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| **DOMAIN 2: THE CLASSROOM ENVIRONMENT**  Component 2a: Creating an Environment of Respect and Rapport  **Elements:** Teacher interaction with students • Student interactions with other students | | | | |
| **ELEMENT** | **Level of Performance** | | | |
| **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **DISTINGUISHED** |
| **Teacher interaction with students** | **Claim**: Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for the teacher.  **Evidence:**  **Impact:**  **Actionable Next Step**: | **Claim:** Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students’ cultures. Students exhibit only minimal respect for the teacher.  **Evidence:**  **Impact:**  **Actionable Next Step**: | **Claim:** Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the age and cultures of the students. Students exhibit respect for the teacher.  **Evidence:**  **Impact:**  **Actionable Next Step**: | **Claim:** Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.  **Evidence:**  **Impact:**  **Actionable Next Step**: |
| **Student interactions with other students** | **Claim:** Student interactions are characterized by conflict, sarcasm, or put-downs.  **Evidence:**  **Impact:**  **Actionable Next Step**: | **Claim:** Students do not demonstrate disrespect for one another.  **Evidence:**  **Impact:**  **Actionable Next Step**: | **Claim:** Student interactions are generally polite and respectful. | **Claim:** Students demonstrate genuine caring for one another and monitor one another’s treatment of peers, correcting classmates respectfully when needed. |

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| **DOMAIN 2: THE CLASSROOM ENVIRONMENT**  Component 2b: Establishing a Culture for Learning  **Elements:** Importance of the content • Expectations for learning and achievement • Student pride in work | | | | |
| **ELEMENT** | **Level of Performance** | | | |
| **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **DISTINGUISHED** |
| **Importance of the content** | Teacher or students convey a negative attitude toward the content, suggesting that it is not important or has been mandated by others.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Teacher conveys genuine enthusiasm for the content, and students demonstrate consistent commitment to  its value.  **Evidence:**  **Impact:**  **Actionable Next Step**: | **Claim:** Students demonstrate through their active participation, curiosity, and taking initiative that they value the importance of the content.  **Evidence:**  **Impact:**  **Actionable Next Step**: |
| **Expectations for learning and achievement** | Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. Students appear to have internalized these expectations.  **Evidence:**  **Impact:**  **Actionable Next Step**: |
| **Student pride in work** | Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than to do high-quality work.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Students minimally accept the responsibility to do good work but invest little of their energy into its quality.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Students accept the teacher’s insistence on work of high quality and demonstrate pride in that work.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Students demonstrate attention to detail and take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers.  **Evidence:**  **Impact:**  **Actionable Next Step**: |

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| **DOMAIN 2:** **THE CLASSROOM ENVIRONMENT**  Component 2c: Managing Classroom Procedures  **Elements:** Management of instructional groups • Management of transitions • Management of materials and supplies •  Performance of noninstructional duties • Supervision of volunteers and paraprofessionals | | | | |
| **ELEMENT** | **Level of Performance** | | | |
| **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **DISTINGUISHED** |
| **Management  of instructional groups** | Students not working with the teacher are not productively engaged in learning.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Students in only some groups are productively engaged in learning while unsupervised by the teacher.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.  **Evidence:**  **Impact:**  **Actionable Next Step**: |
| **Management  of transitions** | Transitions are chaotic, with much time lost between activities or lesson segments.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Only some transitions are efficient, resulting in some loss of instructional time.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Transitions occur smoothly, with little loss of instructional time.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.  **Evidence:**  **Impact:**  **Actionable Next Step**: |
| **Management of materials  and supplies** | Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Routines for handling materials and supplies function moderately well, but with some loss of instructional time.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Routines for handling materials and supplies occur smoothly, with little loss of instructional time.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.  **Evidence:**  **Impact:**  **Actionable Next Step**: |
| **Performance of noninstructional duties** | Considerable instructional time is lost in performing noninstructional duties.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.  **Evidence:**  **Impact:**  **Actionable Next Step**: |
| **Supervision of volunteers and paraprofessionals** | Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Volunteers and paraprofessionals are productively and independently engaged during the entire class.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Volunteers and paraprofessionals make a substantive contribution to the classroom environment.  **Evidence:**  **Impact:**  **Actionable Next Step**: |

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| **DOMAIN 2:** **THE CLASSROOM ENVIRONMENT**  Component 2d: Managing Student Behavior  **Elements:** Expectations • Monitoring of student behavior • Response to student misbehavior | | | | |
| **ELEMENT** | **Level of Performance** | | | |
| **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **DISTINGUISHED** |
| **Expectations** | No standards of conduct appear to have been established, or students are confused as to what the standards are.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Standards of conduct appear to have been established, and most students seem to understand them.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Standards of conduct are clear to all students.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Standards of conduct are clear to all students and appear to have been developed with student participation.  **Evidence:**  **Impact:**  **Actionable Next Step**: |
| **Monitoring of  student behavior** | Student behavior is not monitored, and teacher is unaware of what the students are doing.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Teacher is generally aware of student behavior but may miss the activities of some students.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Teacher is alert to student behavior at all times.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Monitoring by teacher is subtle and preventive. Students monitor their own and their peers’ behavior, correcting one another respectfully.  **Evidence:**  **Impact:**  **Actionable Next Step**: |
| **Response to student misbehavior** | Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student’s dignity.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Teacher response to misbehavior is appropriate and successful and respects the student’s dignity, or student behavior is generally appropriate.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Teacher response to misbehavior is highly effective and sensitive to students’ individual needs, or student behavior is entirely appropriate.  **Evidence:**  **Impact:**  **Actionable Next Step**: |

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| **DOMAIN 2:** **THE CLASSROOM ENVIRONMENT**  Component 2e: Organizing Physical Space  **Elements:** Safety and accessibility • Arrangement of furniture and use of physical resources | | | | |
| **ELEMENT** | **Level of Performance** | | | |
| **UNSATISFACTORY** | **BASIC** | **PROFICIENT** | **DISTINGUISHED** |
| **Safety and accessibility** | The classroom is unsafe, or learning is not accessible to some students.  **Evidence:**  **Impact:**  **Actionable Next Step**: | The classroom is safe, and at least essential learning is accessible to most students.  **Evidence:**  **Impact:**  **Actionable Next Step**: | The classroom is safe, and learning is equally accessible to all students.  **Evidence:**  **Impact:**  **Actionable Next Step**: | The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.  **Evidence:**  **Impact:**  **Actionable Next Step**: |
| **Arrangement of  furniture and use  of physical resources** | The furniture arrangement hinders the learning activities, or the teacher makes poor use of physical resources.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Teacher uses physical resources adequately. The furniture may be adjusted for a lesson, but with limited effectiveness.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Teacher uses physical resources skillfully, and the furniture arrangement is a resource for  learning activities.  **Evidence:**  **Impact:**  **Actionable Next Step**: | Both teacher and students use physical resources easily and skillfully, and students adjust the furniture to advance their learning.  **Evidence:**  **Impact:**  **Actionable Next Step**: |

**Summary of Domain 2: Classroom Environment:**

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**Teacher’s Signature Date**

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**Teacher’s Name**

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**Evaluator’s Signature Date**

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**Evaluator’s Name and Title**