











## Instruction

|  | Exemplary (5)  | Proficient (3)  | Unsatisfactory (1)  |
|--|--|---|---|
| <b>Standards and Objectives</b><br><br>          | <ul style="list-style-type: none"> <li>All learning objectives and state content standards are explicitly communicated.</li> <li>Sub-objectives are aligned and logically sequenced to the lesson's major objective.</li> <li>Learning objectives are: (a) consistently connected to what students have previously learned, (b) know from life experiences, and (c) integrated with other disciplines.</li> <li>Expectations for student performance are clear, demanding, and high.</li> <li>State standards are displayed and referenced throughout the lesson.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul> | <ul style="list-style-type: none"> <li>Most learning objectives and state content standards are communicated.</li> <li>Sub-objectives are mostly aligned to the lesson's major objective.</li> <li>Learning objectives are connected to what students have previously learned.</li> <li>Expectations for student performance are clear.</li> <li>State standards are displayed.</li> <li>There is evidence that most students demonstrate mastery of the objective.</li> </ul>  | <ul style="list-style-type: none"> <li>Few learning objectives and state content standards are communicated.</li> <li>Sub-objectives are inconsistently aligned to the lesson's major objective.</li> <li>Learning objectives are rarely connected to what students have previously learned.</li> <li>Expectations for student performance are vague.</li> <li>State standards are displayed.</li> <li>There is evidence that few students demonstrate mastery of the objective.</li> </ul>   |
| <b>Motivating Students</b><br><br>               | <ul style="list-style-type: none"> <li>The teacher consistently organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher consistently develops learning experiences where inquiry, curiosity and exploration are valued.</li> <li>The teacher regularly reinforces and rewards effort.</li> </ul>  | <ul style="list-style-type: none"> <li>The teacher sometimes organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher sometimes develops learning experiences where inquiry, curiosity and exploration are valued.</li> <li>The teacher sometimes reinforces and rewards effort.</li> </ul>   | <ul style="list-style-type: none"> <li>The teacher rarely organizes the content so that it is personally meaningful and relevant to students.</li> <li>The teacher rarely develops learning experiences where inquiry, curiosity and exploration are valued.</li> <li>The teacher rarely reinforces and rewards effort.</li> </ul>  |
| <b>Presenting Instructional Content</b><br><br> | <p>Presentation of content always includes:</p> <ul style="list-style-type: none"> <li>visuals that establish: the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas.</li> <li>modeling by the teacher to demonstrate his or her performance expectations.</li> <li>concise communication.</li> <li>logical sequencing and segmenting.</li> <li>all essential information.</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul>   | <p>Presentation of content most of the time includes:</p> <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas.</li> <li>modeling by the teacher to demonstrate his or her performance expectations.</li> <li>concise communication.</li> <li>logical sequencing and segmenting.</li> <li>all essential information.</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul> | <p>Presentation of content rarely includes:</p> <ul style="list-style-type: none"> <li>visuals that establish the purpose of the lesson, preview the organization of the lesson, and include internal summaries of the lesson.</li> <li>examples, illustrations, analogies, and labels for new concepts and ideas.</li> <li>modeling by the teacher to demonstrate his or her performance expectations.</li> <li>concise communication.</li> <li>logical sequencing and segmenting.</li> <li>all essential information.</li> <li>no irrelevant, confusing, or non-essential information.</li> </ul> |
| <b>Lesson Structure and Pacing</b><br><br>     | <ul style="list-style-type: none"> <li>All lessons start promptly.</li> <li>The lesson's structure is coherent, with a beginning, middle, end, and time for reflection.</li> <li>Pacing is brisk, and provides many opportunities for individual students who progress at different learning rates.</li> <li>Routines for distributing materials are seamless.</li> <li>No instructional time is lost during transitions.</li> </ul>   | <ul style="list-style-type: none"> <li>Most lessons start promptly.</li> <li>The lesson's structure is coherent, with a beginning, middle, and end.</li> <li>Pacing is appropriate, and sometimes provides opportunities for students who progress at different learning rates.</li> <li>Routines for distributing materials are efficient.</li> <li>Little instructional time is lost during transitions.</li> </ul>   | <ul style="list-style-type: none"> <li>Lessons are not started promptly.</li> <li>The lesson has a structure, but may be missing closure or introductory elements.</li> <li>Pacing is appropriate for less than half of the students, and rarely provides opportunities for students who progress at different learning rates.</li> <li>Routines for distributing materials are inefficient.</li> <li>Considerable time is lost during transitions.</li> </ul>  |

