time saving procedures for non-instructional activities. • Routines for distribution and collection of materials and supplies work efficiently. • Volunteers and paraprofessionals have clearly defined roles. |
| | Transitions occur smoothly with little loss of instructional time. | |
| | Routines for handling materials and supplies occur smoothly, with little loss of instructional time. | |
| | Efficient systems for performing non-instructional duties are in place, resulting in a minimal loss of instructional time. | |
| | Students in only some groups are productively engaged in learning while unsupervised by the teacher. | |

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| 2 | Only some transitions are efficient, resulting in some loss of instructional time. | <ul style="list-style-type: none"> Procedures for transitions, materials, and non-instructional duties seem to have been established but their operations are rough. Small groups are only partially engaged while not working directly with the teacher. |
| | Routines for handling materials and supplies function moderately well, with some loss of instructional time. | |
| | Systems for performing non-instructional duties are only fairly efficient resulting in some loss of instructional time. | |
| | Volunteers and paraprofessionals are during portions of class time but require frequent supervision. | |
| | Students not working with the teacher are not productively engaged in learning. | |
| 1 | Transitions are chaotic, with much time lost between activities or lesson segments. | <ul style="list-style-type: none"> Students not working with the teacher are disruptive to the class. Non-instructional duties are time consuming. There are not established procedures for distributing and collecting materials. Procedures are confused or chaotic. Volunteers and paraprofessionals appear confused as to what they are doing. |
| | Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. | |
| | Considerable instructional time is lost in performing non-instructional duties. | |
| | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time. | |

2d Managing Student Behavior

Expectations

Monitoring of student behavior

Response to student misbehavior

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| 4 | Standards of conduct are clear to all students and appear to have been developed with student participation. | <ul style="list-style-type: none"> Students can explain the reasons for the different standards of conduct and how they reflect students' own priorities. The teacher monitors student behavior without speaking- just moving about. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct. |
| | Assessment criteria and standards are clear; there is evidence that the students contributed to their development. | |
| | Approach to using formative assessment is well designed and includes students as well as teacher use of the assessment information. | |
| | Teacher plans to use assessment results to plan future instruction for individual students. | |
| 3 | All the instructional outcomes are assessed through the approach to assessment; assessment methodologies may have been adapted for groups of students. | <ul style="list-style-type: none"> Students can describe the standards of conduct. Upon a non-verbal signal from the teacher, students correct their behavior. Teacher continually monitors student behavior. |
| | Assessment criteria and standards are clear. | |
| | Teacher has a well-developed strategy to using formative assessment and has designed particular approaches to be used. | |
| | Teacher plans to use assessment results to plan for future instruction for groups of students. | |

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| 2 | <p>Some of the instructional outcomes are assessed through the proposed approach, but many are not.</p> <p>Assessment criteria and standards have been developed but they are not clear.</p> <p>Approach to the use of formative assessment is rudimentary, including only some of the instructional outcomes.</p> <p>Teacher plans to use assessment results to plan for future instruction for the class as a whole.</p> | <ul style="list-style-type: none"> • The teacher attempts to maintain order in the classroom but with uneven success. Classroom rules are posted, but neither the teacher nor the students refer to them. • Teacher attempts to keep track of student behavior, but with no apparent system. • The teacher's response to student misbehavior is inconsistent. |
| 1 | <p>Assessment procedures are not congruent with instructional outcomes.</p> <p>Proposed approach contains no criteria or standards.</p> <p>Teacher has no plan to incorporate formative assessment in the lesson or unit.</p> <p>Teacher has no plans to use assessment results in designing future instruction.</p> | <ul style="list-style-type: none"> • The classroom environment is chaotic, with no standards of conduct evident. • The teacher does not monitor student behavior. • Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response. |

