

Danielson's Framework for Teaching Through a CRE Lens

Domain 2: Classroom Environment			
Danielson Component and Evaluation Level	For Teachers: Possible Critical Attributes through CRE Lens	For Teachers: Possible Examples through CRE Lens	For Evaluators: Possible Feedback through CRE Lens
<p><i>2a: Creating an Environment of Respect and Rapport</i></p> <p>Highly Effective</p>	<p>The teacher makes time for one-on-one conferencing in order to address academic and social issues specific to individual students.</p> <p>Students effectively interrupt their peers when they hear bias or a disrespectful remark based on someone's cultural background or other personal characteristics.</p>	<p>Example 1: The teacher helps students take ownership of their ideas by noting their comments on the board and marking their initials beside their contributions.</p> <p>Example 2: Both the teacher and students engage in a discussion where disagreement is collegial and original and thoughtful ideas are acknowledged with enthusiasm by peers and the teacher.</p> <p>-----</p> <p>Your Content Area/Position:</p> <p>Example 3:</p>	<p>“In the class, you facilitated a discussion about a current events article you brought in. Although the topic generated controversy and a heated and debate, your students’ discourse remained productive and positive. They listened to each other’s points of view and the disagreement challenged students’ to think deeply and consider new perspectives.”</p> <hr/> <p>Administrative Position:</p> <p>Example:</p>

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<p><i>2a: Creating an Environment of Respect and Rapport</i></p> <p>Effective</p>	<p>The teacher maintains positive relationships and supports student participation by providing general encouragement.</p> <p>The teacher recognizes and combats any presence of negative bias in the classroom.</p>	<p>Example 1: The teacher interrupts a student's comment of bias by explaining why it is harmful and suggests another direction for the conversation.</p> <p>Example 2: When a teacher notices strength in a struggling student's essay, s/he seizes the opportunity to use his example for the rest of the class.</p> <p>-----</p> <p>Your Content Area/Position:</p> <p>Example 3:</p>	<p>“Students address each other respectfully, but they tend to sit with the same peers all the time. How can you arrange the seating in your classroom so that students of different backgrounds and genders have opportunities to interact with and learn from one another?”</p> <hr/> <p>Your Administrative Position:</p> <p>Example:</p>

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<p><i>2a: Creating an Environment of Respect and Rapport</i></p> <p>Developing</p>	<p>The teacher's encouragement of students is uneven and provides the highest performers with the most enthusiastic support.</p> <p>The teacher's attempts to interrupt remarks of negative bias and insults have only temporary success.</p>	<p>Example 1: Students laugh when a student provides a response to a question and, though the teacher remarks that this is not acceptable, some students persist quietly.</p> <p>Example 2: When a student makes a racial slur the teacher raises her voice and asks the student how they think other students might feel when they hear it. The teacher doesn't wait for a response.</p> <p>-----</p> <p>Your Content Area/Position:</p> <p>Example 3:</p>	<p>“The majority of the students who have been removed from your class for disruptive behaviors have been males. Can you identify and communicate some of these students' strengths and build upon them in the classroom so that they might feel welcome and appreciated too.”</p> <hr/> <p>Your Administrative Position:</p> <p>Example:</p>

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<p><i>2a: Creating an Environment of Respect and Rapport</i></p> <p>Ineffective</p>	<p>The teacher is disrespectful towards students or insensitive to students’ ages, cultural backgrounds, developmental levels or other personal characteristics. “The teacher displays no familiarity with, or caring about, individual students.”</p> <p>The teacher is neutral with regards to student success or achievement.</p>	<p>Example 1: During group work, a student makes a racial slur unnoticed by the teacher and when another student alerts the teacher, she states, “If you all were working, this wouldn’t be a problem.”</p> <p>Example 2: When a student approaches the teacher after class to discuss his grades, the teacher asks for his last name and her gaze remains fixed on her grade book throughout the discussion.</p> <p>-----</p> <p>Your Content Area/Position:</p> <p>Example 3:</p>	<p>“You heard, but ignored, two students using negative and stereotypical remarks to another student. Not intervening creates an unsafe learning environment for all. The student who was the victim in this situation needs your support and the two students who made the remarks need to know and reflect on their impact to others and your classroom community.”</p> <p>Your Administrative Position:</p> <p>Example:</p>

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