Design Question: What will I do to communicate high expectations for all students?

39. What do I typically do to demonstrate value and respect for low-expectancy students?

The teacher exhibits behaviors that demonstrate value and respect for low-expectancy students.

Teacher Evidence

- When asked, the teacher can identify the students for whom there have been low expectations and the various ways in which these students have been treated differently from high-expectancy students in the past.
- Teacher provides low-expectancy students with nonverbal indications that they are valued and respected, such as:
  - Making eye contact
  - Smiling
  - Making appropriate physical contact
- Teacher provides low-expectancy students with verbal indications that they are valued and respected, such as:
  - Playful dialogue
  - Addressing students in a manner they view as respectful
- Teacher does not allow negative comments about low-expectancy students.

Student Evidence

- When asked, students say that the teacher cares for all students.
- Students treat each other with respect.

How Am I Doing?

<table>
<thead>
<tr>
<th>4 Innovating</th>
<th>3 Applying</th>
<th>2 Developing</th>
<th>1 Beginning</th>
<th>0 Not Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating value and respect for low-expectancy students</td>
<td>I adapt and create new strategies for unique student needs and situations.</td>
<td>I exhibit behaviors that demonstrate value and respect for low-expectancy students, and I monitor the impact on low-expectancy students.</td>
<td>I exhibit behaviors that demonstrate value and respect for low-expectancy students, but I do so in a somewhat mechanistic way.</td>
<td>I use the strategy incorrectly or with parts missing.</td>
</tr>
</tbody>
</table>