## Instruction

|   | Exemplary (5)  | Proficient (3)  | Unsatisfactory (1)  |
|---|--|---|---|
| <b>Activities and Materials</b><br><br> | Activities and materials include all of the following: <ul style="list-style-type: none"> <li>• support the lesson objectives.</li> <li>• are challenging.</li> <li>• sustain students' attention.</li> <li>• elicit a variety of thinking.</li> <li>• provide time for reflection.</li> <li>• are relevant to students' lives.</li> <li>• provide opportunities for student to student interaction.</li> <li>• induce student curiosity and suspense.</li> <li>• provide students with choices.</li> <li>• incorporate multimedia and technology.</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).</li> <li>• In addition, sometimes activities are game-like, involve simulations, require creating products, and demand self-direction and self-monitoring.</li> </ul>                                   | Activities and materials include most of the following: <ul style="list-style-type: none"> <li>• support the lesson objectives.</li> <li>• are challenging.</li> <li>• sustain students' attention.</li> <li>• elicit a variety of thinking.</li> <li>• provide time for reflection.</li> <li>• are relevant to students' lives.</li> <li>• provide opportunities for student to student interaction.</li> <li>• induce student curiosity and suspense.</li> <li>• provide students with choices.</li> <li>• incorporate multimedia and technology.</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, cultural centers, etc).</li> </ul>  | Activities and materials include few of the following: <ul style="list-style-type: none"> <li>• support the lesson objectives.</li> <li>• are challenging.</li> <li>• sustain students' attention.</li> <li>• elicit a variety of thinking.</li> <li>• provide time for reflection.</li> <li>• are relevant to students' lives.</li> <li>• provide opportunities for student to student interaction.</li> <li>• induce student curiosity and suspense.</li> <li>• provide students with choices.</li> <li>• incorporate multimedia and technology.</li> <li>• incorporate resources beyond the school curriculum texts (e.g., teacher made materials, manipulatives, resources from museums, etc).</li> </ul> |
| <b>Questioning</b><br><br>            | Teacher questions are varied and high quality providing a balanced mix of question types: <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> <li>• Questions are consistently purposeful and coherent.</li> <li>• A high frequency of questions is asked.</li> <li>• Questions are consistently sequenced with attention to the instructional goals.</li> <li>• Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).</li> <li>• Wait time (3-5 seconds) is consistently provided.</li> <li>• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.</li> <li>• Students generate questions that lead to further inquiry and self-directed learning.</li> </ul> | Teacher questions are varied and high quality providing for some, but not all, question types: <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> <li>• Questions are usually purposeful and coherent.</li> <li>• A moderate frequency of questions asked.</li> <li>• Questions are sometimes sequenced with attention to the instructional goals.</li> <li>• Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is sometimes provided.</li> <li>• The teacher calls on volunteers and non-volunteers, and a balance of students based on ability and sex.</li> </ul> | Teacher questions are inconsistent in quality and include few question types: <ul style="list-style-type: none"> <li>○ knowledge and comprehension,</li> <li>○ application and analysis, and</li> <li>○ creation and evaluation.</li> <li>• Questions are random and lack coherence.</li> <li>• A low frequency of questions is asked.</li> <li>• Questions are rarely sequenced with attention to the instructional goals.</li> <li>• Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).</li> <li>• Wait time is inconsistently provided.</li> <li>• The teacher mostly calls on volunteers and high ability students.</li> </ul>   |

