

ENVIRONMENT				
	Exemplary (4)	Proficient (3)	Needs Improvement (2)	Unsatisfactory (1)
	<i>Consistent Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher <b>and Students</b> Facilitate the Learning</i>	<i>Some Evidence of Student-Centered Learning/Student Ownership of Learning – Teacher Facilitates the Learning</i>	<i>Moving Toward Student-Centered Learning/Student Ownership of Learning Consistent Reliance on Teacher Direction</i>	<i>Heavy Emphasis on Teacher Direction – Minimal Evidence of Student Ownership of Learning</i>
Expectations <sup>16</sup>	<ul style="list-style-type: none"> <li>Teacher <del>sets high and demanding</del> engages students in learning with clear and rigorous academic expectations for every student and actively uses aligned and differentiated materials and resources to ensure equitable access to learning.</li> <li><del>Teacher encourages students to learn from mistakes.</del> Students regularly learn from their mistakes and can describe their thinking on what they learned.</li> <li>Teacher creates learning opportunities where all students <del>can</del> consistently experience success.</li> <li>Students <del>take initiative and follow through with their own work</del> lead opportunities that support learning.</li> <li>Students take initiative to meet or exceed teacher expectations.</li> <li>Teacher optimizes instructional time, <del>teaches more material, and demands better performance from every student</del> to ensure each student meets their learning goals.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher <del>sets high and demanding</del> engages students in learning with clear and rigorous academic expectations for every student with aligned materials and resources for students to access.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where <del>most</del> all students can experience success.</li> <li>Students complete their work according to teacher expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher engages students in learning with clear and rigorous academic expectations for most students.</li> <li>Teacher encourages students to learn from mistakes.</li> <li>Teacher creates learning opportunities where some students can experience success.</li> <li>Teacher expectations for student work are not clear for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher expectations are not <del>sufficiently high</del> rigorous for every student.</li> <li>Teacher creates an environment where mistakes and failure are not viewed as learning experiences.</li> <li>Teacher does not create learning opportunities where students can experience success.</li> <li><del>Students demonstrate little or no pride in the quality of their work.</del> Student work is rarely completed to meet teacher expectations.</li> </ul>

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Engaging Students and Managing Behavior <sup>17</sup>	<ul style="list-style-type: none"> <li>Students are consistently <del>well behaved, and</del> engaged in behaviors that optimize learning and increase time on task.</li> <li>Teacher and students establish clear <del>rules and expectations commitments</del> for learning and behavior.</li> <li>The teacher consistently uses <del>and</del> students reinforce several techniques (e.g., <del>rewards</del>, intrinsic motivation, <del>social</del> approval, contingent activities, and consequences) <del>to maintain appropriate student behavior</del> that maintain student engagement and promote a positive classroom environment.</li> <li><del>The teacher overlooks</del>Teacher consistently recognizes and motivates positive behaviors and does not allow inconsequential behavior <del>to interrupt the lesson.</del></li> <li>The teacher <del>deals with students</del> addresses individual students who have caused disruptions rather than the entire class.</li> <li>The teacher attends to disruptions quickly, <del>firmly and consistently with no</del> <del>interruption to instruction.</del> minimal interruption to learning.</li> </ul>	<ul style="list-style-type: none"> <li>Students are mostly <del>engaged in</del> behaviors that optimize learning and increase time on task; some minor learning disruptions may occur.</li> <li>Teacher establishes rules for learning and behavior.</li> <li>The teacher uses several techniques (e.g., <del>rewards</del>, intrinsic motivation, <del>social</del> approval, contingent activities, and consequences) <del>to maintain appropriate student behavior</del> that maintain student engagement and promote a positive classroom environment.</li> <li>The teacher often recognizes and motivates positive behaviors and does not allow inconsequential behavior to interrupt the lesson <del>overlooks most inconsequential behavior, but other times addresses it stopping the lesson.</del></li> <li>The teacher <del>attends to disruptions firmly and consistently with minimal</del> <del>interruption to instruction.</del> teacher addresses 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 <del>sometimes engaged in</del> behaviors that optimize learning and increase time on task <del>behavior is inconsistent with several students off task</del>; minor learning disruptions are frequent.</li> <li>Teacher establishes rules for learning and behavior.</li> <li>The teacher uses some techniques (e.g., <del>rewards</del>, intrinsic motivation, <del>social</del> approval, contingent activities, and consequences) to maintain appropriate student behavior.</li> <li>The teacher <del>sometimes recognizes and motivates positive behaviors and overlooks some inconsequential behavior, but other times addresses it, stopping the lesson.</del></li> <li>The teacher inconsistently deals with students who have caused disruptions, and frequently addresses the entire class.</li> </ul>	<ul style="list-style-type: none"> <li>Students are <del>not well behaved and are often off task.</del> consistently engaged in behavior that interrupts learning or minimizes time on task.</li> <li>Teacher establishes few rules for learning and behavior.</li> <li>The teacher uses few techniques to maintain <del>appropriate student behavior.</del> student engagement.</li> <li>The teacher <del>does not distinguish between inconsequential behavior and inappropriate behavior</del> over-addresses inconsequential behavior.</li> <li><del>Disruptions frequently interrupt instruction.</del> Teacher does not or inconsistently addresses behavior that interrupts learning.</li> </ul>

