

	Highly Effective	Effective	Developing	Ineffective
2a Creating an Environment of Respect and Rapport	Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students, as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result of interactions is that of connections with students as individuals	Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students. Students exhibit respect for the teacher. Interactions among students are generally polite and respectful. Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but interpersonal.	Patterns of classroom interactions, both between the teacher and students, are generally appropriate but may reflect occasional inconsistencies favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for on another. Teacher attempts to respond to disrespectful behavior with uneven results. The net result of the interactions is neutral: conveying neither warmth nor conflict.	Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict. Teacher does not deal with disrespectful behavior.
Critical Attributes	<i>In addition to the characteristics of "effective,"</i> <ul style="list-style-type: none"> Teacher demonstrates knowledge and caring about individual students' lives beyond school. When necessary, students correct one another in their conduct towards classmates. The teacher's response to a student's incorrect response respects the student's dignity. 	<ul style="list-style-type: none"> Talk between teacher and students is uniformly respectful. Teacher responds to disrespectful behavior among students. Teacher makes connections with individual students. 	<ul style="list-style-type: none"> The quality of interactions between teacher and students, or among students, is uneven with occasional disrespect. Teacher attempts to respond to disrespectful behavior among students are inconsistent. Teacher attempts to make connections with individual students are inequitable. 	<ul style="list-style-type: none"> Teacher uses disrespectful talk towards students. Students use disrespectful talk towards one another with no response from the teacher. Teacher displays no familiarity with or caring about individual students' interests or personalities.
Possible Examples	<ul style="list-style-type: none"> Teacher inquires about students' extracurricular activities, hobbies, or interests. Students say "Shh" to classmates while teacher or another student is speaking. Students respond enthusiastically for one another's presentations for a job well done. The teacher says, "That's an interesting idea but you're forgetting....." 	<ul style="list-style-type: none"> Teacher greets students by name as they enter the class or during the lesson. Teacher gets on the same level with students, such as kneeling beside a student working at a desk. Students wait for classmates to finish speaking before beginning to talk or are corrected by the teacher when they fail to do so. Students respond politely following a classmate's presentation to the class. Teacher encourages students to help each other and to accept help from each other. Teacher and students use courtesies such as "please/thank-you, excuse me." 	<ul style="list-style-type: none"> Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking with no response from the teacher. A few students do not engage with others in the classroom, even when put together in small groups with no teacher response. Students responds half-heartedly following a classmate's presentation to the class. 	<ul style="list-style-type: none"> Students roll their eyes at a classmate's idea; the teacher does not respond. Many students talk when the teacher and other students are talking; the teacher does not correct them. Some students refuse to work with other students; the teacher does not respond.

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2b Establishing a Culture for Learning	The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning by all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.	The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning – the norm for most students. The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning and hard work.	The classroom culture is characterized by little commitment to learning by teacher or students. The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality. The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.	The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued. Medium to low expectations are the norm with high expectations for learning reserved for only one or two students.
Critical Attributes	<i>In addition to the characteristics of “Effective,”</i> <ul style="list-style-type: none"> • The teacher communicates a genuine interest for the subject. • Students indicate that they are not satisfied unless they have complete understanding. • Teachers encourage students to question and/or comment • Students recognize the efforts of their classmates. • Teacher expects students to take the initiative to improve the quality of their work. 	<ul style="list-style-type: none"> • The teacher communicates the importance of learning and that, with hard work, students can be successful. • The teacher demonstrates a high regard for student abilities. • The teacher conveys an expectation of high levels of student effort. • The teacher expects students to expend good effort to complete work of high quality. 	<ul style="list-style-type: none"> • The teacher’s energy for the work is neutral. • The teacher conveys high expectations for only some students. • Teachers • The teacher regularly accepts student work that does not reflect their best effort. 	<ul style="list-style-type: none"> • The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments. • The teacher does not convey high expectations. • The teacher does not respond when the students exhibit little or no pride in their work. • Class time is devoted more to socializing than to learning.
Possible Examples	<ul style="list-style-type: none"> • Teacher says, “I am so excited to teach this to you.” • Students are encouraged to collaborate with classmates. • Students are encouraged to re-do a piece of work since s/he now sees how it could be strengthened. • Students work even when the teacher is not working with them or directing their work. • Students are encouraged to listen reflectively to one another and respond. 	<ul style="list-style-type: none"> • Teacher says, “ This is important; you’ll need to speak grammatical English when you apply for a job.” • Teacher says, “This idea is really important! It’s central to our understanding of.....” • Teacher says, “Let’s work on this together; it’s hard, but you all will be able to do it well.” • Teacher hands a paper back to a student saying, “I know you can do a better job on this next time.” 	<ul style="list-style-type: none"> • Teacher says, “Let’s get through this.” • Teacher says, “I think most of you will be able to do this.” • Teacher does not encourage students who are struggling. • Not all students get to work after an assignment is given, and the teacher does not respond. 	<ul style="list-style-type: none"> • The teacher tells students that they’re doing a lesson because it’s on the test, in the book, or is district directed. • The teacher says to a student, “Why don’t you try an easier problem?” • Students don’t engage in work, and the teacher ignores it. • Students have not completed their homework, and the teacher does not respond.

