

**Domain 2: Classroom Environment**

	<b>Unsatisfactory</b>	<b>Needs Improvement</b>	<b>Proficient</b>	<b>Excellent</b>
Component 2A: Creating and Environment of Respect and Rapport	<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels.</p> <p>Negative humor, put-downs, or conflict characterizes interactions. Teacher does not deal with disrespectful behavior.</p> <p>Teacher uses disrespectful talk towards students.</p> <p>Student body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>Patterns of classroom interactions, both between the teacher and students and among students, are generally appropriate but may reflect occasional inconsistencies, favoritism, and disregard for students' ages, cultures, and developmental levels.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results - the net result of the interactions is neutral: conveying neither warmth nor conflict.</p> <p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect - such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher.</p> <p>Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students - the net result of the interactions is polite and respectful, but impersonal.</p> <p>Talk between teacher and students and among students is respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth, caring, and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class - the net result of interactions is that of connections with students as individuals.</p> <p>Teacher demonstrates knowledge and caring about individual students' lives beyond school.</p> <p>When appropriate, students correct one another in their conduct towards classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher's response to a student's incorrect response respects the student's dignity.</p>
Possible Examples:	<p>A student slumps in his chair following a comment made by the teacher.</p> <p>Students roll their eyes at a classmate's idea; the teacher does not respond.</p> <p>Many students talk when the teacher and other students are talking; the teacher does not correct them.</p> <p>Some students refuse to work with other students.</p> <p>Teacher does not call students by their names.</p>	<p>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.</p> <p>A few students do not engage with others in the classroom, even when put together in small groups.</p> <p>Students applaud half-heartedly following a classmate's presentation.</p> <p>Teacher says, "Don't talk that way to your classmate's but the students shrugs his shoulders.</p>	<p>Teacher greets students by name as they enter class.</p> <p>Teacher gets the on the same level with students, by kneeling beside a student working at a desk.</p> <p>Students attend fully to what teacher is saying.</p> <p>Students wait for classmates to finish talking before beginning to talk.</p> <p>Students applaud politely following a classmate's presentation.</p> <p>Students help each other and accept help from each other.</p>	<p>Teacher inquires about a student's soccer game last weekend (or other extra-curricular or hobby).</p> <p>Student says, "Shhh" to classmates while the teacher or another student is speaking.</p> <p>Students clap enthusiastically for one another's presentations for a job well done.</p> <p>Teacher says, " That's an interesting idea, John, but you're forgetting..."</p>

			Teacher and students use courtesies such as "please, thank you, and excuse me." Teacher says, "Don't talk that way to your classmates" and the insult stops.	
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Component 2B: Establishing a Culture for Learning	<p>The classroom culture is characterized by a lack of teacher or student commitment to learning, and/or little or no investment of student energy into the task at hand.</p> <p>Hard work is not expected or valued.</p> <p>Medium to low expectations for student achievement are the norm with high expectations for learning reserved for only one or two students.</p> <p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and/or assignments.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Some students exhibit little or no pride in their work.</p> <p>Class time is devoted more to socializing than to learning.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only “going through the motions,” and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p> <p>Teacher’s energy for the work is neutral: indicating neither a high level of commitment nor “blowing it off”.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher’s expectations for learning, but don’t indicate commitment on their own initiative for the work.</p>	<p>The classroom culture is a cognitively busy place where learning is valued by all with high expectations for learning the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful; students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p> <p>The teacher communicates the importance of learning, and that with hard work all students can be successful in it.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>Teacher conveys an expectation of high levels of student effort.</p> <p>Students demonstrate effort to complete work of high quality.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail and/or helping peers.</p> <p>The teacher communicates a genuine passion for the subject.</p> <p>Students indicate that they are not satisfied unless they have complete understanding.</p> <p>Student’s questions and comments indicate a desire to understand the content, rather than, simply learning a procedure for getting a correct answer.</p> <p>Students recognize the efforts of their classmates.</p> <p>Most students take initiative in improving the quality of their work.</p>
Possible Examples:	<p>Teacher tells students that they’re doing a lesson because it’s on the test or in the book.</p> <p>Teacher says to a student, “Why don’t you try this easier problem?”</p> <p>Students turn in sloppy or incomplete work.</p> <p>Students don’t engage in work and the teacher ignores it.</p> <p>Students have not completed their homework and the teacher does not respond.</p> <p>Almost all of the activities are busy work.</p>	<p>Teacher says, “Let’s get through this.”</p> <p>Teacher says, “I think most of you will be able to do this.”</p> <p>Students consult with one another to determine how to fill in a worksheet; without challenging classmates’ thinking.</p> <p>Teacher does not encourage students who are struggling.</p> <p>Some students get to work after an assignment is given or after entering the room.</p>	<p>Teacher says, “This is important; you’ll need to speak grammatical English when you apply for a job.”</p> <p>Teacher says, “This idea is really important! It’s central to our understanding of history.”</p> <p>Teacher says, “Let’s work on this together: it’s hard, but you will all be able to do well.”</p> <p>Students get to work right away when an assignment is given.</p>	<p>Teacher says, “It’s really fun to find patterns for factoring polynomials.”</p> <p>Students ask a classmate to explain a concept or procedure since he didn’t quite follow the teacher’s explanation.</p> <p>Students question one another on answers.</p> <p>Students ask the teacher whether she can redo a piece of work since she sees how it can be strengthened.</p> <p>Students work even when the teacher isn’t working with them or directing their efforts.</p>