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Environment <sup>18</sup>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes all <del>members</del> students and guests <b>and provides a safe space for all students to take risks and interact with peers.</b></li> <li>is <del>clearly</del> organized <del>and understandable to all students and encourages student collaboration</del> and designed for and with students to promote learning for all.</li> <li>has supplies, equipment, and resources easily and readily accessible <b>to provide equitable opportunities</b> for all students.</li> <li>displays <del>current</del> student work that <del>frequently changes that promotes a positive and inclusive classroom environment.</del></li> <li>is consistently arranged to <del>promote individual and group learning.</del> maximize individual and group learning and to reinforce a positive classroom culture.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>welcomes <del>most all-members</del> students and guests.</li> <li>is organized <del>and understandable to most students to promote learning for all students.</del></li> <li>has supplies, equipment, and resources accessible <del>for most students to provide equitable opportunities for students.</del></li> <li>displays <del>current</del> 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>welcomes <del>most some members</del> students and guests.</li> <li>is <del>somewhat</del> organized <del>and understandable to some students to promote learning for all students.</del></li> <li>has supplies, equipment, and resources accessible.</li> <li>displayed student work is not updated regularly.</li> <li>is sometimes arranged to promote individual and group learning.</li> </ul>	<p>The classroom</p> <ul style="list-style-type: none"> <li>is somewhat <del>cold and</del> uninviting.</li> <li>is not <del>well</del> organized <del>and</del></li> <li><del>understandable to students to promote student learning.</del></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>
Respectful Culture <sup>19</sup>	<ul style="list-style-type: none"> <li>Teacher-student <del>and student-student</del> interactions demonstrate caring and respect for one another and celebrate and acknowledge all students’ background and culture.</li> <li><del>Students exhibit caring and respect for one another.</del> Teacher fosters positive teacher-to-student and student-to-student interactions that demonstrate overall care, kindness, 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 <del>mostly friendly, but may reflect occasional inconsistencies.</del> generally positive and reflect awareness and consideration of all students’ background and culture.</li> <li><del>Students exhibit respect for the teacher, and are often polite to each other.</del></li> <li>Teacher and students exhibit respect and kindness for the teacher and each other; classroom is free of unhealthy conflict, sarcasm, and put-downs.</li> <li>Teacher is <del>often</del> receptive to the interests and opinions of students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher-student interactions are sometimes <del>friendly positive,</del> but may reflect occasional inconsistencies, <del>favoritism, or disregard for students’ cultures.</del></li> <li><del>Students exhibit respect for the teacher, and are generally polite to each other.</del> Students exhibit respect and kindness for the teacher and each other.</li> <li>Teacher is sometimes receptive to the interests and opinions of students.</li> </ul>	<ul style="list-style-type: none"> <li><del>Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.</del> Teacher does not establish a safe and positive classroom culture for students.</li> <li><del>Students exhibit disrespect for the teacher.</del> Students do not exhibit respect for the teacher or each other.</li> <li>Teacher and/or student interaction is characterized by <del>unhealthy</del> conflict, sarcasm, or put-downs.</li> <li>Teacher is not receptive to interests and opinions of students.</li> </ul>