**ECP 1: Welcomes students by name as they enter the classroom**

**ECP 2: Uses eye contact with high – and low-achieving students**

**ECP 3: Uses proximity with high – and low-achieving students equitably**

**ECP 4: Uses body language, gestures, and expressions to convey a message that all student’s questions and opinions are important**

**ECP 5: Arranges the classroom to accommodate discussion**

**ECP 6: Ensures bulletin boards, displays, instructional materials, and other visuals in the classroom reflect the racial, ethnic, and cultural backgrounds represented by students**

**ECP 7: Uses a variety of visual aids and props to support student learning**

**ECP 8: Learns, uses, and displays some words in students’ heritage language**

**ECP 9: Models use of graphic organizers**

**ECP 10: Uses class building and teambuilding activities to promote peer support for academic achievement**

**ECP 11: Uses random response strategies**

**ECP 12: Uses cooperative learning structures**

**ECP 13: Structures heterogeneous and cooperative groups for learning**

**ECP 14: Uses probing and clarifying techniques to assist students to answer**

**ECP 15: Acknowledges all students’ comments, responses, questions, and contributions**

**ECP 16: Seeks multiple perspectives**

**ECP 17: Uses multiple approaches to consistently monitor students’ understanding of instruction, directions, procedures, processes, questions, and content**

**ECP 18: Identifies students’ current knowledge before instruction**

**ECP 19: Uses students’ real life experiences to connect school learning to students’ lives**

**ECP 20: Uses Wait Time**

**ECP 21: Asks students for feedback on the effectiveness of instruction**

**ECP 22: Provides students with the criteria and standards for successful task completion**

**ECP 23: Gives students effective, specific oral and written feedback that prompts improved performance**

**ECP 24: Provides multiple opportunities to use effective feedback to revise and resubmit work for evaluation against the standard**

**ECP 25: Explains and models positive self-talk**

**ECP 26: Asks higher-order questions equitably of high – and low-achieving students**

**ECP 27: Provides individual help to high – and low-achieving students**