

**CLIMATE:** Effective teachers foster a climate of hope, belonging, and curiosity in a safe and caring environment where high expectations are valued. (AQTS 2.2, 2.3)

	Ineffective	Developing	Effective	Exemplary
TEACHER	<ul style="list-style-type: none"> <li>• <u>High expectations</u>: creates a classroom culture with no or low expectations</li> <li>• <u>Growth mindset</u>: does not communicate confidence in students' ability to meet learning targets over time</li> <li>• <u>Interactions</u>: lacks positive interactions, motivation, and enthusiasm</li> <li>• <u>Goals</u>: does not set personal, academic, or communication goals with students</li> <li>• <u>Initiative and inquiry</u>: does not foster student motivation and curiosity</li> <li>• <u>Differences</u>: does not demonstrate empathy/respect/ appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>High expectations</u>: creates a classroom culture where high expectations are communicated</li> <li>• <u>Growth mindset</u>: occasionally communicates confidence in students' ability to meet learning targets over time</li> <li>• <u>Interactions</u>: interacts with students in a respectful way</li> <li>• <u>Goals</u>: sets broad personal, academic, and communication goals with students</li> <li>• <u>Initiative and inquiry</u>: occasionally nurtures student motivation and curiosity</li> <li>• <u>Differences</u>: demonstrates empathy/respect/appreciation for some, but not all, differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>High expectations</u>: creates a classroom culture where high expectations are engrained</li> <li>• <u>Growth mindset</u>: consistently communicates and encourages confidence in students' ability to meet learning targets over time</li> <li>• <u>Interactions</u>: interacts with students in a friendly, positive, age-appropriate way and demonstrates general caring and respect</li> <li>• <u>Goals</u>: sets specific personal, academic, and communication goals with students</li> <li>• <u>Initiative and inquiry</u>: nurtures student motivation and curiosity</li> <li>• <u>Differences</u>: demonstrates empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>High expectations</u>: creates a classroom culture where students have high expectations for each other</li> <li>• <u>Growth mindset</u>: models a growth mindset and empowers students to encourage each other</li> <li>• <u>Interactions</u>: interacts with individual students on a personal level</li> <li>• <u>Goals</u>: guides students to develop detailed action steps to meet personal, academic, and communication goals</li> <li>• <u>Initiative and inquiry</u>: develops an embedded practice to nurture student motivation and curiosity</li> <li>• <u>Differences</u>: provides opportunities for students to develop empathy/respect/ appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions, and dispositions</li> </ul>
STUDENTS	<ul style="list-style-type: none"> <li>• <u>High expectations</u>: are unaware of expectations</li> <li>• <u>Growth mindset</u>: do not communicate confidence in their ability to meet learning targets over time</li> <li>• <u>Interactions</u>: disrespect peers and teacher</li> <li>• <u>Goals</u>: do not set personal, academic, or communication goals</li> <li>• <u>Peer Support</u>: do not acknowledge peers' successes and/or criticize the contributions of peers</li> <li>• <u>Differences</u>: do not demonstrate empathy/respect/ appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>High expectations</u>: communicate teacher expectations</li> <li>• <u>Growth mindset</u>: occasionally communicate confidence in their ability to meet learning targets over time</li> <li>• <u>Interactions</u>: appear indifferent with each other</li> <li>• <u>Goals</u>: set broad personal, academic, and communication goals</li> <li>• <u>Peer Support</u>: show indifference to contributions or success of peers</li> <li>• <u>Differences</u>: demonstrate empathy/respect/appreciation for some, but not all, differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>High expectations</u>: maintain high expectations for the teacher and each other</li> <li>• <u>Growth mindset</u>: consistently communicate confidence in their ability to meet learning targets over time</li> <li>• <u>Interactions</u>: exhibit respect for the teacher, classmates, and themselves</li> <li>• <u>Goals</u>: set specific personal, academic, and communication goals</li> <li>• <u>Peer Support</u>: celebrate successes of peers and respect all contributions</li> <li>• <u>Differences</u>: demonstrate empathy/respect/appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions</li> </ul>	<ul style="list-style-type: none"> <li>• <u>High expectations</u>: model high expectations</li> <li>• <u>Growth mindset</u>: encourage a growth mindset in others</li> <li>• <u>Interactions</u>: motivate and encourage each other</li> <li>• <u>Goals</u>: create action plans to achieve personal, academic, and communication goals</li> <li>• <u>Peer Support</u>: encourage the participation of others in classroom activities</li> <li>• <u>Differences</u>: model empathy/respect /appreciation for differences in abilities, aptitudes, backgrounds, cultures, and/or other human characteristics, conditions and dispositions</li> </ul>