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| **Component 2A:**  **Creating an Environment of Respect and Rapport** | **Component 2B:**  **Establishing a Culture for Learning** | **Component 2C:**  **Managing Classroom Procedures** | **Component 2D:**  **Managing Student Behavior** |
| Students say “Thank you” to the teacher as she passes back their quiz. One student offers another student a pencil to make corrections. The teacher smiles and calls on students using their first name. | The teacher tells the students, “This is a challenging problem but you have the strategies to solve it.” During group work, the students give each other suggestions and work the entire time to come to a solution. | Students are sitting at tables in small groups. All students have the same instructional materials. They are working independently for 20 minutes of your 25 minute observation. | The teacher says, “1-2-3, look at me” to get the attention of each group of students. One group responds while the other four groups continue to talk. She then claps her hands twice, the students continue to talk. |
| The teacher greets students as they arrive to class. He asks them about their weekend. The students respond to him and many ask him about his weekend. The interactions are short, but friendly. | When a student asks if they will have time to revise their written responses, the teacher says, “Just get it done so we can move on.” | The teacher takes attendance by asking the students who is missing. Students pass out materials three times during the observation. Students raise their hand to ask if they can sharpen their pencil. | At the beginning of the lesson, the students talk within their groups about the expectation for behavior for a successful lab. During the lab, one student reminds another student to put her safety glasses back on. |

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| **Component 3A:**  **Communicating with Students** | **Component 3B:**  **Using Questioning/Prompts and Discussion Techniques** | **Component 3C:**  **Engaging Students in Learning** | **Component 3D:**  **Using Assessment in Instruction** |
| The teacher sets the purpose of the lesson by sharing the learning target written on the board. She asks students what they think they will be doing based on the target. They then discuss how this connects to the lesson yesterday. | After reading a short story, the teacher asks students a series of questions: “Who was the main character?” “What was the setting?” “What was the conflict?” One student response is given to each question. | The teacher gives notes for section one of chapter three. The notes are projected on to a screen in the front of the room. The students copy the notes into their notebooks. The teacher talks about the notes. There were no questions asked. | The teacher walks around the room and provides feedback to students on their work citing specific language from the grade level rubric. He then stops the students to do a 5 minute mini lesson on an area that several students are struggling with. |
| Before reading an article, the teacher facilitates an activity to help the students define five words that are new to them. The words are written on the front board. As the students are reading, the teacher asked them to underline the words in the text. | During a discussion, a student asks a question. The teacher asks the class for their response. The students build off of each other’s answers. Other questions are posed by students. The teacher serves as a facilitator clarifying as needed. | The teacher asks the students to complete the graphic organizer. The teacher walks around the room and clarified directions to get seven students started. | Upon arrival, students are asked to record the number of any homework problems they had questions about in the parking lot on the white board. The teacher uses this information to determine which problems she will focus on during her review. |
| Students engage in a carousel activity. At each station they generate lists of stronger adjectives to replace a trite one (e.g. “sad”). The teacher adjusts the time at each station when students seem to be running out of ideas to add to the lists. | The teacher models the steps for drawing a face on her sketch pad using an Elmo. She stops after each step and has the students work on their own drawing in their sketch pads. She leaves her drawing up for the students to reference. |  |  |