

TEACH 9: BUILD A SUPPORTIVE, LEARNING-FOCUSED CLASSROOM COMMUNITY				
	Highly Effective	Effective	Minimally Effective	Ineffective
	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>	<i>The following best describes what is observed:</i>
Investment	Students are invested in their work and value academic success.  <b>Students are also invested in the success of their peers.</b> For example, students can be seen helping each other or showing interest in other students' work, without prompting from the teacher.	Students are <b>invested</b> in their work and value academic success. For example, students work hard, remain focused on learning without frequent reminders, and persevere through challenges.	Students are <b>generally engaged</b> in their work but are <b>not highly invested</b> in it. For example, students might spend some time off-task, require frequent reminders, or give up easily.	Students demonstrate <b>disinterest</b> or <b>lack of investment</b> in their work. For example, students might be unfocused and not working hard, be frequently off-task, or refuse to attempt assignments.
Risk-Taking	The classroom environment is safe for students, such that students are willing to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.	The classroom environment is <b>safe</b> for students, such that students are <b>willing</b> to take on challenges and risk failure. For example, students are eager to ask questions, feel comfortable asking the teacher for help, feel comfortable engaging in constructive feedback with their classmates, and do not respond negatively when a peer answers a question incorrectly.	The classroom environment is <b>generally safe</b> for students, such that students are <b>willing</b> to take on challenges and risk failure, but there are <b>some exceptions</b> . For example, while many students might eagerly respond to challenges and not respond negatively when a peer answers a question incorrectly, some students might demonstrate reluctance or occasionally respond negatively when a classmate gives an incorrect answer.	The classroom environment is <b>not safe</b> for students, such that students are <b>frequently unwilling</b> to take on challenges and risk failure. For example, students might be reluctant to answer questions or take on challenging assignments, students might generally hesitate to ask the teacher for help even when they need it, or students might frequently discourage the work of their peers or criticize classmates who give incorrect answers.
Respect	Students are always respectful of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.*	Students are <b>always respectful</b> of the teacher and their peers. For example, students listen and do not interrupt when their peers ask or answer questions.*	Students are <b>generally respectful</b> of the teacher and their peers, but there are some exceptions. For example, students might occasionally interrupt,* or might be respectful and attentive to the teacher, but not to their peers.	Students are <b>frequently disrespectful</b> of the teacher or their peers. For example, they might frequently interrupt* or be clearly inattentive when the teacher or their peers are speaking.
Reinforcement	The teacher meaningfully reinforces positive behavior and good academic work, when appropriate.  <b>Students also give unsolicited praise or encouragement to their peers,</b> when appropriate.	The teacher <b>meaningfully</b> reinforces positive behavior and good academic work, when appropriate. For example, the teacher offers students specific praise.	The teacher reinforces positive behavior and good academic work, but <b>sometimes does not</b> do so in a meaningful way.	The teacher <b>rarely or never</b> reinforces positive behavior and good academic work; or, the teacher does so for only a few students.
Rapport	The teacher has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.  There is also evidence that <b>the teacher has strong, individualized relationships with some students</b> in the class. For example, the teacher might demonstrate personal knowledge of students' lives, interests, and preferences.	The teacher has a <b>positive</b> rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and expressions of interest in students' thoughts and opinions.	The teacher has a positive rapport with <b>some students but not others</b> , but there is no evidence of negative rapport.	There is <b>little or no</b> evidence of a positive rapport between the teacher and the students; or, there is evidence that the teacher has a <b>negative rapport</b> with some students.

\* Brief interruptions due to student excitement (e.g., when a student accidentally shouts out an answer because s/he is excited to respond) should not be counted against the teacher unless this type of interruption occurs constantly and significantly interferes with the lesson or other students' ability to respond.

1. If there are one or more instances of disrespect by the teacher toward students, the teacher should receive a Level 1 for this standard.
2. Observers should consider the point in the school year when assessing this standard. For example, in September the teacher might be in the early stages of building individualized relationships with students; or, the teacher might be establishing a culture of offering unsolicited praise with students who were not previously accustomed to engaging with classmates in that way.