

## Standard 2: Motivation

SLSD Teaching Standards	Ineffective	Developing	Effective	Accomplished	Notes
<b>2A (5.3)</b>	<b>Classroom Culture</b>				
	Does not create a climate of achievement for students and has minimal positive and respectful social interactions.	Creates a climate of basic achievement for students with limited positive and respectful social interactions.	Creates a climate of high achievement for all students that includes positive and respectful social interactions, educational risk taking, and student ownership of the classroom community.	Creates a climate of high achievement for all students that includes positive and respectful social interactions, education risk taking, and student ownership of the classroom community, where students are empowered to positively influence classroom decision making.	TST 6th Ed. Ch. 14, p. 331 TST 7th Edition Chapter 16, 410-415, 420, 430
<b>2B (new)</b>	<b>Personal Relationships</b>				
	Limited rapport between teacher and students	Direct, positive communication is used to acknowledge students	Direct, specific, repeated and positive communication is used to acknowledge students individually and foster personal relationships. Sends the messages: "This is important, you can do it, I won't give up on you."	Students and teacher use direct, specific, repeated and positive communication to acknowledge each other and foster personal relationships.	TST 6th Edition Chapter 13, pgs. 263, 267 TST 7th Edition Ch. 15, 389-402, Figure 15.1, p. 393