

Component	The Vision	Guiding Questions
Culturally Responsive Strategies	- Strategies leverage students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. - Strategies encourage equitable and purposeful student participation and ensure all students have access to learning, and have varied ways to show their learning.	- How is new content connected to culturally relevant examples and metaphors in students' lives? How are differences in language and culture explicitly acknowledged in the classroom environment? - How are influences of race, language, gender, disability and power acknowledged in the classroom? - How does the teacher ensure that all students have access to participation in the work of the group? How is participation distributed? - In what ways are issues of status and privilege addressed in instruction?
Effective Physical Spaces	- The physical arrangement of the room is welcoming and conducive to positive peer interactions and student learning. - School staff works proactively to eliminate barriers to access (using a lens of universal design). - Physical spaces help students maintain social-emotional and sensory regulation. - When students walk into the classroom, they want to stay.	- How does the physical arrangement of the classroom welcome students and promote positive peer interactions? - How do elements of universal design contribute to access for all students? - How do students use physical space to maintain social-emotional and sensory regulation? - How is student voice evident in the physical arrangement of the classroom? - How do materials and resources reflect diverse cultures and experiences?
Teaching Common Expectations	- Teachers have prepared in advance to identify schoolwide and classroom expectations for all students. - Students know common expectations through models/examples of positive classroom behavior. - Common expectations are taught at the beginning of the year and reviewed throughout the year.	- What are the schoolwide processes for collaboratively identifying common classroom expectations - including student voice? - How are students introduced to high quality examples of expected classroom behavior? - How often and in what context do teachers review common expectations throughout the year?
Rituals, Routines & Recognition	- Routines and rituals are established to communicate school/classroom values of community, inclusivity and equity. - Routines and rituals contribute to a stable, predictable classroom environment. - Students are recognized for positive contributions to the school/classroom community.	- How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? - How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? - What structures and systems are in place to recognize students for positive contributions to the school/classroom community? - How do rituals, routines and recognition (in the classroom and schoolwide) provide opportunities for student leadership and voice?

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Teaching Social-Emotional Skills	- Teachers identify specific social-emotional skills to teach and have appropriate resources for instruction. - Social-emotional skills (including self-awareness, self-management, and social/relational awareness) are taught in explicit and implicit ways. - Students have opportunities to generalize skills across settings and with different peer groups. - Students recognize their social-emotional strengths and areas for additional learning.	- How do the teacher and other school staff partner to provide instruction in social-emotional skills? - How does the teacher create opportunities to practice specific social-emotional skills within the context of classroom tasks? - To what degree are students able to talk about their social-emotional needs and strengths in different contexts and identify specific strategies to match their current need?
Restorative Practices	- A pro-active culture of community-building allows restorative practices to be a natural extension of the classroom culture. - Responses to inappropriate or disruptive behavior emphasize acknowledging responsibility, repairing harm and restoring relationships rather than emphasizing consequences. - Schools use structures and strategies that promote restorative dialogue and build empathy (e.g. peacemaking circles, mediation, conferencing).	- What structures and routines are in place to create a positive and supportive classroom culture, where students and teachers naturally engage in constructive and restorative dialogue? - What structures are in place to help students identify the harm they have done to the school/class community? - What structures are in place to provide opportunities for repairing harm and restoring relationships? - How do students learn the skills to engage in restorative dialogue?
Relationships with High Expectations	- Teacher is a “warm demander,” holding high standards while offering emotional and instructional scaffolds to help each student, every student, access classroom curriculum. - Teacher uses culturally responsive teaching practices. - Teacher shows respect and personal regard for each student, every student.	- How does the teacher create opportunities for productive struggle? - How does the teacher communicate high expectations for all students while providing emotional and academic support? - In what verbal and non-verbal ways does the teacher express warmth? - How do students respond to feedback and challenge? - How are students becoming more independent in their learning? - What structures in the environment and personal invitations from teachers engage each student, every student, in rigorous study, coursework, co-curricular activities, etc?

This Framework is designed to be a companion to the 5 Dimensions of Teaching and Learning from the Center for Educational Leadership. These 7 Components are part of the 5th Dimension: Classroom Environment and Culture