# Framework for Effective and Equitable Teaching

## ENGAGE

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Competency</th>
<th>Indicator</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Establish respectful and productive relationships with students and families.</td>
<td>LC.1 Demonstrates interest, value, and respect for students’ family members, home cultures, and communities.</td>
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<td>LC.2 Demonstrates positive rapport with students and facilitates positive rapport between students (e.g., empathy, patience, caring).</td>
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<td>LC.3 Communicates belief in capacity of all learners to achieve at high levels (e.g., college and career readiness, high expectations).</td>
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<td>LC.4 Communicates with parents/families to gather information on student needs, provide support, and share data about student progress.</td>
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<td>1.2</td>
<td>Use equitable classroom management strategies.</td>
<td>LC.5 Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student accountability (e.g., precise directions, positive narration, rewards/consequences).</td>
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<td>LC.6 Ensures students follow behavior norms by promptly redirecting inappropriate behaviors, and enforcing consequences.</td>
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<td>LC.7 Uses predictable transition strategies effectively to maximize time on task.</td>
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<td>LC.8 Uses an efficient process to ensure students have appropriate materials for learning.</td>
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<td>LC.9 Incorporates student voice and choice in developing classroom community.</td>
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<td>1.3</td>
<td>Actively engage students in learning.</td>
<td>LC.10 Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques) to ensure all students participate.</td>
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<td>LC.11 Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.</td>
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<td>LC.12 Provides opportunities for students to experience joyful learning that includes discovery, application, and/or collaboration.</td>
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<td>Dimension</td>
<td>Unsatisfactory Indicators (1)</td>
<td>Developing Indicators (2)</td>
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| 1.1 Establish respectful and productive relationships with students and families. | - Dismisses students’ culture and community through deficit language or lack of acknowledgment.  
- Demonstrates apathetic or negative interactions with students and/or families.  
- Interactions among peers reflect bullying, disrespect, and/or bias.  
- Communicates negative beliefs of students’ ability to learn.  
- Models poor communication skills. | - Demonstrates respect in interactions with students.  
- Engages in interactions with students that are formal and/or distant.  
- Communicates belief in the capacity of all students to learn.  
- Models effective skills in listening, clarifying, and mediating.  
- Poses questions to students and parents/families about students’ interests and needs. | - Demonstrates interest, value, and respect for students’ home cultures and communities.  
- Demonstrates positive rapport with students and facilitates positive rapport between students (e.g., empathy, patience, caring).  
- Communicates belief in capacity of all learners to achieve at high levels (e.g., college and career readiness, high expectations).  
- Communicates with parents/families to gather information on student needs, provide support, and share data about student progress. | - Solicits information about student and family interests and values and provides positive reinforcement about importance of such interests.  
- Collaborates with students to set classroom norms that facilitate positive rapport between peers and between the teacher and students.  
- Engages students in articulating their own beliefs in their capacity to achieve at high levels.  
- Holds self and students accountable for the use of active listening, clarifying, mediating, and advocating for self and others.  
- Engages students and parents/families in identifying school, home, and community resources that may support student learning. |
| 1.2 Use equitable classroom management strategies. | - Implements behavior management strategies inconsistently.  
- Uses negative and/or punitive classroom management strategies.  
- Allows inappropriate student behavior.  
- Uses inefficient transitions that result in loss of instructional time.  
- Materials for learning are not available or easily accessible. | - Implements a behavior management system that is inconsistent and/or lacks accountability.  
- Uses classroom management strategies that are developmentally appropriate.  
- Addresses inappropriate student behavior, but does not provide a consequence.  
- Implements inconsistent transition strategies that result in diminished instructional time.  
- Uses inefficient and/or disorganized process to ensure students have appropriate materials for learning.  
- Uses teacher-centered approaches in developing classroom community. | - Implements a developmentally appropriate, predictable, and proactive behavior management system that promotes student accountability (e.g., precise directions, positive narration, rewards/consequences).  
- Ensures students follow behavior norms by promptly redirecting inappropriate behaviors, and enforcing consequences.  
- Uses predictable transition strategies effectively to maximize time on task.  
- Uses an efficient process to ensure students have appropriate materials for learning.  
- Incorporates student voice and choice in developing classroom community. | - Engages students in developing a predictable and proactive behavior management system that promotes student empowerment and accountability to self and peers.  
- Uses creative transition strategies that promote student efficacy, reinforce content learning, and maximizes time on task.  
- Maximizes a community-based learning environment that promotes safety, access, and opportunities for individual and collective learning.  
- Provides opportunities for students to develop and monitor classroom norms.  
- Engages students in analyzing their own behavior and setting short and long term behavioral goals. |
| 1.3 Actively engage students in learning. | • Gives few opportunities for active engagement and students demonstrate limited participation.  
• Incorporates learning experiences that are dominated by one teaching or learning style.  
• Provides learning experiences that are focused on rote learning. | • Relies on a limited number of engagement strategies, often resulting in lack of student participation.  
• Provides learning experiences that target one or two learning styles.  
• Provides opportunities for students to collaborate with one another. | • Uses a variety of active engagement strategies (e.g., interactive technology, manipulatives, realia, total participation techniques) to ensure equitable student participation.  
• Provides learning experiences that target multiple learning styles, including auditory, visual, kinesthetic, tactile, and social/interpersonal.  
• Provides opportunities for students to experience joyful learning that includes discovery, application, and/or collaboration. | • Varies role in instructional process, assuming role of instructor, facilitator, and learner.  
• Consistently incorporates multiple learning styles in learning experiences and demonstrates metacognition about the importance of incorporating multiple learning styles.  
• Creates an environment that is filled with joyful learning including high-level thinking, active participation, application, creativity, and project-based learning. |