Domain 3

Instruction

3a Communicating with Students

Expectations for Learning

Directions and procedures

Explanation of content

Use of oral and written language

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| <p>4</p> | <p>Teacher makes purpose of lesson clear including where it is situated within broader learning, linking that purpose to student interests.</p> <p>Teacher’s directions and procedures are clear to students and anticipate possible student misunderstanding.</p> <p>Teacher’s explanation of content is imaginative and connects with students’ knowledge and experience. Students contribute to explaining concepts to their peers.</p> <p>Teacher’s spoken and written language is correct and conforms to standard English. It is also expressive, with well-chosen vocabulary that enriches the lesson. Teacher finds opportunities to extend students vocabularies.</p> | <ul style="list-style-type: none"> • The teacher points out possible areas of misunderstanding. • The teacher explains content clearly • All students seem to understand the presentation. The teacher invites students to explain content to the class. • The teacher uses rich language. |
| <p>3</p> | <p>Teacher’s purpose for the lesson or unit is clear including where it is situated within broader learning.</p> <p>Teacher’s directions and procedures are clear to students.</p> <p>Teacher’s explanation of the content is appropriate and connects with students’ knowledge and experience.</p> <p>Teacher’s spoken and written language is correct and conforms to standard English. Vocabulary is appropriate to the students’ ages and interests.</p> | <ul style="list-style-type: none"> • The teacher clearly states what the students are learning. • When asked by an observer, the students can clearly state what they are learning. • Students engage with the learning task, indicating that they understand what they are doing. • The teacher checks for student understanding. • The teacher makes no content errors. • The teacher’s explanation of the content is clear and invites student participation. • Vocabulary and usage are correct and completely suited to the lesson. • Vocabulary is appropriate to the students’ ages and levels of development. |
| <p>2</p> | <p>Teacher attempts to explain the instructional purpose, with limited success.</p> <p>Teacher’s directions and procedures are clarified after initial student confusion.</p> <p>Teacher’s explanation of the content is uneven; some is done skillfully, but other portions are difficult to follow.</p> <p>Teachers spoken language is audible and written language is legible. Both are used correctly and conform to standard English. Vocabulary is correct but limited or is not appropriate to the students’ ages or backgrounds.</p> | <ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration. • The teacher clarifies the learning task so the students are able to do it. • The teacher makes no serious content errors. • Vocabulary and usage are correct but unimaginative. • Vocabulary may be too advanced or too juvenile for the students. |

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| 1 | Teacher's purpose in a lesson or unit is unclear to students. | <ul style="list-style-type: none"> • The teacher refers in passing to what the students will be learning, or it is written on the board with no elaboration. • The teacher clarifies the learning task so the students are able to do it. • The teacher makes no serious content errors. • Vocabulary and usage are correct but unimaginative. • Vocabulary may be too advanced or too juvenile for the students. |
| | Teacher's directions and procedures are confusing to students. | |
| | Teacher's explanation of the content is unclear or confusing or uses inappropriate language. | |
| | Teacher's spoken language is inaudible, or written language is illegible. Spoken or written language contains errors of grammar or syntax. Vocabulary may be inappropriate, vague, or used incorrectly, leaving students confused. | |

3b Using Questioning and Discussion Topics

| | Quality of questions | Discussion techniques | Student participation |
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| 4 | Teacher's questions are of uniformly high quality, with adequate time for students to respond. Students formulate many questions. | <ul style="list-style-type: none"> • Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. • Students themselves ensure that all voices are heard in the discussion. | <ul style="list-style-type: none"> • Teacher points out possible areas of misunderstanding. • The teacher explains content clearly, using metaphors and analogies to bring content to life. • All students seem to understand the presentation. • The teacher invites the students to explain the content to the class. • The teacher uses rich language. |
| | Students assume considerable responsibility for the success of the discussion, initiating topics and making unsolicited contributions. | | |
| | Students themselves ensure that all voices are heard in the discussion. | | |
| 3 | Most of the teacher's questions are of high quality. Adequate time is provided for students to respond. | <ul style="list-style-type: none"> • Teacher creates a genuine discussion among students, stepping aside when appropriate. • Teacher successfully engages all students in the discussion. | <ul style="list-style-type: none"> • Most questions are open-ended, inviting students to think. • Most questions have multiple possible answers. • Questions are related to the lesson objectives. • The teacher makes effective use of wait time. • Discussions enable students to talk to one another without continual teacher mediation. • The teacher calls on all students. • All students are actively engaged in the discussion. |
| | Teacher creates a genuine discussion among students, stepping aside when appropriate. | | |
| | Teacher successfully engages all students in the discussion. | | |
| 2 | Teacher's questions are a combination of low and high quality, posed in rapid succession. Only some invite a thoughtful response. | <ul style="list-style-type: none"> • Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. • Teacher attempts to engage all students in the discussion but with only limited success. | <ul style="list-style-type: none"> • Even framed questions have a single correct answer and the teacher does not use wait time. • Teacher invites students to respond directly to each other, but few students respond. • Teacher calls on many students but few participate in the discussion. |
| | Teacher makes some attempt to engage students in genuine discussion rather than recitation, with uneven results. | | |
| | Teacher attempts to engage all students in the discussion but with only limited success. | | |