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|--|---|--|--|
| <b>Academic Feedback</b><br><br>                           | <ul style="list-style-type: none"> <li>Oral and written feedback is consistently academically focused, frequent, and high quality.</li> <li>Feedback is frequently given during guided practice and homework review.</li> <li>The teacher circulates to prompt student thinking, assess each student's progress, and provide individual feedback.</li> <li>Feedback from students is regularly used to monitor and adjust instruction.</li> <li>Teacher engages students in giving specific and high quality feedback to one another.</li> </ul>  | <ul style="list-style-type: none"> <li>Oral and written feedback is mostly academically focused, frequent, and mostly high quality.</li> <li>Feedback is sometimes given during guided practice and homework review.</li> <li>The teacher circulates during instructional activities to support engagement, and monitor student work.</li> <li>Feedback from students is sometimes used to monitor and adjust instruction.</li> </ul>  | <ul style="list-style-type: none"> <li>The quality and timeliness of feedback is inconsistent.</li> <li>Feedback is rarely given during guided practice and homework review.</li> <li>The teacher circulates during instructional activities, but monitors mostly behavior.</li> <li>Feedback from students is rarely used to monitor or adjust instruction.</li> </ul>  |
| <b>Grouping Students</b><br><br>                           | <ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) consistently maximize student understanding and learning efficiency.</li> <li>All students in groups know their roles, responsibilities, and group work expectations.</li> <li>All students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to best accomplish the goals of the lesson.</li> <li>Instructional groups facilitate opportunities for students to set goals, reflect on, and evaluate their learning.</li> </ul> | <ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) adequately enhance student understanding and learning efficiency.</li> <li>Most students in groups know their roles, responsibilities, and group work expectations.</li> <li>Most students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition is varied (e.g., race, gender, ability, and age) to most of the time, accomplish the goals of the lesson.</li> </ul> | <ul style="list-style-type: none"> <li>The instructional grouping arrangements (either whole class, small groups, pairs, individual; hetero-or homogenous ability) inhibit student understanding and learning efficiency.</li> <li>Few students in groups know their roles, responsibilities, and group work expectations.</li> <li>Few students participating in groups are held accountable for group work and individual work.</li> <li>Instructional group composition remains unchanged irrespective of the learning, and instructional goals of a lesson.</li> </ul> |
| <b>Teacher Content Knowledge</b><br><br>                 | <ul style="list-style-type: none"> <li>Teacher displays extensive content knowledge of all the subjects she or he teaches.</li> <li>Teacher regularly implements a variety of subject-specific instructional strategies to enhance student content knowledge.<sup>2</sup></li> <li>The teacher regularly highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</li> <li>Limited content is taught in sufficient depth to allow for the development of understanding.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher displays accurate content knowledge of all the subjects he or she teaches.</li> <li>Teacher sometimes implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>The teacher sometimes highlights key concepts and ideas, and uses them as bases to connect other powerful ideas.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher displays under-developed content knowledge in several subject areas.</li> <li>Teacher rarely implements subject-specific instructional strategies to enhance student content knowledge.</li> <li>Teacher does not understand key concepts and ideas in the discipline, and therefore presents content in an unconnected way.</li> </ul>   |
| <b>Teacher Knowledge of Students<sup>3</sup></b><br><br> | <ul style="list-style-type: none"> <li>Teacher practices display understanding of each student's anticipated learning difficulties.</li> <li>Teacher practices regularly incorporate student interests and cultural heritage.</li> <li>Teacher regularly provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher practices display understanding of some student anticipated learning difficulties.</li> <li>Teacher practices sometimes incorporate student interests and cultural heritage.</li> <li>Teacher sometimes provides differentiated instructional methods and content to ensure children have the opportunity to master what is being taught.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher practices demonstrate minimal knowledge of students anticipated learning difficulties.</li> <li>Teacher practices rarely incorporate student interests or cultural heritage.</li> <li>Teacher practices demonstrate little differentiation of instructional methods or content.</li> </ul>  |

<sup>2</sup> A variety of subject specific instructional strategies to teach reading comprehension, for example, would be writing summaries, predicting, clarifying vocabulary, story maps, graphic organizers, self monitoring one's understanding, etc.

