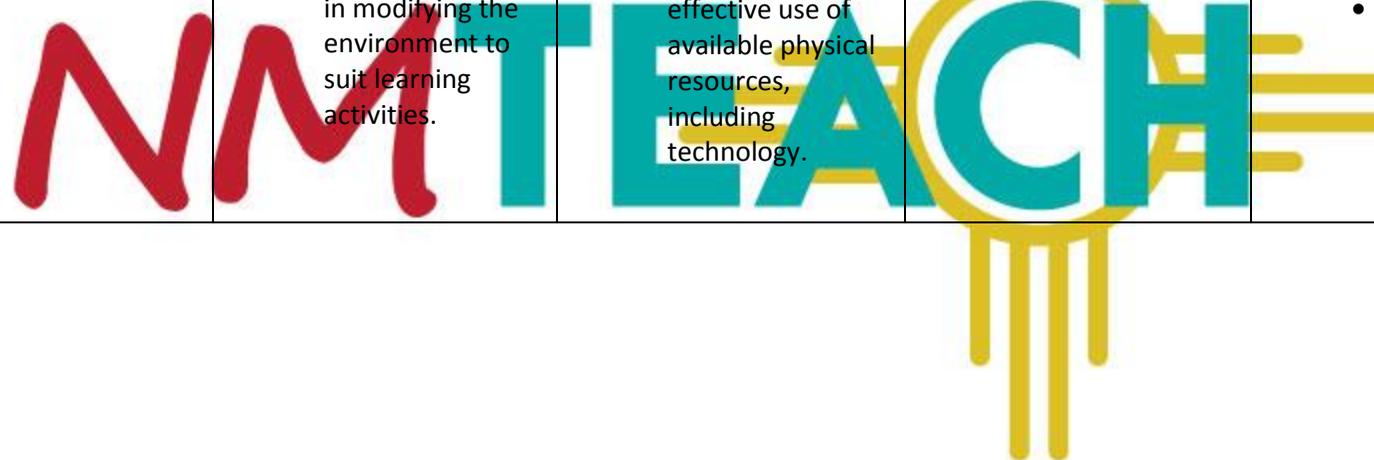
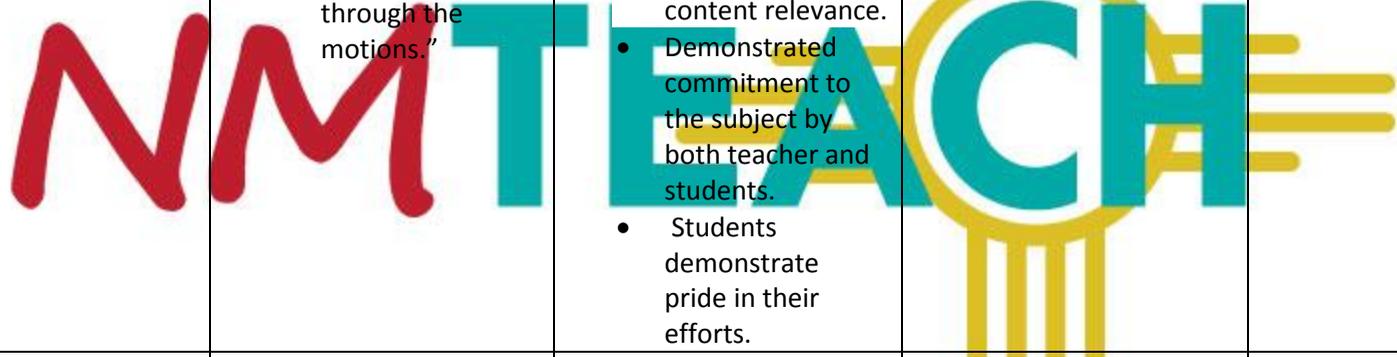


	Elements	Domain 2: Creating an Environment for Learning					Notes
		Level of Performance					
		Ineffective	Minimally Effective	Effective	Highly Effective	Exemplary	
Creating an Environment of Respect and Rapport	<p><b>NMTEACH 2A:</b> Creating an environment of respect and rapport</p> <ul style="list-style-type: none"> <li>To what level are interactions in the classroom positive and productive?</li> <li>To what level are all student groups respected and valued in the classroom?</li> </ul>	<p>Classroom interaction both between the teacher and students, and among students, are inappropriate or insensitive to students' cultural backgrounds, and may include the following:</p> <ul style="list-style-type: none"> <li>Sarcasm.</li> <li>Put-downs.</li> <li>Conflict.</li> </ul>	<p>Classroom interactions, both between the teacher and students, and among students, are generally positive, but may include these:</p> <ul style="list-style-type: none"> <li>Some conflict.</li> <li>Occasional displays of insensitivity.</li> <li>Occasional lack of responsiveness to cultural or developmental differences among students.</li> </ul>	<p>Classroom interactions, between teacher and students, and among students, are as follows:</p> <ul style="list-style-type: none"> <li>Are polite and respectful.</li> <li>Demonstrate knowledge of cultural and developmental differences among groups of students.</li> <li>Disagreements are handled respectfully.</li> </ul>	<p>Classroom interactions among the teacher and individual students are as follows:</p> <ul style="list-style-type: none"> <li>Are highly respectful.</li> <li>Reflect warmth and caring.</li> <li>Practice reflects sensitivity to students' cultures and levels of development.</li> <li>Respectful discourse.</li> </ul>	<p>In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the following:</p> <ul style="list-style-type: none"> <li>Helps create a school-wide environment of respect for the campus, the stakeholders, and the rules.</li> <li>Works with colleagues on developing support for students in need.</li> <li>Helps to create school-wide interventions, and support programs.</li> </ul>	

	<p><b>NMTEACH 2B:</b> Organizing physical space</p> <ul style="list-style-type: none"> <li>• To what level do all students have equal access to learning resources and materials?</li> <li>• To what level does the classroom environment support the day's lesson?</li> </ul>	<p>The physical environment is as follows:</p> <ul style="list-style-type: none"> <li>• Unsafe.</li> <li>• Students do not have access to learning.</li> <li>• Poor alignment between the environment and the lesson activities.</li> </ul>	<p>The classroom is safe as follows:</p> <ul style="list-style-type: none"> <li>• Essential learning is accessible to most students.</li> <li>• The teacher's use of physical resources, including technology, is moderately effective.</li> <li>• Teacher is partially effective in modifying the environment to suit learning activities.</li> </ul>	<p>The classroom is safe as follows:</p> <ul style="list-style-type: none"> <li>• Learning is accessible to all students.</li> <li>• Teacher ensures that the physical arrangement is appropriate to the learning activities.