

Domain 2: Creating an Environment for Learning**Element A:** Creating an environment of respect and rapport

To what level are interactions in the classroom positive and productive?

To what level are all student groups respected and valued in the classroom?

Definition of Element:

An essential skill of teaching is that of managing relationships with students and ensuring that relationships among students are positive and supportive. Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. An important aspect of respect and rapport relates to how the teacher responds to students and how students are permitted to treat one another. Patterns of interactions are critical to the overall tone of the class. In a respectful environment, all students feel valued, safe, and comfortable taking intellectual risks. They do not fear put-downs or ridicule from either the teacher or other students.

Respect shown to the teacher by students should be distinguished from students complying with standards of conduct and behavior. Caring interactions among teachers and students are the hallmark of this component, while adherence to the established classroom rules characterize success in the component titled Managing Student Behavior.

Elements of this component are: Teacher interactions with students including both words and actions, and student interactions with other students including both words and actions.

Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.

Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.

Key Descriptive Activities at the Domain Level (General Look Fors)

This domain and element are characterized by interactions between teacher and students, interactions among students, and respect provided to all students.

Ineffective

Explanation	Definition	Attributes	Examples
Classroom interaction, both between the teacher and students and among students, are inappropriate or insensitive to students' cultural backgrounds, and may include the following: <ul style="list-style-type: none"> • sarcasm; • put-downs; • conflict. 	Patterns of classroom interaction, both between teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Students' interactions are characterized by sarcasm, put-downs, or conflict. The teacher does not deal with disrespectful behavior.	<p>The teacher is disrespectful toward students or insensitive to the students' ages, cultural backgrounds, and developmental levels.</p> <p>Student body language indicates feelings of hurt, discomfort, or insecurity.</p> <p>The teacher displays no familiarity with, or caring about, individual students.</p> <p>The teacher disregards disrespectful interactions among students.</p> <p>Classroom interactions between the teacher and</p>	<p>A student slumps in the chair following a comment by the teacher.</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>The teacher does not call students by their names.</p>

		<p>students, and among students, are inappropriate or insensitive to students’ cultural backgrounds, and may include the following:</p> <p>sarcasm</p> <p>put-downs</p> <p>conflict</p>	
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Minimally Effective

Explanation	Definition	Attributes	Examples
<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"> • some conflict; • occasional displays of insensitivity; • occasional lack of responsiveness to cultural or developmental differences among students. 	<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. Students rarely demonstrate disrespect for one another. The 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 or insensitivity.</p> <p>The teacher attempts to respond to disrespectful behavior among students with uneven results.</p> <p>The teacher attempts to make connections with individual students, but student reactions indicate that their attempts are not entirely successful.</p> <p>Classroom interactions between the teacher and students, and among students, are generally positive, but may include the following:</p> <p>Some conflict; occasional displays of insensitivity</p> <p>Occasional lack of responsiveness to cultural or developmental differences among students</p>	<p>Students attend positively 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>The teacher says, “Don’t talk that way to your classmates,” but the students shrug their shoulders.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>Classroom interactions, between teacher and students and among students, are as follows:</p> <ul style="list-style-type: none"> • are polite and respectful; • demonstrate knowledge of cultural and developmental differences among groups of students; • disagreements are handled respectfully. 	<p>Teacher and student interactions are friendly and generally demonstrate caring and respect. Such interactions are appropriate to the ages, cultures, and developmental levels of the students. Interactions among students are generally polite and respectful, and students exhibit respect for the teacher. The teacher responds successfully to disrespectful behavior among students. The end result of the interactions is polite, respectful, and business-like; though students may be somewhat cautious about taking intellectual risks.</p>	<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>The teacher successfully responds to disrespectful behavior among students.</p> <p>Students participate willingly but may be somewhat hesitant to offer their ideas in front of classmates.</p> <p>The teacher makes general connections with individual students.</p> <p>Students exhibit respect for the teacher.</p> <p>Classroom interactions between the teacher and students, and among students:</p> <p>Exhibit politeness and respect; support students in managing disagreements.</p> <p>Create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected.</p> <p>Display respect and value for the languages and cultures of the school communities through classroom artifacts and interactions.</p>	<p>The teacher greets students by name as they enter the classroom or during the lesson.</p> <p>The teacher gets on the same level with students, kneeling for example, beside a student working at a desk.</p> <p>Students attend fully to what the teacher is saying.</p> <p>Students wait for classmates to finish speaking before beginning to talk.</p> <p>Students help each other and accept help from each other.</p> <p>The teacher and students use courtesies such as "please," "thank you," and "excuse me."</p> <p>The teacher says, "Don't talk that way to your classmates," and the insults stop.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>Classroom interactions among the teacher and individual students are as follows:</p> <ul style="list-style-type: none"> • are highly respectful; • reflect warmth and caring; • practice reflects sensitivity to students’ cultures and levels of development; • respectful discourse. 	<p>Classroom interactions, between teacher and student and among students are highly respectful, reflecting genuine warmth and caring, and sensitivity to students as individuals. Students exhibit respect for the teacher and contribute to high levels of civility among all members of the class. The net result is an environment where all students feel valued and are comfortable taking intellectual risks.</p>	<p>In addition to the indicators for effective, classroom teacher and students, and among students:</p> <p>The teacher demonstrates knowledge and caring about individual students’ lives beyond the class and school.</p> <p>There is no disrespectful behavior among students.</p> <p>When necessary, students respectfully correct one another.</p> <p>Students participate without fear of put-downs or ridicule from either the teacher or other students.</p> <p>The teacher respects and encourages students’ efforts.</p> <p>Exhibit a high degree of respect.</p> <p>Reflect warmth and caring</p> <p>Reflect a high degree of sensitivity to students’ cultures which may include purposeful teacher-student or student-student dialog in multiple languages.</p> <p>Reflect a high degree of sensitivity to students’ levels of development.</p>	<p>The teacher inquires about a student’s soccer game last weekend (or extracurricular activities or hobbies).</p> <p>Students say “SHHHH” to classmates who are talking while the teacher or another student is talking.</p> <p>The teacher says, “That’s an interesting idea, but you are forgetting . . .”</p> <p>A student questions a classmate, “Didn’t you mean . . . ?” and the classmate reflects and responds, “Oh! Maybe you are right.”</p>