<sup>3</sup> Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, Virginia. Association for Supervision and Curriculum Development.

**Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.**

## Instruction

|   | Exemplary (5)   | Proficient (3)   | Unsatisfactory (1)  |
|---|---|--|---|
| <b>Thinking</b><br><br>         | <p>Over the course of multiple observations, the teacher consistently and thoroughly teaches all four types of thinking:</p> <ul style="list-style-type: none"> <li>• analytical thinking where students analyze, compare and contrast, and evaluate and explain information.<sup>4</sup></li> <li>• practical thinking where students use, apply, and implement what they learn in real-life scenarios.<sup>5</sup></li> <li>• creative thinking where students create, design, imagine and suppose.<sup>6</sup></li> <li>• research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.<sup>7</sup></li> </ul> <p>The teacher regularly provides opportunities where students:</p> <ul style="list-style-type: none"> <li>• generate a variety of ideas and alternatives.</li> <li>• analyze problems from multiple perspectives and viewpoints.</li> <li>• monitor their thinking to insure that they understand what they are learning, are attending to critical information, and are aware of the learning strategies that they are using and why.</li> </ul> | <p>Over the course of multiple observations, the teacher consistently and thoroughly teaches two types of thinking:</p> <ul style="list-style-type: none"> <li>• analytical thinking where students analyze, compare and contrast, and evaluate and explain information.</li> <li>• practical thinking where students use, apply, and implement what they learn in real-life scenarios.</li> <li>• creative thinking where students create, design, imagine and suppose.</li> <li>• research-based thinking where students explore and review a variety of ideas, models, and solutions to problems.</li> </ul> <p>The teacher sometimes provides opportunities where students:</p> <ul style="list-style-type: none"> <li>• generate a variety of ideas and alternatives.</li> <li>• analyze problems from multiple perspectives and viewpoints.</li> </ul> | <ul style="list-style-type: none"> <li>• The teacher implements few learning experiences that thoroughly teach any type of thinking.</li> </ul> <p>The teacher provides few opportunities where students:</p> <ul style="list-style-type: none"> <li>• generate a variety of ideas and alternatives.</li> <li>• analyze problems from multiple perspectives and viewpoints.</li> </ul> <p><b>NOTE. If the teacher regularly and thoroughly teaches one type of thinking, he or she shall receive a score of 2.</b></p>  |
| <b>Problem Solving</b><br><br> | <p>Over the course of multiple observations, the teacher implements activities that teach and reinforce 6 or more of the following problem solving types.</p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solutions</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul>   | <p>Over the course of multiple observations, the teacher implements activities that teach and reinforce 4 or more of the following problem solving types.</p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solution</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul>   | <p>Over the course of multiple observations, the teacher implements less than two activities that teach the following problem solving types.</p> <ul style="list-style-type: none"> <li>• Abstraction</li> <li>• Categorization</li> <li>• Drawing Conclusions/Justifying Solution</li> <li>• Predicting Outcomes</li> <li>• Observing and Experimenting</li> <li>• Improving Solutions</li> <li>• Identifying Relevant/Irrelevant Information</li> <li>• Generating Ideas</li> <li>• Creating and Designing</li> </ul> |

<sup>4</sup> Robert Sternberg (1998). Principles of Teaching for Successful Intelligence. Educational Psychologist, 33, 65-72.




<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Perkins, D.N., Goodrich, H., Tishman, S., & Owen, J. (1994). Thinking Connections: Learning to Think and Thinking to Learn. Addison-Wesley.