</li> <li>• There is posted evidence of student learning.</li> <li>• Teacher makes effective use of available physical resources, including technology.</li> </ul>	<p>The classroom is safe as follows:</p> <ul style="list-style-type: none"> <li>• Students contribute to the use or adaptation of the physical environment to advance learning.</li> <li>• Technology is used skillfully, by teachers as appropriate to the lesson.</li> </ul>	<p>In addition to all the requirements to be highly effective, the teacher as a leader does the following:</p> <ul style="list-style-type: none"> <li>• Teacher uses the classroom to model or demonstrate for other teachers.</li> <li>• Helps colleagues arrange their environment so learning is accessible to all.</li> <li>• Technology is used skillfully, by teachers and students as appropriate to the lesson.</li> </ul>	
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Establishing a Culture of Learning</p>	<p><b>NMTEACH 2C:</b> Establishing a culture for learning</p> <ul style="list-style-type: none"> <li>To what level do students exhibit a learning energy during the lesson that supports engagement?</li> <li>To what level are students encouraged to communicate with others to address learning goals?</li> </ul>	<p>The classroom environment conveys a negative culture for learning as follows</p> <ul style="list-style-type: none"> <li>Low teacher commitment to the subject.</li> <li>Low expectations for student achievement.</li> <li>Little or no student effort.</li> </ul>	<p>Attempts to create a culture for learning and is partially successful as follows:</p> <ul style="list-style-type: none"> <li>Some teacher commitment to the subject.</li> <li>Modest expectations for student achievement.</li> <li>Some student effort.</li> <li>Teacher and students appear to be “going through the motions.”</li> </ul>	<p>The classroom culture is characterized by high expectations for all students.</p> <ul style="list-style-type: none"> <li>The teacher establishes norms and participant structures in which students can learn with and from each other, i.e. student grouping, student presentations, and peer editing.</li> <li>Teacher conveys content relevance.</li> <li>Demonstrated commitment to the subject by both teacher and students.</li> <li>Students demonstrate pride in their efforts.</li> </ul>	<p>Culture for learning in which everyone shares a belief in the importance of the subject as follows:</p> <ul style="list-style-type: none"> <li>High levels of student excitement and teacher passion for the subject.</li> <li>All Students hold themselves to high standards of performance. Students initiate improvements to their efforts.</li> </ul>	<p>In addition to all the requirements to be highly effective, the teacher as a leader does the following:</p> <ul style="list-style-type: none"> <li>Promotes and organizes school-wide learning program(s) and learning culture among all stakeholders.</li> </ul>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Managing Classroom Procedures</p>	<p><b>NMTEACH 2D:</b> Managing classroom procedures</p> <ul style="list-style-type: none"> <li>To what level is the classroom culture and routine maximizing instructional time?</li> </ul>	<p>Instructional time is lost.</p> <ul style="list-style-type: none"> <li>Inefficient classroom routines.</li> <li>Inefficient procedures for transition.