# Danielson Focused Learning Walks

Date:

Observer:

Domain 2: **Classroom Environment**    Component 2a:  **Creating an Environment of Respect and Rapport**

| Elements | Critical Attributes |
|---|---|
| a.  Teacher-student interactions are friendly and demonstrate general caring and respect.<br><br>b.  interactions are appropriate to the ages of the students.<br><br>c.  Students exhibit respect for the teacher.<br><br>d.  Interactions among students are generally polite and respectful.<br><br>e.  Teacher responds successfully to disrespectful behavior among students.<br><br>f.  result of the interactions is polite and respectful | a.  Talk between teacher and students and among students is uniformly respectful.<br><br>b.  Teacher responds to disrespectful behavior among students.<br><br>c.  Teacher makes connections with individual students. |

Not Observable          Clearly Observable

O———O———O———O

Subject:

Grade:

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Observer:

| Reflection |
|---|
| **Creating an Environment of Respect and Rapport** could have been more clearly observable if… |

| What will I do differently in my own practice to communicate with students? | When will I implement the change? | What colleague(s) will I share my commitment and outcomes with? |
|---|---|---|
| | | |

| Unsatisfactory | Basic | Proficient | Distinguished |
|---|---|---|---|
| Patterns of classroom interactions, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Student interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior. | Patterns of classroom interactions, both between teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels. Students rarely demonstrate disrespect for one another. The teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict. | Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite, respectful, and business-like, though students may be somewhat cautious about taking intellectual risks. | Classroom interactions between teacher and students and among students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks. |

*Adapted from BERC Group STAR Protocol L. Roberts 2015-16*