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## Designing and Planning Instruction

|   | Exemplary (5)   | Proficient (3)  | Unsatisfactory (1)  |
|---|---|---|---|
| <b>Instructional Plans</b><br><br>      | Instructional plans include: <ul style="list-style-type: none"> <li>measurable and explicit goals aligned to state content standards.</li> <li>activities, materials, and assessments that:               <ul style="list-style-type: none"> <li>are aligned to state standards.</li> <li>are sequenced from basic to complex.</li> <li>build on prior student knowledge, are relevant to students' lives, and integrate other disciplines.</li> <li>provide appropriate time for student work, student reflection, and lesson and unit closure.</li> </ul> </li> <li>evidence that plan is appropriate for the age, knowledge, and interests of all learners.</li> <li>evidence that the plan provides regular opportunities to accommodate individual student needs.</li> </ul> | Instructional plans include: <ul style="list-style-type: none"> <li>goals aligned to state content standards.</li> <li>activities, materials, and assessments that:               <ul style="list-style-type: none"> <li>are aligned to state standards.</li> <li>are sequenced from basic to complex.</li> <li>build on prior student knowledge.</li> <li>provide appropriate time for student work, and lesson and unit closure.</li> </ul> </li> <li>evidence that plan is appropriate for the age, knowledge, and interests of most learners.</li> <li>evidence that the plan provides some opportunities to accommodate individual student needs.</li> </ul> | Instructional plans include: <ul style="list-style-type: none"> <li>few goals aligned to state content standards.</li> <li>activities, materials, and assessments that:               <ul style="list-style-type: none"> <li>are rarely aligned to state standards.</li> <li>are rarely logically sequenced.</li> <li>rarely build on prior student knowledge</li> <li>inconsistently provide time for student work, and lesson and unit closure</li> </ul> </li> <li>little evidence that the plan is appropriate for the age, knowledge, or interests of the learners.</li> <li>little evidence that the plan provides some opportunities to accommodate individual student needs.</li> </ul> |
| <b>Student Work<sup>1</sup></b><br><br> | Assignments require students to: <ul style="list-style-type: none"> <li>organize, interpret, analyze, synthesize, and evaluate information rather than reproduce it.</li> <li>draw conclusions, make generalizations, and produce arguments that are supported through extended writing.</li> <li>connect what they are learning to experiences, observations, feelings, or situations significant in their daily lives both inside and outside of school.</li> </ul>   | Assignments require students to: <ul style="list-style-type: none"> <li>interpret information rather than reproduce it.</li> <li>draw conclusions and support them through writing.</li> <li>connect what they are learning to prior learning and some life experiences.</li> </ul>   | Assignments require students to: <ul style="list-style-type: none"> <li>mostly reproduce information.</li> <li>rarely draw conclusions and support them through writing.</li> <li>rarely connect what they are learning to prior learning or life experiences.</li> </ul>   |
| <b>Assessment</b><br><br>             | Assessment Plans: <ul style="list-style-type: none"> <li>are aligned with state content standards.</li> <li>have clear measurement criteria.</li> <li>measure student performance in more than three ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>require extended written tasks.</li> <li>are portfolio-based with clear illustrations of student progress toward state content standards.</li> <li>include descriptions of how assessment results will be used to inform future instruction.</li> </ul>  | Assessment Plans: <ul style="list-style-type: none"> <li>are aligned with state content standards.</li> <li>have measurement criteria.</li> <li>measure student performance in more than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>require written tasks.</li> <li>include performance checks throughout the school year.</li> </ul>  | Assessment Plans: <ul style="list-style-type: none"> <li>are rarely aligned with state content standards.</li> <li>have ambiguous measurement criteria.</li> <li>measure student performance in less than two ways (e.g., in the form of a project, experiment, presentation, essay, short answer, or multiple choice test).</li> <li>include performance checks, although the purpose of these checks is not clear.</li> </ul>   |

<sup>1</sup> Newman, F.M., Bryk, A., & Nagaoka, J.K. (2001). Authentic Intellectual Work and Standardized Tests: Conflict or Coexistence? Consortium on Chicago School Reform.

