DOMAIN 2 - THE CLASSROOM ENVIRONMENT

Creating an Environment of Respect and Rapport

- Teacher interacts with students
- Calls students by name
- Polite, respectful, warm, smiles, laughs
- Gets down to eye level
- Body language
- Encouragement
- Students interact with each other

2B Establishing a Culture for Learning

- Importance of the content
- Expectations for student learning
- Student pride in work
- Expects all student to participate
- Effort/persistence are expected and recognized
- Belief in the value of the work

Managing Classroom Procedures

- Management of instructional groups
- Management of materials and supplies
- Smooth functioning of routine
- Little or no loss of instructional time
- Management of transitions (Students know what to do-where to move, etc.)
- Performance on non-instructional
- duties (Roll Call, etc.)
- Supervision of volunteers and paraprofessionals

Managing Student Behavior

- Expectations are present (Rules posted)
- Monitoring of student behavior (Teacher awareness of student conduct)
- Preventative action when needed by the teacher
- Absence of misbehavior or appropriate response to student misbehavior
- Reinforcement of positive behavio

Organizing Physical Space

- Classroom is safe
- Learning is accessible to all students
- Arrangement of room supports learning
- Uses resources and technology

WHAT IT LOOKS LIKE IN THE CCS "WHATEVER IT TAKES" CLASSROOM

- Students are treated with politeness and dignity
- Use of sarcasm is absent
- Teacher and students smile often
- Specific, meaningful praise for work ethic and progress
- There is respectful talk and turn-taking
- Everyone participates in active listening which includes eye contact, appropriate body language, questioning and reflection.

- Students are in learning positions (e.g. SLANT)
- High expectations for ALL students, including a shared belief by teachers and students that learning is important
- Goal setting and monitoring takes place
- Real life connections and integration of subjects are made
- Teacher conveys a genuine passion for learning using a positive, enthusiastic tone regarding content
- Growth mindset statements are used by teacher and students (e.g. With hard work you can be successful)
- Wonderful work/growth is displayed, with specific, meaningful feedback, and celebrated
- Students assume responsibility for high quality work and know that only their best work is accepted
- Student voice is relevant and given valued consideration in the learning process

- PBIS, Teach Like a Champion strategies and CHAMPS (Conversation, Help, Activity, Movement, Participation) are evident in the classroom
- Smooth and quick transitions
- Signal to stop and listen

ed procedures that are modeled and remforced regularly

- Timers/time expectations are used for time on task
- Students contribute to management of groups, transitions and supplies through group roles
- Students are aware of their daily classroom duties and do so without teacher prompt (Line Leader, office runner, etc.)

e are clear standards of conduct that are

- Preventative action is subtle and student redirection is done in a positive manner
- Specific verbal praise is used to recognize students who comply with behavior expectations
- Teacher circulates around room and has awareness
- Management system is evident and used (e.g. PRIDE where students move up and down levels with appropriate consequences)

- Tables/desks allow for student discussion and ability to see presentation or speaker easily
- Space between tables/desks allow for teacher and student circulation
- Materials are organized and quickly accessible to teacher/student when needed
- Technology referenced in lesson is readily available and working
- There is a systematic process in place for distributing materials in a timely manner

DOMAIN 3 - INSTRUCTION

Communicating with **Students**

- Expectations of learning
- Clarity of lesson purpose
- · Students understand the content
- Clear Directions and specific procedures, modeling lessons when necessary
- Explanation of content
- · Use of oral and written language is clear

Usina **Questioning and Discussion Techniques**

- Questions formulated by both teacher and students
- Discussion techniques
- Effective use of student responses and ideas
- There are high levels of student participation

Engaging Students in Learning

- Activities and assignments (aligned)
- Student enthusiasm, interest, thinking, problem solving
- Intentional grouping of students
- · Instructional materials and resources
- Structure and suitable pacing of the

Using **Assessment** in Instruction

- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress
 Teacher paying close attention to evidence of
- Teacher posing specifically-created questions to elicit evidence of student learning
- Teacher circulating to monitor and give feedback Students assessing work against a set of

Demonstrating **Flexibility** and Responsiveness

- Teacher adjusts lesson based on student questions needs and interests
- During planning, teacher predicts possible lesson scenarios ahead of time and is prepared to respond
- Teacher persists in meeting student needs

WHAT IT LOOKS LIKE IN THE CCS "WHATEVER IT TAKES" CLASSROOM

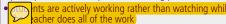
ealning targets are deconstructed and ન્ત્રી purposefully throughout every lesson, illustrating the importance of content

- Purpose of the lesson, including where it is situated within broader learning, is clearly stated
- Teacher relates lesson to the students
- Directions are clearly shared in multiple forms and are able to be referenced at a later time if needed
- Content vocabulary is used by teacher and students
- Teachers scaffold complex concepts for students when necessary
- Teachers invite students to help explain. concepts to their classmates
- Technology provides resources for absent students and parents (Teacher website or Schoology)

- Students ask each other questions, discuss, and give feedback
- Teachers use a variety of questions or prompts to challenge students, cold calls are utilized for no opt out
- Student responses to questions are valued and teachers probe students to build on their responses using divergent and convergent questions
- A variety of student discussion strategies are used throughout the lesson (e.g. Think-Pair-Share, Table Talk, Elbow Partners)
- Teacher acts as a facilitator while students are engaged in guestioning and discussions
- Question Formulation Technique and I Notice, I Wonder strategies are used
- Teacher listens to guide learning as students question and discuss
- Students are encouraged to initiate higher order questions and invite questions from classmates

- Activities are intentionally congruent to standards and clearly align to unit goals
- Activities help students see the "big picture/ideas" and make connections
- High level questioning is used to encourage students to move to the next step of thinking and learning
- There is evidence that teacher has considered background knowledge of students in planning
- Organizers are used to interact with content
- Students work collaboratively to problem solve, practice and present learning
- Activities are intentionally scaffolded to lead to standard mastery
- Lesson has a clear beginning, middle and ending that is appropriately paced

- Students communicate their thinking in written and oral form (expected to answer why and clarifying questions)
- Teacher offers students low risk opportunities to participate or answer questions (turning points)



With Technology

- Is placed in the hands of the student to guide or
- Enhances lesson
- Used for students to create, communicate, research, and problem-solve

- Assessments are congruent to the standards
- Assessment criteria (rubric) is developed with the help of students and shared with students
- Students self-assess and monitor (wrong answer analysis)
- Meaningful, specific, and timely feedback (oral and written) is given by peers and teachers
- Teachers respond to formative assessmentre-teaching/re-visiting in small group or whole group as needed
- Success criteria provided: student exemplars and teacher created models are shared with students
- Teachers preplan questions to guide students and discover misconceptions
- Flashbacks, exit slips and visual representations (white boards, stoplight reflection) are used to elicit evidence of student understanding and demonstrate thinking
- Explanation, demonstration, and teaching are used to further student understanding

- Teacher uses differentiated instruction to meet the needs of all students
- Teacher delivers core instruction for all including accommodations/modifications as outlined in student IEPs
- Teacher employs Tier 2 interventions to assist individual students who demonstrate lack of skill/understanding
- Effective Co-teaching Models/Parity
- Rigorous Essentials- quick pacing, business like, high expectations for all students
- Intervention must be research based, always involve instruction, should be delivered with fidelity and should be monitored for student
- CCS teachers display high standards of honesty, integrity, and confidentiality in ractions with colleagues, students and