

ONE – Culture and Expectations



| TEACHER | | | | | |
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| Culture of Caring | <ul style="list-style-type: none"> I regularly and purposefully demonstrate a comprehensive understanding of the child’s social, emotional, cognitive and academic needs. | <ul style="list-style-type: none"> I demonstrate an understanding of the child’s social, emotional, cognitive and academic needs. | <ul style="list-style-type: none"> I sometimes demonstrate an understanding of the of the child’s social, emotional, cognitive and academic needs. | <ul style="list-style-type: none"> I have limited understanding of the child’s social, emotional, cognitive and academic needs. | |
| | <ul style="list-style-type: none"> I regularly and purposefully ensure that the environment is respectful, trusting and safe. | <ul style="list-style-type: none"> I ensure that the environment is respectful, trusting and safe. | <ul style="list-style-type: none"> I sometime ensure that the environment is respectful, trusting and safe. | <ul style="list-style-type: none"> I have limited structures in place to ensure that the environment is respectful, trusting and safe. | |
| | <ul style="list-style-type: none"> I regularly and purposefully demonstrate concern for student welfare. | <ul style="list-style-type: none"> I demonstrate concern for student welfare. | <ul style="list-style-type: none"> I sometimes demonstrate concern for student welfare. | <ul style="list-style-type: none"> I rarely demonstrate concern for student welfare. | |
| Relationships | <ul style="list-style-type: none"> I regularly and purposefully foster the development of positive relationships among students | <ul style="list-style-type: none"> I foster the development of positive relationships among students. | <ul style="list-style-type: none"> I sometimes foster the development of positive relationships among students. | <ul style="list-style-type: none"> I make limited attempts to foster the development of positive relationships among students. | |
| | <ul style="list-style-type: none"> I regularly and purposefully foster the development of positive relationships among learning team members (students, parents/guardians, community groups/members, staff, etc.) | <ul style="list-style-type: none"> I foster the development of positive relationships among learning team members (students, parents/guardians, community groups/members, staff, etc.) | <ul style="list-style-type: none"> I sometimes foster the development of positive relationships among learning team members (students, parents/guardians, community groups/members, staff, etc.) | <ul style="list-style-type: none"> I make a limited attempt to foster the development of positive relationships among learning team members (students, parents/guardians, community groups/members, staff, etc.) | |
| Diversity | <ul style="list-style-type: none"> I regularly and purposefully recognize and foster the awareness and acceptance of diversity among students (culture, gender, special needs, etc.) | <ul style="list-style-type: none"> I recognize and foster the awareness and acceptance of diversity among students (culture, gender, special needs, etc.) | <ul style="list-style-type: none"> I sometimes recognize and foster an awareness or acceptance of diversity among students (culture, gender, special needs, etc.) | <ul style="list-style-type: none"> I rarely recognize or foster an awareness or acceptance of diversity among students (culture, gender, special needs, etc.) | |
| Humour | <ul style="list-style-type: none"> I regularly and purposefully use | <ul style="list-style-type: none"> I use humor appropriately while | <ul style="list-style-type: none"> I sometimes use humor | <ul style="list-style-type: none"> My use of humor is limited and/or | |

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| | appropriate humor effectively while maintaining the focus of instruction. | maintaining the focus of instruction. | appropriately but it may detract from the focus of instruction. | inappropriate. |
| Citizenship | <ul style="list-style-type: none"> I regularly and purposefully foster an awareness of citizenship beyond the classroom. | <ul style="list-style-type: none"> I foster an awareness of citizenship beyond the classroom. | <ul style="list-style-type: none"> I sometimes foster an awareness of citizenship beyond the classroom. | <ul style="list-style-type: none"> I rarely foster an awareness of citizenship beyond the classroom. |
| Rules and Procedures | <ul style="list-style-type: none"> In collaboration with all students, I establish appropriate rules and procedures and implement them regularly and purposefully. | <ul style="list-style-type: none"> In collaboration with all students, I establish and implement appropriate rules and procedures. | <ul style="list-style-type: none"> I sometimes establish appropriate rules and procedures. | <ul style="list-style-type: none"> I rarely establish appropriate rules and procedures. |
| Reinforcement | <ul style="list-style-type: none"> I regularly and purposefully apply timely and specific reinforcement and logical consequences. | <ul style="list-style-type: none"> I apply timely, specific reinforcement and logical consequences. | <ul style="list-style-type: none"> I sometimes apply timely, specific reinforcement and logical consequences. | <ul style="list-style-type: none"> I rarely apply timely, specific reinforcement or logical consequences. |
| Facilitator | <ul style="list-style-type: none"> I regularly and purposefully assist students in taking ownership of their learning. | <ul style="list-style-type: none"> I assist students in taking ownership of their learning. | <ul style="list-style-type: none"> I sometimes assist students in taking ownership of their learning. | <ul style="list-style-type: none"> I rarely assist all students in taking ownership of their learning. |
| | <ul style="list-style-type: none"> I regularly and purposefully foster a culture of encouragement and expectation for the success of all students. | <ul style="list-style-type: none"> I foster a culture of encouragement and expectation for the success of all students. | <ul style="list-style-type: none"> I sometimes foster a culture of encouragement and expectation for the success of all students. | <ul style="list-style-type: none"> I rarely foster a culture of encouragement and expectation for the success of all students. |
| Culture of Achievement | <ul style="list-style-type: none"> I regularly and purposefully collaborate with students to identify goals and learning expectations. | <ul style="list-style-type: none"> I collaborate with students to identify goals and learning expectations. | <ul style="list-style-type: none"> The teacher sometimes collaborates with students to identify goals and learning expectations, keeping. | <ul style="list-style-type: none"> The teacher rarely collaborates with students to identify goals and learning expectations. |
| | <ul style="list-style-type: none"> I regularly and purposefully encourage risk taking during the learning process. | <ul style="list-style-type: none"> I encourage risk taking during the learning process. | <ul style="list-style-type: none"> I sometimes encourage risk taking during the learning process. | <ul style="list-style-type: none"> I rarely encourage risk taking during the learning process. |
| Physical Learning Environment | <ul style="list-style-type: none"> I regularly and purposefully plan for classroom elements such as physical space, student groupings, sensory needs, etc. to ensure success for all students | <ul style="list-style-type: none"> I plan for classroom elements such as physical space, student groupings, sensory needs, etc. to ensure success for all students | <ul style="list-style-type: none"> I sometimes plan for classroom elements such as physical space, student groupings, sensory needs, etc. to ensure success for all students | <ul style="list-style-type: none"> I rarely plan for classroom elements such as physical space, student groupings, sensory needs, etc. to ensure success for all students |