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| 1 | Teacher's questions are virtually all of poor quality, with low cognitive challenge and single correct responses, and they are asked in rapid succession. | <ul style="list-style-type: none"> • Questions are rapid and convergent with a single correct answer. • Questions do not invite student thinking. • Students are not involved in speaking directly to each other. • Teacher does not ask students to explain their thinking. • Only a few students dominate the discussion. |
| | Interaction between teacher and students is predominantly recitation style, with the teacher mediating all questions and answers. | |
| | A few students dominate the discussion. | |

3c Engaging Students in Learning

Activities and assignments

Grouping of students

Instructional materials and resources

Structure and pacing

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| 4 | All students are cognitively engaged in the activities and assignments in their exploration of content. Students initiate or adapt activities and projects to enhance their understanding. | <ul style="list-style-type: none"> • Students have a choice in how they complete tasks. • Students modify a learning task to make it more meaningful or relevant to their needs. • Students suggest modifications or additions to the materials being used. • Students have an opportunity to reflect and the lesson has closure. • All students are highly engaged in the lesson. |
| | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. Students take the initiative to influence the formation or adjustment of instructional groups. | |
| | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. Students initiate the choice, adaptation or creation of materials to enhance their learning. | |
| | The lesson's structure is highly coherent, allowing for reflection and closure. Pacing of the lesson is appropriate for all students. | |
| 3 | Most activities and assignments are appropriate to students, and almost all students are cognitively engaged in exploring content. | <ul style="list-style-type: none"> • Most learning tasks demand higher-order thinking. • Learning tasks have multiple correct responses or approaches. • There is a productive mix of different types of groupings, suitable to the lesson. • Materials and resources support the learning goals and student's cultures. • The lesson has clear structure. • Most students are intellectually engaged in the lesson |
| | Instructional groups are productive and fully appropriate to the students or to the instructional purposes of the lesson. | |
| | Instructional materials and resources are suitable to the instructional purposes and engage students mentally. | |
| | The lesson has a clearly defined structure around which the activities are organized. Pacing of the lesson is generally appropriate. | |
| 2 | Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged. | <ul style="list-style-type: none"> • Learning tasks are mix of those that require thinking and recall. • Students have no choice in how they complete tasks. • The instructional groups partially serve the instructional purpose. • Some materials and resources are aligned to objectives, only some require student thinking. |
| | Instructional groups are only partially appropriate to the student or only moderately successful in advancing the instructional outcomes of the lesson. | |

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| | <p>Instructional materials and resources are only partially suitable to the instructional purposes, or students are only partially mentally engaged with them.</p> <p>The lesson has a recognizable structure, although it is not uniformly maintained throughout the lesson. Pacing of the lesson is inconsistent.</p> | <ul style="list-style-type: none"> • There is a discernible structure to the lesson but it is not completely successful. • Some students are intellectually engaged in the lesson. |
| 1 | <p>Activities and assignments are inappropriate for students' age or background. Students are not mentally engaged in them.</p> <p>Instructional groups are inappropriate to the students or to the instructional outcomes.</p> <p>Instructional materials and resources are unsuitable to the instructional purposes or do not engage students mentally.</p> <p>The lesson has no clearly defined structure, or the pace of the lesson is too slow or rushed or both.</p> | <ul style="list-style-type: none"> • Learning tasks require only recall or have a single correct response or method. • The materials used ask students only to perform rote tasks. • Only one type of instructional group is used when variety would better serve the instructional purpose. • Instructional materials used are unsuitable to the lesson and/or the students. • The materials used clash with students' cultures. • Few students are engaged in the lesson. |