</li> <li>Inefficient use of supplies.</li> </ul>	<p>Some instructional time is lost.</p> <ul style="list-style-type: none"> <li>Partially-effective classroom routines and procedures</li> <li>Partially-effective routines for transition</li> <li>Partially-effective use of supplies</li> </ul>	<p>Little instructional time is lost.</p> <ul style="list-style-type: none"> <li>Effective classroom routines and procedures.</li> <li>Teacher leads effective routines for transition.</li> <li>Effective use of</li> </ul>	<p>Students contribute to the seamless operation of the classroom.</p> <ul style="list-style-type: none"> <li>Routines and procedures are evident.</li> <li>Effective transitions and use of supplies.</li> <li>Students lead effective routines</li> </ul>	<p>In addition to all the requirements to be highly effective, the teacher as a leader helps to create a culture of student ownership of school-wide operations.</p>	

	<ul style="list-style-type: none"><li>To what level does the teacher use developmentally appropriate procedures to maximize instructional time.</li></ul>			supplies.	for transition.		
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Managing Student Behavior</p>	<p><b>NMTEACH 2E:</b> Managing student behavior</p> <ul style="list-style-type: none"> <li>To what level are student behavior expectations consistently monitored and reinforced?</li> </ul>	<p>No evidence that standards of conduct have been established.</p> <ul style="list-style-type: none"> <li>Little or no teacher monitoring of student behavior.</li> <li>Response to student misbehavior is repressive or disrespectful of student dignity.</li> </ul>	<p>Teacher has made an effort to establish standards of conduct for students</p> <ul style="list-style-type: none"> <li>Effort made with inconsistent results to monitor students' behavior.</li> <li>Response to student misbehavior is inconsistent.</li> </ul>	<p>Standards of conduct are designed to create an atmosphere conducive to learning, with a focus on self-discipline, respecting the rights of others, and cooperating with one another.</p> <ul style="list-style-type: none"> <li>Standards are clear to students.</li> <li>Teacher holds students responsible for maintaining behavioral standards.</li> <li>Teacher response to student misbehavior is appropriate and respects the students' dignity.</li> <li>Teacher response is consistent.</li> </ul>	<p>In addition to standards being clear to students are these elements:</p> <ul style="list-style-type: none"> <li>Evidence of student participation in setting conduct standards.</li> <li>Teacher's monitoring of student behavior is highly effective.</li> <li>Teacher's response to student misbehavior is sensitive to individual needs.</li> <li>Students take an active role in monitoring the standards of behavior.</li> </ul>	<p>In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the following:</p> <ul style="list-style-type: none"> <li>Actively engages in the monitoring of student behavior school-wide.</li> <li>Serves as a model of positive behavior for stakeholders.</li> <li>Teacher promotes system(s) of school-wide positive behavioral support that encourages stakeholders to promote and monitor a safe and healthy environment.</li> </ul>	
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