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2c Managing Classroom Procedures	Instructional time is maximized due to efficient classroom routines and procedures. Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.	There is little loss instructional time due to effective classroom routines and procedures. The teacher’s management of instructional groups and/or the handling of materials and supplies are consistently successful. With minimal guidance prompting, student follow established classroom routines.	Some instructional time is lost due to only partially effective classroom routines and procedures. The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively. There is little evidence that students know or follow established routines.
Critical Attributes	<p><i>In addition to the “effective,”</i></p> <ul style="list-style-type: none"> <i>The teacher encourages students to take initiative with their classmates to ensure that their time is used productively.</i> <i>The teacher recognizes and affirms when students themselves ensure that transitions and other routines are accomplished smoothly.</i> <i>The teacher recognizes and affirms when students take initiative in distributing and collecting materials efficiently.</i> 	<ul style="list-style-type: none"> <i>Transitions between large and small group activities are smooth.</i> <i>Routines for distribution and collection of materials and supplies work efficiently.</i> <i>Classroom routines function smoothly.</i> 	<ul style="list-style-type: none"> <i>Small groups are only partially engaged while not working directly with the teacher, and the teacher does not intervene.</i> <i>Procedures for transitions and distribution/collection of materials seem to have been established, but they are not consistent.</i> <i>Classroom routines function unevenly, and the teacher does not intervene.</i> 	<ul style="list-style-type: none"> <i>Students not working with the teacher are disruptive to the class, and the teacher does not intervene.</i> <i>There are no established procedures or directions given for distributing and collecting materials.</i> <i>Procedures for other activities are unclear.</i>
Possible Examples	<ul style="list-style-type: none"> <i>A student reminds classmates of the role that they are to play within the group.</i> <i>A student redirects a classmate to the table s/he should be following a transition.</i> <i>Teacher includes students in problem solving and any concern about classroom procedures.</i> 	<ul style="list-style-type: none"> <i>Students get started on an activity, when the teacher asks them to do so.</i> <i>Students move smoothly between large and small group activities.</i> <i>The teacher has established an attention signal, such as raising a hand or dimming the lights.</i> <i>One member of each small group collects material for the table.</i> <i>There is an established system indicating where materials should be stored.</i> <i>In small group work, students have established roles, they listen to one another and summarize different views.</i> 	<ul style="list-style-type: none"> <i>Some students, not working with the teacher, are not productively engaged in learning, and the teacher does not intervene.</i> <i>Transitions between large and small group activities are rough but they are accomplished.</i> <i>Students are not sure what to do when materials are being distributed or collected, and the teacher does not intervene.</i> <i>The attendance or lunch count consumes more time than it would need than if the procedure were more routinized.</i> 	<ul style="list-style-type: none"> <i>When moving into small groups, students are confused about where they are supposed to go, and the teacher does not intervene.</i> <i>There are long lines for materials and supplies or distributing supplies is time consuming, and the teacher does not intervene.</i> <i>Roll-taking consumes much time at the beginning of the lesson, and the students are not working on anything.</i> <i>Most students ask what they are to do or look around for clues from others, and the teacher does not intervene.</i>

