

Student Look Fors

Confidence

Students and teacher build and sustain a **supportive environment** through:

- Positive expectations for students;
- Demonstrations and/or time set aside for gratitude and thankfulness; and
- Instruction delivered in a warm tone of voice.

Students and teacher maintain **positive communication**, as evidenced by:

- 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.

Heart

Students are held to **high expectations**, as evidenced by:

- 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.

Students' **cultural and linguistic heritage** is valued, as evidenced by:

- 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.

Anticipate

Students' **learning time** is maximized, as evidenced by:

- 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.

Students **transition** effectively between tasks, as evidenced by:

- Quick execution of the desired actions;
- Corrective feedback and practice opportunities being offered, as needed; and
- Learning opportunities embedded within.

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Reinforce

Students learn to **inhibit negative behaviors** through teacher actions, including:

- Receiving positive, enthusiastic attention when meeting expectations,
- Having negative behaviors ignored; and
- Not being shamed for making poor choices.

Students receive **differential social attention** to reinforce good behaviors, such as:

- Noticing by the teacher when correct actions are initiated;
- Positive praise for continuing desired behaviors; and
- Immediate, descriptive feedback that narrates specific actions.

Grow

Students develop **emotional literacy** by:

- Recognizing emotions in themselves and others;
- Labeling emotions with and increasingly nuanced vocabulary; and
- Regulating their emotions through breathing, reflection, and other techniques.

Students practice **empathy** by:

- 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.

Engage

Students **practice retrieval** regularly, using techniques such as:

- 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.

Students review material using **memory techniques**, including:

- Immediate feedback to validate the retrieval;
- Spacing out the recall to increase the difficulty; and
- Mixing up the content to encourage recognition and discrimination.