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| **Glows**   * Respectful talk and turn taking, politeness * Warmth, caring, and encouragement * Active listening (students do not talk over teacher) * Expectation of high quality work and participation on the part of students * Expectation and recognition of effort and persistence on the part of students * Little or no loss of instructional time * Classroom rules are posted and referred to by teacher and students as needed * Learning target posted and incorporated into instruction (WALT, WILF) * Gains students’ attention prior to providing clear directions * Questions of high quality (open ended, multiple correct responses) that cause students to think and to deepen their understanding * Student to student discussion, where all students are invited to share their views, explaining and justifying their reasoning and conclusions, based on specific evidence * Students actively “working” rather than watching as their teacher “works” * Students are actively, intellectually engaged with important and challenging content (rigor) * Student enthusiasm, interest, thinking, problem-solving * Student groupings that are suitable to the lesson activities * Suitable pacing of the lesson: neither dragged out nor rushed * The lesson has a clearly defined structure, with time for closure and student reflection (Gradual Release) * Students appear to be aware of the assessment criteria * Teacher circulates to monitor student learning and understanding * Feedback given is timely and provides students the guidance they need to improve their performance * Students assessing their own work against established criteria | **Grows**   * Respectful talk and turn taking, politeness * Warmth, caring, and encouragement * Active listening (students do not talk over teacher) * Expectation of high quality work and participation on the part of students * Expectation and recognition of effort and persistence on the part of students * Little or no loss of instructional time * Classroom rules are posted and referred to by teacher and students as needed * Learning target posted and incorporated into instruction (WALT, WILF) * Gains students’ attention prior to providing clear directions * Questions of high quality (open ended, multiple correct responses) that cause students to think and to deepen their understanding * Student to student discussion, where all students are invited to share their views, explaining and justifying their reasoning and conclusions, based on specific evidence * Students actively “working” rather than watching as their teacher “works” * Students are actively, intellectually engaged with important and challenging content (rigor) * Student enthusiasm, interest, thinking, problem-solving * Student groupings that are suitable to the lesson activities * Suitable pacing of the lesson: neither dragged out nor rushed * The lesson has a clearly defined structure, with time for closure and student reflection (Gradual Release) * Students appear to be aware of the assessment criteria * Teacher circulates to monitor student learning and understanding * Feedback given is timely and provides students the guidance they need to improve their performance * Students assessing their own work against established criteria |