

Confidence Look Fors

Teacher	Students	Tasks/Responsibilities
<p>The teacher provides emotional and psychological protection by:</p> <ul style="list-style-type: none"> • Anticipating potential problems and planning for them accordingly; • Providing comfort and assistance to students; and • Showing appropriate affection toward students. 	<p>Students and teacher build and sustain a supportive environment through:</p> <ul style="list-style-type: none"> • Positive expectations for students; • Demonstrations and/or time set aside for gratitude and thankfulness; and • Instruction delivered in a warm tone of voice. 	<p>Classroom tasks are designed with purpose to support student learning by:</p> <ul style="list-style-type: none"> • Reflecting students' cultures and interests; • Stretching students to reach increasing rigorous goals; and • Aligning with curriculum standards and assessment tools.
<p>The teacher provides secure attachment for students by:</p> <ul style="list-style-type: none"> • Being emotionally available for them; • Attuning to their emotional states; and • Building trust through fulfilling commitments. 	<p>Students and teacher maintain positive communication, as evidenced by:</p> <ul style="list-style-type: none"> • Presuming positive intent regarding student misbehavior; • Students being open to discussing misbehavior and rectifying it as needed; and • Students seeking support and guidance from the teacher. 	<p>Classroom tasks contain clear learning objectives that build student success by:</p> <ul style="list-style-type: none"> • Outlining what students are learning; • Describing how students will know that they've met the objective; and • Making connections to students' lives and the real world.

Heart Look Fors

Teacher	Students	Tasks/Responsibilities
<p>The teacher develops and maintains positive relationships that are reflected in:</p> <ul style="list-style-type: none"> • Social conversations between teacher and students; • Interactions with students that are relaxed and open; and • Frequent laughter and nurturing facial expressions. 	<p>Students are held to high expectations, as evidenced by:</p> <ul style="list-style-type: none"> • Being assigned rigorous tasks that do not water down the curriculum; • Receiving thoughtful instruction on how to act; and • Being spoken to with dignity and respect. 	<p>Classroom tasks empower students by:</p> <ul style="list-style-type: none"> • Embedding authentic choices within them; • Providing clear instructions and expectations; and • Aligning with learning goals and curriculum standards.
<p>The teacher develops and maintains connection rituals, which can include:</p> <ul style="list-style-type: none"> • Greeting students at the door with a smile and handshake; • Classroom rituals (e.g., walk-and-talks); and • Using humor (sharing jokes, puns, or comics with students). 	<p>Students' cultural and linguistic heritage is valued, as evidenced by:</p> <ul style="list-style-type: none"> • Diverse environmental print and a classroom library collection that reflects the student population; • Engagement strategies that maximize cultural strengths (e.g., movement, call-and-response); and • Artifacts from students' culture on display. 	<p>Classroom tasks develop student agency by:</p> <ul style="list-style-type: none"> • Allowing freedom in how students complete them; • Providing students opportunities to analyze and correct mistakes; and • Including supports to meet the needs of diverse learners.

Anticipate Look Fors

Teacher	Students	Tasks/Responsibilities
<p>The teacher establishes and consistently practices routines that are:</p> <ul style="list-style-type: none"> • Clearly structured and explained; • Visually depicted for easy reference; and • Reinforced and revisited when correct execution begins to diminish. 	<p>Students' learning time is maximized, as evidenced by:</p> <ul style="list-style-type: none"> • Clear and worthwhile options for early finishers; • Management tasks being completed swiftly with the aid of students, when possible; and • Stopping points built into the lesson to check for understanding. 	<p>Classroom tasks are well-planned, as evidenced by:</p> <ul style="list-style-type: none"> • Necessary supplies being readily accessible to students who are comfortable using them; • Materials (e.g., manipulatives, activity cards, handouts) being prepared in advance; and • The teacher giving directions effortlessly with minimal errors.
<p>The teacher helps students regulate their emotions by:</p> <ul style="list-style-type: none"> • Teaching a safe place routine; • Leading/participating in daily breathing exercises; and • Helping students resolve problems. 	<p>Students transition effectively between tasks, as evidenced by:</p> <ul style="list-style-type: none"> • Quick execution of the desired actions; • Corrective feedback and practice opportunities being offered, as needed; and • Learning opportunities embedded within. 	<p>Classroom tasks encourage student responsibility, including:</p> <ul style="list-style-type: none"> • Helpers assigned to daily managerial tasks; • Classroom roles being updated and turned over according to an understood and equitable system; and • One or more students serving as classroom supervisors.