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Component 2C: Managing Classroom Procedures	<p>Much instructional time is lost due to inefficient classroom routines and procedures.</p> <p>There is little or no evidence of the teacher managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p> <p>Students not working with the teacher are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Some instructional time is lost due to only partially effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups, transitions, and/or the handling of materials and supplies are inconsistent, leading to some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p> <p>Small groups are only partially engaged while not working directly with the teacher.</p> <p>Procedures for transitions, and distribution/collection of materials, seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures.</p> <p>The teacher's management of instructional groups and/or the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p> <p>The students are productively engaged during small group work.</p> <p>Transitions between large and small group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>Instructional time is maximized due to efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p> <p>Students take the initiative with their classmates to ensure that their time is used productively.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p>
Possible Examples:	<p>When moving into small groups, students ask questions as to where they are supposed to go, whether or not they should talk their chairs.</p> <p>There are long lines for materials and supplies or distributing supplies is time consuming.</p> <p>Students bump into one another lining up to sharpen pencils.</p> <p>Taking attendance consumes much time and students are not working on anything during this time.</p> <p>Most students ask what they are to do or look around for clues from others.</p>	<p>Some students not working with the teacher are off-task.</p> <p>Transition between large and small group activities requires five minutes but it is accomplished.</p> <p>Students ask what they are to do when materials are being distributed or collected.</p> <p>Students ask some clarifying questions about procedures.</p> <p>Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.</p>	<p>Students get started on an activity while the teacher takes attendance.</p> <p>Students move directly between large and small group activities.</p> <p>Teacher has established timing device, such as counting down, to signal students to return to their desks.</p> <p>One member of each small group collects materials for the table.</p> <p>In small group work, students have established roles, they listen to one another, summarize different views.</p> <p>Clean-up at the end of a lesson is fast and efficient.</p>	<p>Students redirect classmates in small groups not working directly with the teacher.</p> <p>A student reminds classmates of the roles they are to play within the group.</p> <p>Students propose an improved attention signal.</p> <p>Students independently check themselves into class on the attendance board.</p>

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Component 2D: Managing Student Behavior	<p>There appear to be no established standards of conduct, and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive, or disrespectful of student dignity.</p> <p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p> <p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent: sometimes very harsh; other times lenient.</p>	<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate and respectful to students and is effective.</p> <p>Standards of conduct appear to have been established. Student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>Teacher's response to student misbehavior is effective and/or multiple, proactive approaches are utilized.</p> <p>Teacher acknowledges good behavior.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students.</p> <p>Student behavior is entirely appropriate; no evidence of student misbehavior.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>
Possible Examples:	<p>Students are talking among themselves, with no attempt by the teacher to silence them.</p> <p>An object flies through the air without apparent teacher notice.</p> <p>Students are running around the room.</p> <p>Students use their phones and other electronics; teacher does nothing.</p>	<p>Classroom rules are posted, but neither teacher nor students refers to them.</p> <p>Teacher repeatedly asks students to take their seats; some ignore her.</p> <p>To one student, "Where's your late pass? Go to the office." To another, "You don't have a late pass" come in and take your seat you've missed enough already.</p>	<p>Upon a non-verbal signal from the teacher, students correct their behavior.</p> <p>Teacher moves to every section of the classroom, keeping a close eye on student behavior.</p> <p>Teacher gives a student a "hard look," and the student stops talking to his neighbor.</p>	<p>A student suggests a revision in one of the classroom rules.</p> <p>Teacher notices that some students are talking among themselves, and without a word, moves nearer to the them; the talking stops.</p> <p>Teacher asks to speak to a student privately about her misbehavior.</p> <p>A student reminds her classmates of the rule about cell phones.</p>

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Component 2E: Organizing Physical Space	<p>The physical environment is unsafe, or many students don't have access to learning.</p> <p>There is poor alignment between the arrangement of furniture and resources, including technology, and the lesson activities.</p> <p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the teacher or the board.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher may attempt to modify the physical arrangement to suit learning activities, with partial success.</p> <p>The physical environment is safe, and most students can see and hear.</p> <p>The physical environment is not an impediment to learning, but does not enhance it.</p>	<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p> <p>The classroom is safe, and all students are able to see and hear.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p>	<p>The classroom is safe, and learning is accessible to all students including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p> <p>The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the goals of the lesson and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p>
Possible Examples:				