Examples of observable actions

Culture/Climate Dimension

Why these items matter:
Teachers and learners hold values and beliefs regarding social interactions and relationships within the classroom. The culture/climate of learning can have important implications for student outcomes. When a teacher creates and sustains a learning environment in which each learner is cared for, is safe, has a sense of belonging, and feels secure to share their thoughts, then learners can achieve their potential.

Item	Descriptive Actions	Examples of Actions
1. Fosters an environment that embraces all learners	• Shows connectedness to learners, interpersonal bonding • Expresses concern for learners' well-being • Demonstrates personal interest in learners	• "_____, we missed you in class yesterday" • "Are you comfortable doing this task with your classmates?" • "How did your game go last night?"
2. Treats each learner equitably	• Demonstrates openness and approachability • Makes culturally responsive eye contact with learners • Uses words that resonate with or do not exclude learners	• "I am here to help you and answer any questions you may have" • "What you said is very interesting because ..." • "What needs to happen so that everyone can ... ?"
3. Encourages learners to share their opinions without fear of negative comments from their peers	• Accepts and supports learners to take risks voicing their opinions and asking questions • Promotes interactions that are highly supportive, friendly, and learner-centered • Asks questions that encourage learners to voice their opinions	• "Be ready to talk in your small groups about … and remember that everyone's voice is important." • Show me thumbs up if you agree with ..." • "What do you think about …?" "Who has a similar opinion or different one?"
4. Creates enthusiasm for the learning at hand	• Demonstrates a positive attitude toward the content/activity/task • Shows genuine interest in the content/activity/task • Exhibits energy that appeals to learners	• "What you said makes me think/reminds me of ..." • Demonstrative hand, arm, body movement for explaining and emphasizing ideas • "I'm so excited to begin this lesson with you."

Learning Dimension

Why these items matter:

Teachers create and deliver processes to ensure learners have the opportunities to gain and demonstrate an understanding of the content so they can apply that knowledge and acquisition of skills. "Teachers must not only be clear about what they want students to learn; they also must know typical student steps and missteps toward this goal" (Moss & Brookhart, 2009).

Item	Descriptive Actions	Examples of Actions
1. Communicates clear explanations about the activities or tasks	• Captures learners' attention to set the stage for learning • Thoroughly explains why the content or activity is important to the learners • Uses simple and direct language to provide instructions about the activity/task	• "What are you expected to be able to do for this activity?" • "Why do we follow these steps?" • "Who can repeat back to me what steps we are going to complete?"
2. Implements lessons and/or activities that stimulate learners to use higher order thinking skills	• Encourages learners to question each other through discussions and debate • Provides opportunities for learners use application skills to complete activities/tasks • Provides opportunities for learners to express themselves individually and collectively in a variety of ways	• "Explain your thinking about …" • "Tell me more." • "What is your opinion about … and what valid information supports it?"
3. Delivers lessons that are relatable to the learners or aligned to their interests	• Describes the purpose of the lesson—why this is important to every learner's life • Makes it personal to the learners (e.g., through culture, gender, age, geography) • Incorporates a real-world aspect into the lesson	• "Knowing how to … is important because ..." • "Where could you see/use this information?" • "How does this relate to other ideas/topics?"
4. Monitors learners' understanding of the content and/or the acquisition of skills	• Keeps close proximity to learners • Formatively assesses learners throughout the lesson • Encourages learner self-assessment • Elicits learner questioning to determine level of understanding	• Teacher uses non-verbal cues to check for understanding (e.g., reassuring head nod, thumbs up, smile, use of emojis). • "Show me how you have solved this ...?" • "I see that you can ..., can you explain what you know about ... ?"
5. Adapts instruction and/or activities that meet individual learner's needs	• Changes instructional arrangement (e.g., peer partner, groups, individual) for activities/tasks • Uses different ways to engage with use of materials (e.g., graphic organizers, visuals, text) • Changes instructional tasks (e.g., reduces number of items, modifies assignment, gives learner options)	• "What is another way you can find the answer?" • "You may choose how you want to do the assignment, as long as you complete ..." • "Can I show you a different way?"

Item	Descriptive Actions	Examples of Actions
6. Provides learners with purposeful feedback about their progress and/or needs	• Uses many forms of feedback • Provides learners with individualized feedback • Gives feedback that is specific to the current lesson/activity • Learners are involved in the feedback process	• "I notice that you can .... Can you show/tell me more?" • "I am impressed with how far you have come with …" • It sounds/looks like this is a place that is difficult, would you like to talk to me about it?"

Essentials Dimension

Why these items matter:

Teachers affect learner behavior, achievement, and confidence in their ability to learn and work with others. An effective teacher demonstrates core competencies such as presence and disposition, pedagogical knowledge, content knowledge, and management of the learning environment.

