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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
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