### Creating an Environment of Respect & Rapport (2a)

- The teacher and the students speak respectfully
- The teacher models respectful behavior
- Students participate willingly
- The teacher connects well with individual students

### Establishing a Culture for Learning (2b)

- The teacher communicates the importance of the content
- The teacher demonstrates a high regard for students’ abilities
- The teacher conveys an expectation of good effort from all students
- The teacher insists on precise use of language by students

### Managing Classroom Procedures (2c)

- Students in groups or independently are productively engaged
- Transitions between large and small group activities are smooth
- Routines for distributing/collecting materials and supplies work well
- Routine for taking attendance functions smoothly

### Managing Student Behavior (2d)

- Standards of conduct appear to be well established and successful
- Student behavior is generally appropriate overall
- The teacher monitors for and corrects student misbehavior
- The teacher acknowledges students’ good behavior

### Communicating with Students (3a)

- The teacher explains the content clearly and accurately
- The teacher connects the content to students’ cultures
- The teacher promotes thoughtful participation among students
- The teacher offers specific learning strategies to students
- The teacher provides modeling or other scaffolding support
- Instructional outcomes and interactions convey high expectations

### Using Questioning & Discussion Techniques (3b)

- The teacher uses culturally responsive, open-ended questions
- The teacher makes effective use of wait time
- Students talk to one another without ongoing teacher mediation
- The teacher calls on various students, not only those who volunteer
- Many students actively engage in the discussion
- Teacher successfully encourages students to justify their reasoning

### Engaging Students in Learning (3c)

- Learning tasks involve a variety of correct responses/approaches
- Materials are intellectually stimulating & support the learning goals
- The lesson’s pacing allows students time to be intellectually engaged
- The teacher uses pacing and groupings that are suitable to the lesson
- Students are encouraged to make cultural connections to the content
- The teacher provides equitable learning opportunities for all students

### Using Assessment in Instruction (3d)

- Rubrics make the standards of high-quality work clear to students
- The teacher elicits evidence of student understanding
- Most students assess and make improvements on their own work
- Feedback includes specific and timely guidance
- Monitoring of student learning and behavior is subtle and supportive
- The teacher responds compassionately to students who are struggling