Item	Descriptive Actions	Examples of Actions
1. Delivers and/or facilitates the lesson with knowledge and confidence	• Has deep understanding of their subject matter • Speaks clearly and with appropriate tone, tempo, and volume • Demonstrates new skill/concept (acquisition), applies thinking skills (application), integrates individual thinking skills (assimilation)	• "Let me demonstrate the first few movements, then you give it a try." • "When I …, I can now…" • Teacher uses think-alouds. "I see ... but where should I go now?"
2. Communicates and upholds high expectations for learners' behaviors to maximize their learning and well-being	• Uses active listening skills to understand and respond to learners • Conveys confidence in learners • Provides high levels of support through varied teaching and modes of presentation • Provides feedback to learners on personal goals and time frames	• "What I hear you saying is ..." • "You make a good suggestion about ..." • "How can you break this down so that you can get this done?"
3. Facilitates use of resources that support learners' needs	• Chooses resources and materials with intentionality that enhance learning activities aligned to learning objectives and instruction • Secures a variety of resources from within and outside of the classroom that increase learner learning and engagement • Makes resources easily accessible and available to engage learners	• "How do you make sure that you have all the correct materials?" • "What would be the best place to find information about ...?" • "I see that two groups need to get out their devices for their project work."
4. Implements instructional strategies that actively engage learners	• Employs active learning strategies • Uses a variety of assessment strategies • Applies group instructional strategies to be inclusive of all learners	• "You will work in groups to ..." • "Find your partner and choose the topic to investigate." • "Each person in a group has a specific job for the activity and together, you make the decision."
5. Manages the learning time in an efficient and optimal manner	• Ensures smooth transitions between activities/tasks • Executes efficient procedures; maintains control of classroom environment; ensures learners stay on task • Ensures group projects are organized • Dedicates/protects blocks of time to instruction with minimal interruptions	• "You have five minutes remaining to..." • "First, we are going to .... Then, we will …. Finally, we will ..." • Teacher uses pre-determined grouping (example- count off, alphabetize, seat assignments).

Agency Dimension

Why these items matter:

Teachers foster learners' ability to self-direct and self-regulate their learning by using strategies such as: setting and communicating learning targets, providing aligned activities, sharing appropriate feedback, and assessing progress toward targets. The process of building learner agency has a proven impact on learner achievement. When teachers convey high expectations, learners "learn to believe in themselves and in their futures, developing the critical resilience traits of self-esteem, self-efficacy, autonomy, and optimism" (Benard, 1995, p.3).

Item	Descriptive Actions	Examples of Actions
1. Empowers learners to be responsible for the learning at hand	• Ensures learners are working the problems, not the teacher • Facilitates inquiry-based activities/tasks • Guides learners to take charge of their learning and engagement	• I know if you keep working and thinking, you'll find a solution." • "Where can you find additional resources?" • "Remember to review your learning goals and project timeline."
2. Gives learners choices about the learning activities or tasks	• Allows learners to contribute to the design of lessons, projects, and/or activities • Gives learners the ability to attend to activities with the role of decision-making • Helps learners make sense of instructional concepts and create their own understandings	• "Decide what you will be working on for ..." • "What do you want to learn about?" • "You can turn in by … or you can choose to turn in by …."
3. Provides assistance for learners to navigate and monitor their learning progress	• Provides opportunities for reflection or goal setting • Facilitates a progress-tracking process so learners know their areas of strengths or challenges • Identifies problems and generates solutions with the learner	• "What went well during …?" • "How is … affecting your understanding?" • "Share and talk about your work with a partner."
4. Encourages learners to persevere with or seek challenging activities or tasks	• Allows sufficient time for problem-solving • Provides encouragement when learners struggle • Gives learners guidance to be successful or to keep going	• Teacher uses wait time. • "Let's try it this way instead" or "Let's try it another way." • "Your learning goals are not stretching you enough. Let's think together about how to go stretch your thinking."
5. Builds learners' growth mindset and self-efficacy	• Applies strengths-based learning: active mentoring to learners, learner-led decision-making beyond academics • Acknowledges learners' personal potential • Uses and encourages positive self-talk	• "How can we make this better?" • "Who can you count on to help with ...?" • "Does this represent your best work?"

Relationship Dimension

Why these items matter:

Teacher and learner relationships have demonstrable effects on learner achievement. Actions that foster healthy, positive connections between the teacher and learners are foundational to learners' social-emotional well-being.

Item	Descriptive Actions	Examples of Actions
1. Promotes respectful and caring interactions toward and between learners	• Promotes harmony and positivity toward learners • Shows empathy through dialogue with learners • Redirects learners if negative interactions occur	• "I can see why you think ..." • "What do you all think/feel about ...?" • "Stay calm and talk through your disagreement."
2. Cultivates learner cooperation, collaboration, and inclusivity	• Proposes questions when engaged with groups • Upholds the role of facilitator rather than interferes with engaged groups • Suggests and promotes peer assistance	• "Has everyone had a turn to use the ...?" • "Look for ways to help each other to ..." • "Share your ideas with your group."
3. Preserves learners' dignity while attending to their individual needs	• Uses discretion to address learners • Demonstrates maturity and consideration for others • Speaks respectfully to learners at all times, including when redirecting	• "Can you tell me about ...?" • Teacher addresses issues and/or correction with a learner quietly and privately. • Teacher speaks in an even tone and volume with and toward all learners.