STUDENTS

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| Physical Learning Environment | <ul style="list-style-type: none"> ● Students regularly feel physically, socially, emotionally and academically safe in the learning environment. | <ul style="list-style-type: none"> ● Students feel physically, socially, emotionally and academically safe in the learning environment. | <ul style="list-style-type: none"> ● Students sometimes feel physically, socially, emotionally and academically safe in the learning environment. | <ul style="list-style-type: none"> ● Students rarely feel physically, socially, emotionally and academically safe in the learning environment. |
| Culture of Caring | <ul style="list-style-type: none"> ● Student voice is regularly recognized and encouraged. | <ul style="list-style-type: none"> ● Student voice is recognized and encouraged. | <ul style="list-style-type: none"> ● Student voice is sometimes recognized and encouraged. | <ul style="list-style-type: none"> ● Student voice is rarely recognized and encouraged. |
| | <ul style="list-style-type: none"> ● Students regularly view themselves as a team of learners who have responsibilities towards each other. | <ul style="list-style-type: none"> ● Students view themselves as a team of learners who have responsibilities towards each other. | <ul style="list-style-type: none"> ● Students sometimes view themselves as a team of learners who have responsibilities towards each other. | <ul style="list-style-type: none"> ● Students rarely view themselves as a team of learners who have responsibilities towards each other. |
| Citizenship | <ul style="list-style-type: none"> ● Students regularly understand that they can have a global impact. | <ul style="list-style-type: none"> ● Students understand that they can have a global impact. | <ul style="list-style-type: none"> ● Students sometimes understand that they can have a global impact. | <ul style="list-style-type: none"> ● Students rarely understand that they can have a global impact. |
| | <ul style="list-style-type: none"> ● Students regularly have opportunities to assist in building leadership skills. | <ul style="list-style-type: none"> ● Students have opportunities to assist in building leadership skills. | <ul style="list-style-type: none"> ● Students sometimes have opportunities to assist in building leadership skills. | <ul style="list-style-type: none"> ● Students rarely have opportunities to assist in building leadership skills. |
| | <ul style="list-style-type: none"> ● Students regularly take risks and support others in doing so. | <ul style="list-style-type: none"> ● Students take risks and support others in doing so. | <ul style="list-style-type: none"> ● Students sometimes take risks and occasionally support others in doing so. | <ul style="list-style-type: none"> ● Students rarely take risks and rarely support others in doing so. |
| Culture of Achievement | <ul style="list-style-type: none"> ● Students regularly and purposefully take ownership of their learning. | <ul style="list-style-type: none"> ● Students take ownership of their learning. | <ul style="list-style-type: none"> ● Students sometimes take ownership of their learning. | <ul style="list-style-type: none"> ● Students rarely take ownership of their learning. |
| | <ul style="list-style-type: none"> ● Students regularly respect and appreciate learning differences. | <ul style="list-style-type: none"> ● Students respect and appreciate learning differences. | <ul style="list-style-type: none"> ● Students sometimes respect and appreciate learning differences. | <ul style="list-style-type: none"> ● Students rarely respect and appreciate learning differences. |
| | <ul style="list-style-type: none"> ● Student success is regularly recognized and celebrated. | <ul style="list-style-type: none"> ● Student success is recognized and celebrated. | <ul style="list-style-type: none"> ● Student success is sometimes recognized and celebrated. | <ul style="list-style-type: none"> ● Student success is rarely recognized and celebrated. |
| Student Input | <ul style="list-style-type: none"> ● Students have regular opportunity for purposeful input into determining the group structures, including: physical arrangement, choice of group members, consideration of others' learning styles, etc. | <ul style="list-style-type: none"> ● Students have opportunity for input into determining the group structures, including: physical arrangement, choice of group members, consideration of others' learning styles, etc. | <ul style="list-style-type: none"> ● Students sometimes have opportunity for input into determining the group structures, including: physical arrangement, choice of group members, consideration of others' learning styles, etc. | <ul style="list-style-type: none"> ● Students rarely have input into determining the group structures, including: physical arrangement, choice of group members, consideration of others' learning styles, etc. |