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## The Learning Environment

|   | Exemplary (5)   | Proficient (3)   | Unsatisfactory (1)   |
|---|---|--|--|
| <b>Expectations</b><br><br>                     | <ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where all students can experience success.</li> <li>Students take initiative and follow through with their own work.</li> <li>Teacher optimizes instructional time, teaches more material, and demands better performance from every student.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher sets high and demanding academic expectations for every student.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where most students can experience success.</li> <li>Students complete their work according to teacher expectations.</li> </ul>   | <ul style="list-style-type: none"> <li>Teacher expectations are not sufficiently high for every student.</li> <li>Teacher creates an environment where mistakes and failure are not viewed as learning experiences.</li> <li>Students demonstrate little or no pride in the quality of their work.</li> </ul>  |
| <b>Managing Student Behavior</b><br><br>        | <ul style="list-style-type: none"> <li>Students are consistently well-behaved, and on task.</li> <li>Teacher and students establish clear rules for learning and behavior.</li> <li>The teacher uses several techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>The teacher overlooks inconsequential behavior.</li> <li>The teacher deals with students who have caused disruptions rather than the entire class.</li> <li>The teacher attends to disruptions quickly and firmly.</li> </ul> | <ul style="list-style-type: none"> <li>Students are mostly well-behaved, and on task, some minor learning disruptions may occur.</li> <li>Teacher establishes rules for learning and behavior.</li> <li>The teacher uses some techniques such as social approval, contingent activities, and consequences to maintain appropriate student behavior.</li> <li>The teacher overlooks some inconsequential behavior, but other times addresses it stopping the lesson.</li> <li>The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.</li> </ul> | <ul style="list-style-type: none"> <li>Students are not well-behaved and are often off-task.</li> <li>Teacher establishes few rules for learning and behavior.</li> <li>The teacher uses few techniques to maintain appropriate student behavior.</li> <li>The teacher cannot distinguish between inconsequential behavior and inappropriate behavior.</li> <li>Disruptions frequently interrupt instruction.</li> </ul> |
| <b>Environment</b><br><br>                      | <p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes all members and guests</li> <li>is organized and understandable to all students.</li> <li>supplies, equipment, and resources are easily and readily accessible.</li> <li>displays student work that frequently changes.</li> <li>is arranged to promote individual and group learning.</li> </ul>  | <p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes most members and guests.</li> <li>is organized and understandable to most students.</li> <li>supplies, equipment, and resources are accessible.</li> <li>displays student work.</li> <li>is arranged to promote individual and group learning.</li> </ul>   | <p>The classroom</p> <ul style="list-style-type: none"> <li>is somewhat cold and uninviting.</li> <li>is not well organized and understandable to students.</li> <li>supplies, equipment, and resources are difficult to access.</li> <li>does not display student work.</li> <li>is not arranged to promote group learning.</li> </ul>  |
| <b>Respectful Culture<sup>8</sup></b><br><br> | <ul style="list-style-type: none"> <li>Teacher-student interactions demonstrate caring and respect for one another.</li> <li>Students exhibit caring and respect for one another.</li> <li>Teacher seeks out, and is receptive to the interests and opinions of all students.</li> <li>Positive relationships and interdependence characterize the classroom.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</li> <li>Students exhibit respect for the teacher, and are generally polite to each other.</li> <li>Teacher is sometimes receptive to the interests and opinions of students.</li> </ul>  | <ul style="list-style-type: none"> <li>Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.</li> <li>Students exhibit disrespect for the teacher.</li> <li>Student interaction is characterized by conflict, sarcasm, or put-downs.</li> <li>Teacher is not receptive to interests and opinions of students.</li> </ul>   |

<sup>8</sup> Danielson, C. (1996). Enhancing Professional Practice: A Framework for Teaching. Alexandria, Virginia. Association for Supervision and Curriculum Development.

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