Exemplary			
Explanation	Definition	Attributes	Examples
<p>In addition to all the requirements to be highly effective, the teacher demonstrates the following:</p> <ul style="list-style-type: none"> • helps create a school-wide environment of respect for the campus, the stakeholders, and the rules; • works with colleagues on developing support for students in need; • helps to create school-wide interventions, and support programs. 		<p>In addition to the indicators for highly effective, the teacher leader:</p> <p>Contributes to creating a school-wide environment of respect on campus for all students.</p> <p>Engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing and environment for learning for all students that is aligned with school and district goals, and which may include culturally and linguistically responsive interventions and support programs.</p>	

Domain 2: Creating an Environment for Learning

Element B: Organizing physical space

To what level do all students have equal access to learning resources and materials?

To what level does the classroom environment support the day’s lesson?

Definition of Element:

The use of the physical environment to promote student learning is a hallmark of an experienced teacher. Its use varies, of course, with the age of students: in a primary classroom, centers and reading corners may structure class activities; while with older students, the position of chairs and desks can facilitate, or inhibit, rich discussion. Naturally, classrooms must be safe (no dangling wires or dangerous traffic patterns), and all students must be able to see and hear what is going on so that they can participate actively. Both the teacher and students must make effective use of electronics and other technology.

The elements of this component are: Safety and accessibility, and arrangement of furniture, and use of physical resources.

Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.

Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.

Key Descriptive Activities at the Domain Level (General Look Fors)

This domain and element are characterized by all students having equal access to the learning activity, the physical arrangement encourages engagement, and all students can see and hear the teacher.

Ineffective

Explanation	Definition	Attributes	Examples
<p>The physical environment is as follows:</p> <ul style="list-style-type: none"> • Unsafe; • students do not have access to learning; • poor alignment between the environment and the lesson’s activities. 	<p>The classroom is unsafe or learning is not accessible to many. There is poor alignment between the arrangement of furniture and resources including computer technology and the lesson’s 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 see the board.</p> <p>Available technology is not being used even if it is available and its use would enhance the lesson.</p> <p>The teacher organizes the classroom in such a way that:</p> <p>It is potentially unsafe</p> <p>Students do not have access to learning or materials</p> <p>It lacks alignment between the environment and the lesson’s activities</p>	<p>There are electrical cords running around the classroom.</p> <p>There is a pole in the middle of the room; some students can’t see the front of the room.</p> <p>A Smart Board is in the classroom, but it is facing the wall.</p>

Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>The physical environment is as follows:</p> <ul style="list-style-type: none"> essential learning is accessible to most students; the teacher’s use of physical resources, including technology, is moderately effective; the teacher is partially effective in modifying the environment to suit learning activities. 	<p>The classroom is safe and essential learning is accessible to most students. The teacher makes modest use of physical resources, including computer technology. The teacher attempts to adjust the classroom furniture for a lesson or, if necessary, to adjust the lesson to the furniture, but with limited effectiveness.</p>	<p>The physical environment is safe and most students can see and hear the teacher or see the board.</p> <p>The physical environment is not an impediment to learning but does not enhance it.</p> <p>The teacher makes limited use of available technology and other resources.</p> <p>The teacher organizes the classroom in such a way that:</p> <p>Ensures essential learning is accessible to most students</p> <p>Demonstrates a moderate use of physical resources, including technology</p> <p>It is partially aligned to the lesson’s activities</p>	<p>The teacher ensures that dangerous chemicals are stored safely.</p> <p>The classroom desks remain in two semicircles requiring students to learn about their classmates during small group work.</p> <p>The teacher tries to use a computer to illustrate a concept, but requires several attempts to make the demonstration work.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>The physical environment is as follows:</p> <ul style="list-style-type: none"> • learning is accessible to all students; • the teacher ensures that the physical arrangement is appropriate to the learning activities; • there is posted evidence of student learning; • the teacher makes effective use of available physical resources, including technology. 	<p>The classroom is safe and students have equal access to learning activities. The teacher ensures that the furniture arrangement is appropriate to the learning activities and uses physical resources including computer technology effectively.</p>	<p>The classroom is safe and all students are able to see and hear the teacher or see the board.</p> <p>The classroom is arranged to support the instructional goals and learning activities.</p> <p>The teacher makes appropriate use of available technology.</p> <p>The teacher organizes the classroom in such a way that:</p> <p>Essential learning is accessible to all students</p> <p>The physical arrangement encourages teacher / student and student / student interaction in a variety of settings and student groupings</p> <p>Evidence of students learning is posted</p> <p>Learning outcomes, e.g. content and language objectives are posted and easily accessible during the lesson for the teacher and students to reference</p> <p>Visuals, graphics, anchor charts and technology are readily accessible to enhance learning opportunities</p> <p>Provides techniques to enhance learning opportunities, e.g. preferential seating, study carrels, quiet areas, etc.</p>	<p>There are established guidelines concerning where backpacks are left during class to keep the pathways clear and students comply.</p> <p>Desks are moved together so that students can work in small groups, or desks are moved into a circle for a class discussion.</p> <p>The use of an internet site extends the lesson.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>The physical environment is as follows:</p> <ul style="list-style-type: none"> • students contribute to the use or adaptation of the physical environment to advance learning; • technology is used skillfully, by teachers as appropriate to the lesson. 	<p>The classroom environment is safe and learning is accessible to all students including those with special needs. The teacher makes effective use of physical resources including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities. Students contribute to the use or adaptation of the physical environment to advance learning.</p>	<p>In addition to the indicators for effective the teacher organizes the classroom in such a way that:</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the learning activities and physical environment.</p> <p>The teacher and students make extensive and imaginative use of available technology.</p> <p>Visuals, graphics and/or technology is accessible to use and to adapt to advance learning and engage students at varying levels of academic content including English language proficiency</p> <p>Students can contribute to the use or adaptation of the physical environment such as a preferential seating, study carrels, quiet areas, etc. to advance their own learning</p>	<p>Students ask if they can move the furniture to better suit small group work or discussion.</p> <p>A student closes the door to shut out noise in the corridor or lowers a blind to block the sun from a classmate’s eyes.</p> <p>A student suggests an application of the Smart Board for an activity.</p>

Exemplary			
Explanation	Definition	Attributes	Examples
<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"> • The teacher uses the classroom to model or demonstrate for other teachers; • The teacher helps colleagues arrange their environment so learning is accessible to all; • Technology is used skillfully, by the teacher and students, as appropriate, to the lesson. 		<p>In addition to the indicators for highly effective the teacher leader:</p> <p>Demonstrates the skillful and appropriate use of technology for colleagues and community members</p> <p>Helps colleagues arrange their environment so learning is accessible to all students</p> <p>Engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for organizing physical space to meet the needs of all students, e.g. preferential seating, study carrels, quiet areas, technology, etc.</p>	

Domain 2: Creating an Environment for Learning**Element C:** Establishing a culture for learning

To what level do students exhibit a learning energy during the lesson that supports engagement?

