

Creating and Maintaining an Effective Environment for Student Learning

	Beginning	Emerging	Applying	Integrating	Innovating
Creating a physical environment that engages all students	Arranges room for teacher accessibility to or visibility of students. Room displays relate to the curriculum. Movement and access may be restricted by barriers.	Arranges and manages room for easy movement and access to resources. Room displays represent current topics of study.	Designs movement patterns and access to resources to promote individual and group engagement. Room displays are used in learning activities.	Designs and manages room and resources to accommodate students' needs and involvement in learning. Displays are integral to learning activities.	Uses total physical environment as a resource to promote individual and group learning. Students are able to contribute to the changing design of the environment.
Establishing a climate that promotes fairness and respect	Establishes rapport with individual students. Acknowledges some incidents of unfairness and disrespect.	Builds caring, friendly rapport with most students. Models equitable and respectful relationships. Has some strategies to respond to unfairness and disrespect.	Promotes caring and respectful interactions. Responds to incidents of unfairness and disrespect equitably. Encourages students to respect differences.	Maintains caring, respectful, and equitable relationships with students. Supports students in developing skills to respond to inequity and disrespect.	Fosters a safe, inclusive, and equitable learning community. Students participate in maintaining a climate of equity, caring, and respect and may initiate creative solutions to conflicts.
Promoting social development and group responsibility	Encourages student responsibility for self. Creates opportunities for individual students to have classroom responsibilities.	Uses some strategies and activities to develop students' individual responsibility and recognition of others' rights and needs. Students share in classroom responsibilities.	Promotes positive student interactions as members of large and small groups. Provides some opportunities for student leadership within the classroom.	Engages students in individual and group work that promotes responsibility to the classroom community. Supports students to take initiative in classroom leadership.	Facilitates an environment in which students take initiative socially and academically. Promotes and supports student leadership beyond the classroom.

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Establishing and maintaining standards for student behavior	Communicates rules and consequences. Responds to disruptive behavior. Focuses attention on presenting lessons.	Establishes expectations and consequences for student behavior. Responds appropriately to disruptive behavior and promotes some positive behaviors.	Uses strategies that prevent or lessen disruptive behavior and reinforce expectations for behavior. Monitors behavior while teaching and during student work time.	Equitably reinforces expectations and consequences and supports students to monitor their own behavior and each other's in a respectful way.	Facilitates a positive environment in which students are guided to take a strong role in maintaining and monitoring behavior.
Planning and implementing classroom procedures and routines that support student learning	Establishes some procedures to support student learning. Students are aware of the procedures.	Develops and guides students to learn routines and procedures for most activities.	Identifies, supports, and monitors students in following routines and procedures that are appropriate and efficient for the learning activities.	Uses strategies to assist students in developing and maintaining equitable routines and procedures.	Assists all students in developing and internalizing equitable routines and procedures. Students show ownership of routines and procedures.
Using instructional time effectively	Pacing reflects too much or too little time for learning activities, classroom business, and transitions.	Provides time for students to complete learning activities. Develops some routines for classroom business and most transitions are timely. Uses strategies to pace and adjust instruction to ensure continual engagement.	Provides adequate time for presentation and for completion of learning activities. Paces instruction and classroom business to maintain engagement. Uses transitions to support engagement of all students.	Paces instruction to include ongoing review and closure of lessons to connect them to future lessons. Classroom business and transitions are efficient and integrated into learning activities.	Presents, adjusts, and facilitates instruction and daily activities so all students have time for learning, are continually engaged, and have opportunities for reflection and assessment. Supports students to self-monitor time on task.