

Standard II

Creating and maintaining effective environments for student learning

Teachers create physical environments that engage all students in purposeful learning activities and encourage constructive interactions among students. Teachers maintain safe learning environments in which all students are treated fairly and respectfully as they assume responsibility for themselves and one another. Teachers encourage all students to participate in making decisions and in working independently and collaboratively. Expectations for student behavior are established early, clearly understood and consistently maintained. Teachers make effective use of instructional time as they implement class procedures and routines.

| Element | Unsatisfactory | Needs Improvement | Meets or Exceeds Standards |
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| <u>Element 1</u> Creating a physical environment that engages all students, that is safe and provides adequate supervision. | X Arranges physical environment without regard to learning activities, student interaction or well-being of students. X Does not make materials, supplies and technology accessible to students. X Displays outdated student work or it is not in evidence; makes no use of bulletin boards. | X Arranges physical environment to accommodate some individual work and/or group work at appropriate developmental levels. X Makes materials, supplies and technology available to students. X Sees that the environment meets safety code. X Displays some student work; creative bulletin boards | X Arranges physical environment to allow for collaborative as well as individual work at appropriate developmental levels. X Makes materials, supplies and appropriate technology readily accessible for all students. X Structures room to promote physical and emotional well-being of students and staff. X Displays current student work or creative bulletin boards. |
| <u>Element 2</u> Establishing a climate that promotes fairness and respect. | X Establishes rapport with few (limited) individual students. X Is unaware of impolite and disrespectful behavior. X Allows inappropriate attitudes and behaviors among students. | X Inconsistently models fairness, equality, caring and respect. X Recognizes polite and respectful student interaction. X Responds to inappropriate behavior. | X Models and promotes fairness, equity, caring and respect in the learning environment. X Promotes and expects polite and respectful student interaction. X Understands and responds to inappropriate behaviors in a fair, equitable way and adheres to behavior plans. |
| <u>Element 3</u> Promoting social development and group responsibility. | X Recognizes student diversity but does not promote acceptance or respect. X Allows little communication and collaboration. X Group structures are not in evidence. | X May address different experiences and backgrounds whenever appropriate. X Allows communication and some collaboration. X Uses limited group activities whenever appropriate. | X Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings and points of view whenever appropriate. X Facilitates communication and collaboration. X Provides opportunities to assume varied roles within a group structure whenever appropriate. |
| <u>Element 4</u> Establishing and maintaining standards for student behavior. | X Uses guidelines for behavior that do not reflect students= developmental and personal needs. X Discourages students from participating in decision making. X Does not make families aware of standards for student behavior. | X Establishes expectations for student behavior. X Implements consequences inconsistently. X Informs some parents of expectations. | X Establishes guidelines for behavior that reflect students= developmental and personal needs. X Involves students in decision making, problem solving and conflict resolution whenever appropriate. X Involves families in maintaining guidelines for student behavior. |
| <u>Element 5</u> Planning and implementing procedures and routines that support student learning. | X Fails to clearly communicate schedules, time lines, routines and rules to students. X Does not promote procedures and routines that encourage a climate of fairness and respect. X Does not maintain rules, routines and procedures. | X Establishes some rules to support student learning. X Develops procedures and routines. | X Establishes and posts daily schedules, time lines, routines and rules. X Develops procedures and routines and promotes and maintains a climate of fairness and respect. X Maintains rules, routines, and procedures. |
| <u>Element 6</u> Using instructional time effectively. | X Uses instructional time ineffectively. X Is ineffective in use of pacing and transition time. X Prepares materials inadequately. | X Engages some students through pacing and adjustment of instructional time. X Is inconsistently effective in use of transition time. X Prepares materials inconsistently. | X Engages students in learning through pacing, adjustment of instructional time and redirection. X Implements smooth transitions. X Materials prepared. |