

ENVIRONMENT

SIGNIFICANTLY BELOW EXPECTATIONS (1)

- Teacher expectations are not sufficiently high for every student.
- Teacher creates an environment where mistakes and failure are not viewed as learning experiences.
- Students demonstrate little or no pride in the quality of their work.

AT EXPECTATIONS (3)

- Teacher sets high and demanding academic expectations for every student.
- Teacher encourages students to learn from mistakes.
- Teacher creates learning opportunities where most students can experience success.
- Students complete their work according to teacher expectations.

SIGNIFICANTLY ABOVE EXPECTATIONS (5)

- Teacher sets high and demanding academic expectations for every student.
- Teacher encourages students to learn from mistakes.
- Teacher creates learning opportunities where all students can experience success.
- Students take initiative and follow through with their own work.
- Teacher optimizes instructional time, teaches more material, and demands better performance from every student.

- Students are not well-behaved and are often off task.
- Teacher establishes few rules for learning and behavior.
- The teacher uses few techniques to maintain appropriate student behavior.
- The teacher cannot distinguish between inconsequential behavior and inappropriate behavior.
- Disruptions frequently interrupt instruction.

- Students are mostly well-behaved and on task, some minor learning disruptions may occur.
- Teacher establishes rules for learning and behavior.
- The teacher uses some techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior.
- The teacher overlooks some inconsequential behavior, but other times addresses it, stopping the lesson.
- The teacher deals with students who have caused disruptions, yet sometimes he or she addresses the entire class.

- Students are consistently well-behaved and on task.
- Teacher and students establish clear rules for learning and behavior.
- The teacher uses several techniques, such as social approval, contingent activities, and consequences, to maintain appropriate student behavior.
- The teacher overlooks inconsequential behavior.
- The teacher deals with students who have caused disruptions rather than the entire class.
- The teacher attends to disruptions quickly and firmly.

- The classroom:
- is somewhat cold and uninviting.
 - is not well-organized and understandable to students.
 - supplies, equipment, and resources are difficult to access.
 - does not display student work.
 - is not arranged to promote group learning.

- The classroom:
- welcomes most members and guests.
 - is organized and understandable to most students.
 - supplies, equipment, and resources are accessible.
 - displays student work.
 - is arranged to promote individual and group learning.

- The classroom:
- welcomes all members and guests.
 - is organized and understandable to all students.
 - supplies, equipment, and resources are easily and readily accessible.
 - displays student work that frequently changes.
 - is arranged to promote individual and group learning.

- Teacher-student interactions are sometimes authoritarian, negative, or inappropriate.
- Students exhibit disrespect for the teacher.
- Student interaction is characterized by conflict, sarcasm, or put-downs.
- Teacher is not receptive to interests and opinions of students.

- Teacher-student interactions are generally friendly, but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.
- Students exhibit respect for the teacher and are generally polite to each other.
- Teacher is sometimes receptive to the interests and opinions of students.

- Teacher-student interactions demonstrate caring and respect for one another.
- Students exhibit caring and respect for one another.
- Teacher seeks out and is receptive to the interests and opinions of all students.
- Positive relationships and interdependence characterize the classroom.