**EFFECTIVE INSTRUCTION TEACHING MODEL - HIGH EXPECTATIONS**

**Focus Question – What do I do to communicate high expectations to all of my students?**

**What it looks like –** Teachers who have high expectations of their students believe that all students should be able to experience success within their classroom. High expectations are continually communicated to students both publicly and privately, depending on circumstance. Communicating high expectations is most effective when done in an environment of mutual respect, rather than familiarity or friendliness. The teacher is primarily responsible for building this environment within the classroom.

**The high expectations model**

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| **Teacher Strategies (and Evidence)** * When asked, the teacher can identify the existing achievement level of all students.
* When asked, the teacher is able to identify the learning strengths and weaknesses of all students.
* The teacher provides student with feedback that they are valued and respected members of the class;
 | **Student Evidence*** When asked, students say that the teacher cares whether they do well.
* Students treat each other with respect.
* When asked, students say the teacher expects everyone to participate.
* When asked, students say the teacher values all the students in the class equally.
* When asked, students say that they have to answer questions in class.
* When asked, students say the teacher helps them answer questions successfully.
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| * All students.
* Most students.
* Some students.
 | * Makes eye contact.
* Consistent across the class with expectations.
* Acknowledge positive contribution publicly.
* All student responses are responded to in a respectful manner.
* Teacher does not allow negative comments.
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| * Teacher asks questions of a range of students within the classroom, including those who may not readily know the correct response.
* Teacher expects critical and creative thinking from all students.
* Teacher scaffolds questions for students who provide incorrect answers.
* Teacher provides personal support for students who may need additional time or effort to answer questions or complete work.
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**Proficiency Scale**

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| --- | --- | --- | --- | --- | --- |
|  | **Not Using** | **Beginning** | **Developing** | **Applying** | **Highly Accomplished** |
|  **1 ………… 1½ …….…… 2 ………… 2½ …….…… 3 ……..….3½ …….…… 4 …….… 4½ ………… 5** |
| **Communicating high expectations**  | Teacher does not appear to obviously monitor the quantity or quality of the work done by students.Questions are answered only by volunteers within the class.  | Teacher appears to monitor student work output and provides some feedback regarding effort. Almost all questions answered by volunteers within the class. | Teacher actively monitors work output of students and provides a range of positive and negative feedback on effort.Questions are shared between volunteers and teacher selected students | Teacher actively monitors work output of students and provides supportive feedback on effort.Questions are often targeted to specific students. Pausing and scaffolding used with questioning for some students. | Teacher actively monitors work output of students and provides a range of differentiated and supportive feedback on effort.Questioning targets a range of students with pausing, scaffolding, and response chaining used to elicit CCTS where possible. |