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2d Managing Student Behavior	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to student and is effective.	Standards of conduct appear to have been established, but their implementation is inconsistent. Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.	There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to students' misbehavior is repressive or disrespectful of student dignity.
Critical Attributes	<p><i>In addition to the characteristics of "effective:"</i></p> <ul style="list-style-type: none"> Standards of conduct are well-established. Teacher monitors student behavior on an on-going basis. Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct. 	<ul style="list-style-type: none"> Standards of conduct have been established. Student behavior is generally appropriate. The teacher frequently monitors student behavior. Teacher's response to student misbehavior is effective. Teacher acknowledges good behavior. 	<ul style="list-style-type: none"> Teacher attempts to maintain order in the classroom but with uneven success. Standards of conduct, if they exist, are not evident. Teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent and not appropriate to the environment. 	<ul style="list-style-type: none"> The classroom environment is uncontrolled with no apparent standards of conduct. The teacher does not monitor student behavior. Some students violate classroom rules without apparent teacher awareness. When the teacher notices student misbehavior, s/he appears helpless to do anything about it.
Possible Examples	<ul style="list-style-type: none"> A student suggests a revision in one of the classroom rules. The teacher notices that some students are talking among themselves and, without a word, moves nearer to them; the talking stops. The teacher asks to speak to a student privately about misbehavior. 	<ul style="list-style-type: none"> Upon a non-verbal signal from the teacher, students correct their behavior. The teacher moves throughout the classroom, keeping a close eye on student behavior. The teacher gives the student a "hard look" and the student stops talking to his/her neighbor. 	<ul style="list-style-type: none"> Classroom rules are posted, but neither teacher nor students refer to them. The teacher repeatedly asks students to take their seats; they ignore him/her. To one student, "Where is your late pass? Go to the office." To another student, "You don't have a late pass? Come in and take your seat; you have missed enough already." 	<ul style="list-style-type: none"> Students are talking among themselves with no attempt by the teacher to silence them. An object flies through the air without apparent teacher notice. Some students are running around the room, resulting in a chaotic environment, and the teacher does not intervene. Phones and electronics distract students, and the teacher does nothing.

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2e Organizing Physical Space	The classroom is safe, and learning is accessible to all students including those with special needs. Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.	The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources, including computer technology.	The classroom is safe, and essential learning is accessible to most students. The teacher's use of physical resources, including computer technology, is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities with partial success.	The physical environment is unsafe, or many students don't have access to learning. There is poor alignment between the arrangement of furniture and resources, including computer technology, and the lesson activities.
Critical Attributes	<i>In addition to the characteristics of "effective,"</i> <ul style="list-style-type: none"> <i>There is total alignment between the goals of the lesson and the physical environment.</i> <i>The teacher recognizes and affirms when students take the initiative to adjust the physical environment.</i> <i>Teacher and students make use of available technology.</i> 	<ul style="list-style-type: none"> <i>The classroom is safe, and all students are able to see and hear.</i> <i>The classroom is arranged to support the instructional goals and learning activities.</i> <i>The teacher makes appropriate use of available technology.</i> <i>The teacher makes modifications to the physical environment to accommodate students with special needs.</i> 	<ul style="list-style-type: none"> <i>The physical environment is safe, and most students can see and hear.</i> <i>The physical environment is not an impediment to learning, but it does not enhance it.</i> <i>The teacher makes limited use of available technology and other resources.</i> 	<ul style="list-style-type: none"> <i>There are physical hazards in the classroom endangering student safety.</i> <i>Many students cannot see or hear the teacher or see the board.</i>
Possible Examples	<ul style="list-style-type: none"> <i>The teacher recognizes and affirms when students ask if they can shift the furniture to better suit small group work or discussions.</i> <i>The teacher recognizes and affirms when a student closes the door to shut out noise in the corridor or lowers the blind to block the sun from a classmate's eyes.</i> <i>The teacher recognizes and affirms when a student an application of the white board for an activity.</i> 	<ul style="list-style-type: none"> <i>There are established guidelines where backpacks are left during class to keep pathways clear; students comply.</i> <i>Desks are used to make a table so that students can work together or in a circle for class discussion.</i> 	<ul style="list-style-type: none"> <i>The teacher ensures that dangerous chemicals are stored safely.</i> <i>The classroom desks remain in two semi-circles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson</i> 	<ul style="list-style-type: none"> <i>Some students cannot see the board, and the teacher does not accommodate them.</i> <i>A whiteboard is in the classroom, but it is facing the wall. indicating that it is rarely, if ever, used.</i>