Reinforce Look Fors

Teacher	Students	Tasks/Responsibilities
<p>The teacher notices student behavior, as evidenced by:</p> <ul style="list-style-type: none"> • Describing actions rather than judging them; • Maintaining a calm disposition when discussing actions; and • Listening fully while still upholding behavioral expectations. 	<p>Students learn to inhibit negative behaviors through teacher actions, including:</p> <ul style="list-style-type: none"> • Receiving positive, enthusiastic attention when meeting expectations, • Having negative behaviors ignored; and • Not being shamed for making poor choices. 	<p>Classroom tasks build camaraderie between students, as evidenced by:</p> <ul style="list-style-type: none"> • Positive attitudes between students; • Interdependence and peer assistance; and • Embedded supports that allows for successful independent completion of tasks (if desired).
<p>The teacher praises positive student choices, reinforcing beneficial behavior by:</p> <ul style="list-style-type: none"> • Frequently describing specific actions that meet expectations, • Using an enthusiastic tone of voice; and • Providing immediate and personal feedback. 	<p>Students receive differential social attention to reinforce good behaviors, such as:</p> <ul style="list-style-type: none"> • Noticing by the teacher when correct actions are initiated; • Positive praise for continuing desired behaviors; and • Immediate, descriptive feedback that narrates specific actions. 	<p>Classroom responsibilities promote a positive moral identity in students by:</p> <ul style="list-style-type: none"> • Encouraging students to help and serve one another; • Allowing students to build positive self-images through their actions; and • Reinforcing the communal structure and interdependence of the classroom.

Grow Look Fors

Teacher	Students	Tasks/Responsibilities
<p>The teacher supports the development of grit by:</p> <ul style="list-style-type: none"> • Highlighting the importance of effort over talent; • Providing unstructured time for students to develop their interests; and • Designing practice and feedback sessions to grow students' skills. 	<p>Students develop emotional literacy by:</p> <ul style="list-style-type: none"> • Recognizing emotions in themselves and others; • Labeling emotions with and increasingly nuanced vocabulary; and • Regulating their emotions through breathing, reflection, and other techniques. 	<p>Classroom tasks nurture curiosity in students by:</p> <ul style="list-style-type: none"> • Including sufficient procedural knowledge to accomplish tasks independently; • Bridging across content areas and providing a means of exploration; and • Encouraging students to transfer knowledge into the production of authentic artifacts.
<p>The teacher encourages a growth mindset in students by:</p> <ul style="list-style-type: none"> • Modeling a growth mindset himself/herself; • Normalizing errors and helping students accept the desirable difficulty of tasks; and • Using feedback statements that encourage effort and the use of strategies over raw talent. 	<p>Students practice empathy by:</p> <ul style="list-style-type: none"> • Actively working to solve relational problems with classmates; • Taking the perspective of other students; and • Role playing to understand how their words and actions affect others. 	<p>Classroom tasks support student creativity by:</p> <ul style="list-style-type: none"> • Embedding open-ended and ambiguous elements; • Resting on a foundation of autonomy and student choice; and • Encouraging partner or group collaboration.

Engage Look Fors

Teacher	Students	Tasks/Responsibilities
<p>The teacher motivates students to engage in learning by:</p> <ul style="list-style-type: none"> • Offering students choices and opportunities to lead lessons; • Highlighting real-word connections within the curriculum; and • Providing timely feedback to build students' competence. 	<p>Students practice retrieval regularly, using techniques such as:</p> <ul style="list-style-type: none"> • Stopping during instruction to discuss or write notes about what was just learned; • Purposefully recalling information from past lessons; and • Writing a short summary of the lesson for homework. 	<p>Classroom tasks include reflection activities to stamp learning, such as:</p> <ul style="list-style-type: none"> • Thinking about what parts of the lesson went well for the students; • Judging their level of learning and using that to predict their future success; and • Evaluating their confidence in their learning and justifying it.
<p>The teacher designs engaging instruction that includes:</p> <ul style="list-style-type: none"> • Differentiated tasks to meet individual student needs; • Activities that are fun and light-hearted; and • Social interactions between the teacher and students and/or between students themselves. 	<p>Students review material using memory techniques, including:</p> <ul style="list-style-type: none"> • Immediate feedback to validate the retrieval; • Spacing out the recall to increase the difficulty; and • Mixing up the content to encourage recognition and discrimination. 	<p>Classroom tasks promote active learning using techniques such as:</p> <ul style="list-style-type: none"> • Asking students to solve problems and generate solutions before being shown the correct strategy or algorithm (cognitive dissonance); • Embedding error correction and instructive feedback; and • Adding newly learned information to mental models.