3d Using Assessment in Instruction

Assessment criteria

Monitoring of student learning

Feedback to students

Student self-assessment and monitoring of progress

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| 4 | <p>Students are fully aware of the criteria and performance standards by which their work will be evaluated and have contributed to the development of the criteria.</p> <p>Teacher actively and systematically elicits diagnostic information from individual students regarding their understanding and monitors the progress of individual students.</p> <p>Teacher feedback to students is timely and of consistently high quality and student make use of the feedback in their learning.</p> <p>Students not only frequently assess and monitor the quality of their own work against the assessment criteria and performance standards but also make active use of that information in their learning.</p> | <ul style="list-style-type: none"> • There is evidence that students have helped establish evaluation criteria. • Teacher monitoring of student understanding is sophisticated and continuous • The teacher makes frequent use of strategies to elicit information about individual student understanding • Feedback from students is obtained from many sources. • Students monitor their own understanding, either on their own initiative or as a result of tasks set by the teacher. |
| 3 | <p>Students are fully aware of the criteria and performance standards by which their work will be evaluated.</p> <p>Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts to elicit information.</p> <p>Teacher's feedback to students is timely and of consistently high quality.</p> <p>Students frequently assess and monitor the quality of their own work against the assessment criteria and performance standards.</p> | <ul style="list-style-type: none"> • The teacher monitors student learning through a variety of means, including using specifically formulated questions to elicit evidence of student understanding. • Feedback includes specific and timely guidance on how students can improve. • The teacher elicits evidence of individual student understanding once during the lesson. • Students are invited to assess their own work and make improvements. |

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| 2 | Students know some of the criteria and performance standards by which their work will be evaluated. | <ul style="list-style-type: none"> • The teacher request global indications of student understanding. • Feedback is not uniformly specific, not oriented toward future improvement of work. • The teacher makes only minor attempts to engage students in self or peer assessment. |
| | Teacher monitors the progress of the class as a whole but elicits no diagnostic information. | |
| | Teacher's feedback to students is uneven, and its timeliness is inconsistent. | |
| | Students occasionally assess the quality for their own work against the assessment criteria and performance standards./ | |
| 1 | Students are not aware of the criteria and performance standards by which their work will e evaluated. | <ul style="list-style-type: none"> • Assessment is used only for grading. • The teacher makes no effort to determine whether students understand the lesson. • No feedback is given, or it is either global or only given to one student. |
| | Teacher does not monitor student learning in the curriculum. | |
| | Teacher's feedback to students is of poor quality and not provided in a timely manner. | |
| | Students do not engage in self-assessment or monitoring of progress. | |

3e Demonstrating Flexibility and Responsiveness

Lesson adjustment

Response to students

Persistence

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| 4 | Teacher successfully makes a major adjustment to a lesson when needed. | <ul style="list-style-type: none"> • Teacher seizes a teachable moment to enhance a lesson • Teacher conveys to students that every student understands and has a broad range of approaches to use. • Teacher can cite other whom he or she has contacted for assistance in reaching some students. • Teacher's adjustment to a lesson are designed to assist individual students. |
| | Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. | |
| | Teacher persists in seeking effective approaches for students who need help, using an extensive repertoire of strategies and soliciting additional resources form the school. | |
| 3 | Teacher makes a minor adjustment to a lesson and the adjustment occurs smoothly. | <ul style="list-style-type: none"> • Teacher incorporates students interests and questions into the heart of the lesson. • Teacher conveys to students that she has other approaches when to try why the students experience difficulty. • In reflecting on practice, the teacher cites multiple approaches to reach students having difficulty • When improvising is necessary, the teacher makes adjustments to the lesson. . |
| | Teacher successfully accommodates students' questions or interests. | |
| | Teacher persists in seeking approaches for students who have difficulty learning drawing upon a broad repertoire of strategies. | |
| 2 | Teacher attempts to adjust the lesson when needed, with only partially successful results. | <ul style="list-style-type: none"> • Teacher makes attempts to incorporate students' questions and interests into the lesson. • Teacher conveys to students a level of responsibility for their learning but also uncertainly about how to assist them. • Teacher indicates desire to reach all students but does not have strategies for doing so. • Attempts to adjust the lesson are partially successful. |
| | Teacher attempts to accommodate students' questions or interests, although the pacing of the lesson is disrupted. | |
| | Teacher accepts responsibility for the success of all students but has only a limited repertoire of instructional strategies to draw on. | |

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| 1 | <p>Teacher adheres rigidly to an instructional plan, even when a change is clearly needed.</p> <p>Teacher ignores or brushes aside students' questions or interests.</p> <p>When a student has difficulty learning, the teacher either gives up or blames the student or the student's home environment.</p> | <ul style="list-style-type: none">• Teacher ignores indicators of student boredom or lack of understanding.• Teacher brushes aside student question• It is conveyed to students that difficulty learning is their own fault.• Teacher does not indicate that it is important to reach all students.• No attempts to adjust a lesson are made in response to student confusion. |
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