

## 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.

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

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

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