

# Confidence Look Fors

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

# Heart Look Fors

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

# Anticipate Look Fors

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

# Reinforce Look Fors

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

# Grow Look Fors

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

# Engage Look Fors

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