

DOMAIN 2 - THE CLASSROOM ENVIRONMENT

2A 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

2C 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

2D 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 behavior

2E 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
- Established procedures that are modeled and reinforced 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.)

- There are clear standards of conduct that are posted and referred to throughout the lesson
- 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

3A 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 and absent of errors

3B Using Questioning and Discussion Techniques

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

3C 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 lesson

3D Using Assessment in Instruction

- Assessment criteria
- Monitoring of student learning
- Feedback to students
- Student self-assessment and monitoring of progress
- Teacher paying close attention to evidence of student learning
- 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 established criteria

3E 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

- Learning targets are deconstructed and used 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' interests
- 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 questioning 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
 - Summarization is used as a learning strategy
 - 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)
 - Students are actively working rather than watching while teacher does all of the work
- With Technology
- Is placed in the hands of the student to guide or accelerate learning
 - 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 assessment-re-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, spotlight 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 response
- CCS teachers display high standards of honesty, integrity, and confidentiality in actions with colleagues, students and the public.