

Domain 2.2

Climate:

Communicates high expectations for all students

Descriptors:

- Instructional outcomes, activities, assignments, and classroom interactions convey the belief that all students are capable of achieving high levels of success through the mastery of instructional content.
- Prepares students for success by scaffolding instruction and providing assistance that is 'just enough and just in time'.
- Uses culturally competent practices to communicate expectations and deliver lessons that are respectful of the diverse cultural experiences of students.
- Demonstrates respect for all students and an awareness of the need to engage all students.
- Models expectations using fundamental, linguistic, and visual learning supports.
- Students take responsibility to improve the quality of their own work.
- Communicates the expectation that all students are active participants in classroom instructional activities.
- Encourages and recognizes effort and persistence on the part of students.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that teacher communications address high expectations for each student.</i>	<i>Clear evidence that teacher communications address high expectations.</i>	<i>Some evidence that teacher communications address high classroom expectations.</i>	<i>Little or no evidence that teacher communications address high expectations.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence <ol style="list-style-type: none"> Clearly understood grading rubrics are presented in advance Clear evidence of student centered late work policies Appropriate learning expectations are posted around the classroom and support inquiry based learning Exemplars of high quality work differentiated across individual student levels of readiness 	Documented Evidence <ol style="list-style-type: none"> Clearly understood grading rubrics Clear evidence of student centered late work policies Appropriate learning expectations are posted around the classroom Exemplars of high quality work 	Documented Evidence <ol style="list-style-type: none"> Unclear grading rubrics Unclear late work policies Learning expectations are evident in the classroom but inappropriate No evidence of exemplars of high quality work 	Documented Evidence <ol style="list-style-type: none"> No grading rubrics Unclear late work policies Learning expectations are not evident in the classroom No evidence of exemplars of high quality work

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Clear evidence that teacher communications address high expectations for each student.</i>	<i>Clear evidence that teacher communications address high expectations.</i>	<i>Some evidence that teacher communications address high classroom expectations.</i>	<i>Little or no evidence that teacher communications address high expectations.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observable Evidence <ol style="list-style-type: none"> 1. The teacher’s explanation of content is clear and invites student participation and thinking 2. Teacher persists in seeking effective approaches for students who need help using an extensive repertoire of activities and soliciting additional resources from the school 3. Teacher capitalizes on unique opportunities offered by their students’ diverse needs and interests 4. All students are cognitively engaged in the activities and assignments and their exploration of the content 5. Learning expectations are posted and referenced during the lesson and/or can be articulated by students 	Observable Evidence <ol style="list-style-type: none"> 1. Teacher explains content clearly using real life examples 2. Teacher persists in seeking approaches for students who have difficulty learning, drawing on a broad repertoire 3. Teacher integrates the knowledge of their students’ diverse needs and interests in the daily lessons 4. Most activities and assignments are appropriate to students and almost all students are cognitively engaged in exploring content 5. Learning expectations are posted 6. Teacher communicates to students that they are capable of mastering content 	Observable Evidence <ol style="list-style-type: none"> 1. The teacher’s explanation does not invite students to engage intellectually or to understand strategies they might use when working independently 2. Teacher accepts responsibility for all of the students, but has only a limited repertoire of instructional strategies to draw on 3. Teacher attempts to integrate their knowledge of their students’ diverse needs and interests in the daily lessons with limited success 4. Activities and assignments are appropriate to some students and engage them mentally, but others are not engaged 5. Students are unaware of learning expectations 	Observable Evidence <ol style="list-style-type: none"> 1. The instructional purpose of the lesson is unclear to the students, and the directions and the procedures are confusing 2. When a student has difficulty learning, the teacher either gives up or blames the student or their home environment 3. Teacher does not consider the diverse needs and interests of their students 4. Activities are inappropriate for student’s age or background. Students are not mentally engaged in them 5. No learning expectation is present or referenced within the classroom 6. Teacher communicates doubt to students about the students’ ability to master the content

	<ul style="list-style-type: none"> 6. Teacher communicates to students that they are capable of mastering content and continually encourages and reinforces this belief 7. Students take initiative to improve the quality of their own work 8. Teacher uses variety of methods to ensure equity of participation 9. Teacher uses multiple strategies to hold all students accountable to be active participants in the learning 10. Students initiate or adapt activities and projects to enhance their understanding 	<ul style="list-style-type: none"> 7. Students are engaged in completing the work 8. Teacher uses more than one method to ensure student participation 9. All students are held accountable to be active participants in the learning. 	<ul style="list-style-type: none"> 6. Teacher communicates that only some of the students are capable of mastering content 7. Some students are engaged in completing the work 8. Teacher employs a single method for gaining student participation 9. Teacher uses one method to hold students accountable for active participation 	<ul style="list-style-type: none"> 7. A majority of the students are not engaged in completing the work 8. Teacher employs no methods to encourage participation 9. Teacher doesn't redirect inactive participants
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