FRAMEWORK FOR TEACHING

OBSERVABLE COMPONENTS

2a: Creating an environment of respect and rapport

Level 4	Highly respectful, warmth, caring, sensitivity, respect, students feel valued and comforted
Level 3	Friendly, general respect, generally polite, teacher responds to disrespectful behaviors
Level 2	Appropriate interactions, Favoritism, Disregard for differences, teacher attempts to respond to disrespectful behaviors
Level 1	Negative, inappropriate, insensitive, put-downs, sarcasm, teacher does not deal with disrespectful behavior

2b: Establishing a culture for learning

Level 4	Importance of learning belief, high expectations for all, hard work, responsibility on students, assisting peers
Level 3	High expectations for most, interactions support hard work, learning is valued by all
Level 2	Little commitment to learning, "going through the motions", success as a result of natural ability not hard work
Level 1	Little to no investment in learning, hard work not valued or expected, medium to low expectations

2c: Managing Classroom Procedures

Level 4	Efficient and seamless routines, student initiative, routines are well understood and initiated by students
Level 3	Little loss of instructional time, teacher's management is successful, Students follow routines with minimal prompting
Level 2	Some instructional time is lost, teacher's management is inconsistent, students follow routines with regular prompting
Level 1	Much instructional time is lost, little to no evidence of teacher management, little evidence that students know routine

2d: Managing Student Behavior

Level 4	Student behavior is entirely appropriate, students monitor own behavior, preventative monitoring, sensitive to needs
Level 3	Student behavior is generally appropriate, teacher response to misbehavior is consistent and respectful
Level 2	Standards established but implementation is inconsistent, teacher monitors and responds with uneven results
Level 1	No established standards, little to no teacher monitoring, disrespectful response to student misbehaviors.

3a: Communicating with Students

Level 4	Instructional purpose linked to larger curriculum, clear directions, thorough, students contribute, correct and extensive vocabulary
Level 3	Instructional purpose clearly communicated, clear explanation of content, correct vocabulary
Level 2	Limited success in explaining content, may have some errors in explanation, limited vocabulary
Level 1	Instructional purpose unclear to students, Confusing, major errors, inappropriate or incorrect vocabulary

3b: Using Questioning and Discussion Techniques

Level 4	Variety of questions, high level thinking, students initiate topics, students challenge one another's thinking
Level 3	Some lower level questions, but still prompt thinking, Discussion among students, most students are heard
Level 2	Single path inquiry, only a few students involved, uneven results
Level 1	Low cognitive questions, no wait time, no explanations of answers expected, only a few students participate

3c: Engaging Students in Learning

Level 4	All students engaged, challenging content, suitable scaffolding, clear structure, students help one another
Level 3	Engagement of most students, clear structure, pacing is appropriate
Level 2	Minimal thinking required, little opportunity to explain, pacing not appropriate, "downtime" for some
Level 1	Rote response, one approach possible, no structure, poor pacing

3d: Using Assessment in Instruction

Level 4	Assessment fully integrated into instruction, used regularly, variety of forms and feedback used, some student generated criteria, students use self-assessment
Level 3	Teacher monitors learning for groups, students aware of criteria, feedback is specific, some students use self-assessment
Level 2	Students not aware of criteria, teacher monitors learning for class as a whole, adjustments are minimal or ineffective
Level 1	Students not aware of criteria, little to no monitoring of learning, feedback is absent or poor, no adjustments made