To what level are students encouraged to communicate with others to address learning goals?

Definition of Element:

The culture for learning refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. The Instructor describes the norms that govern the interactions among individuals during activities and assignments. Additionally norms describe the value of hard work and perseverance, along with the general tone of the class. The classroom is characterized by high cognitive energy, by a sense that what is happening there is important, and by a shared belief that it is essential, and rewarding, to get it correct. There are high expectations for all students; the classroom is a place where the teacher and students value learning and hard work.

Teachers who are successful in creating a culture for learning, know that students are, by their nature, intellectually curious, and that one of the many challenges of teaching is to direct the students' natural energy toward the content of the curriculum. They also know that students derive great satisfaction, and a sense of genuine power, from mastering challenging content in the same way they experience pride in mastering, for example, a difficult physical skill.

Part of a culture of hard work involves precision in thought and language; teachers whose classrooms display such a culture insist that students use language to clearly express their thoughts. An insistence on precision reflects the importance placed, by both teacher and students, on the quality of thinking; this emphasis conveys that the classroom is a business-like place where important work is being undertaken. The classroom atmosphere may be vibrant, even joyful, but it is not frivolous.

The elements of this component are: importance of the content and of learning, expectations for learning and achievement, and student pride in their work.

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Key Descriptive Activities at the Domain Level (General Look Fors)

This domain and element are characterized by student groups are used to increase engagement, teacher and students demonstrate excitement, and students are proud to share their work with the teacher and observer.

Ineffective			
Explanation	Definition	Attributes	Examples
<p>The classroom environment conveys a negative culture for learning as follows:</p> <ul style="list-style-type: none"> • low teacher commitment to the subject; • low expectations for student achievement; • little or no student effort. 	<p>The classroom culture is characterized by a lack of teacher, or student, commitment to learning, and/or little to no investment of student energy in the task at hand. Hard work and the precise use of language are not expected or valued. Medium-to-low expectations for student achievement are the norm, with high expectations for learning reserved for only a few of the students who are thought to have a natural aptitude for the subject.</p>	<p>The teacher conveys that there is little or no purpose for the work or that the reasons for doing it are due to external factors.</p> <p>The teacher conveys to at least some students that the work is too challenging for them.</p> <p>Students exhibit little or no pride in their work.</p> <p>Students use language incorrectly; the teacher does not correct them.</p> <p>The classroom culture is characterized by:</p> <p>A negative culture for learning including a low teacher commitment to the subject</p> <p>Low expectations for student achievement and engagement</p> <p>Little to no student effort</p>	<p>The teacher tells the students that they are doing a lesson because it's in the book or is a district mandate.</p> <p>The teacher says to a student, "Why don't you try this easier problem?"</p> <p>Many students don't engage in an assigned task, yet the teacher ignores their behavior.</p> <p>Students have not completed their homework; the teacher does not respond.</p>

Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>Attempts to create a culture for learning is partially successful as follows:</p> <ul style="list-style-type: none"> • some teacher commitment to the subject; • modest expectations for student achievement; • some student effort; • the teacher and students appear to be “going through the motions.” 	<p>The classroom culture is characterized by little commitment to learning by the teacher or students. The teacher appears to be only “going through the motions” and students indicate that they are interested in the completion of a task rather than the quality of their work. The teacher conveys that student success is the result of natural ability rather than hard work, and refers only in passing to the precise use of language.</p>	<p>The teacher’s energy for the work is neutral rather than indicating high level of either commitment or ascribing the need to do the work to external forces.</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students exhibit a limited commitment to complete the work on their own; many students indicate that they are looking for an easy path.</p> <p>The teacher’s primary concern appears to be to complete the task at hand.</p> <p>The teacher urges, but does not insist, that students use precise language.</p> <p>The classroom culture is characterized by:</p> <p>Some teacher commitment to the subject</p> <p>Modest expectations for student achievement</p> <p>Some student effort</p> <p>Students and teacher “going through the motions” to be compliant</p>	<p>The teacher says “Let's get through this.”</p> <p>The 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 one another’s thinking.</p> <p>The teacher does not encourage students who are struggling.</p> <p>Only some students get right to work after an assignment is given or after entering the room.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>The classroom culture is characterized by high expectations for all students.</p> <p>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.</p> <p>Teacher conveys content relevance.</p> <p>Demonstrated commitment to the subject by both teacher and students.</p> <p>Students demonstrate pride in their efforts.</p>	<p>The classroom culture is a place where learning is valued by all; high expectations for both learning and hard work are the norm for most students. Students understand their role as learners and consistently expend effort to learn. Classroom interactions support learning, hard work, and precise use of language.</p>	<p>The teacher conveys the importance of the concept and the conviction that with hard work students will master the material.</p> <p>The teacher demonstrates high regard for students' abilities.</p> <p>The teacher conveys an expectation of high levels of student efforts.</p> <p>Students expend good effort to complete work of high quality.</p> <p>The teacher insists on precise use of language by students.</p> <p>The classroom culture is characterized by:</p> <p>High expectations for all students with a high level of teacher commitment to the subject</p> <p>Norms and participant structures that are established with significant interaction by and among all peers, e.g. flexible student groups, student presentations and structures student dialogue</p>	<p>The teacher says, "This is important because you will need to speak grammatical English when you apply for a job."</p> <p>The teacher says, "This idea is really important. It is central for our understanding of History."</p> <p>The teacher says, "Let's work on this together. It's hard, but you all will be able to do it well."</p> <p>The teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts this without complaint.</p> <p>Students get to work right away when an assignment is given after entering the room.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<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"> • high levels of student excitement and teacher passion for the subject; • students hold themselves to high standards of performance; • students initiate improvements to their efforts. 	<p>The classroom culture is a cognitively busy place characterized by a shared belief in the importance of learning. The teacher conveys high expectations for learning for all students and insists on hard work; students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or assisting peers in their precise use of language.</p>	<p>In addition to the indicators for effective the classroom culture is characterized by:</p> <p>The teacher communicates passion for the subject.</p> <p>The teacher conveys the satisfaction that accompanies a deep understanding of complex content.</p> <p>Students indicate, through their questions and comments, a desire to understand the content.</p> <p>Students assist their classmates in understanding the content.</p> <p>Students take the initiative in improving the quality of their work.</p> <p>Students correct one another in their use of language.</p> <p>High levels of enthusiasm for the subject by teacher and students</p> <p>Students seeking support and initiating improvements to their efforts (may vary depending on subgroup population, e.g. ID, ED, etc)</p> <p>Students being encouraged to reflect on their personal learning and growth</p>	<p>The teacher says, “It is really fun to find the patterns for factoring polynomials.”</p> <p>A student says, “I don’t really understand why it’s better to solve this problem that way.”</p> <p>A student asks 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>A student asks the teacher for permission to redo a piece of work since she now sees how it could be strengthened.</p>

Exemplary			
Explanation	Definition	Attributes	Examples
<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"> • promotes and organizes school-wide learning program(s) and learning culture among all stakeholders. 		<p>In addition to the indicators for highly effective the teacher leader:</p> <p>Promotes and organizes school-wide learning opportunities and culture of learning among all stakeholders</p> <p>Researches and shares strategies which promote student ownership of learning</p> <p>Engages in opportunities to support and mentor colleagues by sharing knowledge, information and strategies for establishing a culture for learning</p>	

Domain 2: Creating an Environment for Learning**Element D: Managing classroom procedures**

To what level is the classroom culture and routine maximizing instructional time?

To what level does the teacher use developmentally appropriate procedures to maximize instructional time?

Definition of Element:

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, no instructional tasks are completed inefficiently, and transitions between activities and management of materials and supplies are skillfully done, in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and teaching students to employ them, may be inferred from the sense that the class runs itself.

The elements of this component are: Management of instructional groups, management of transitions, management of materials and supplies, performance of classroom routines.

Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.

Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.

Key Descriptive Activities at the Domain Level (General Look Fors)

This domain and element are characterized by the full use of instructional time, smooth transitions from activity to activity, and materials are readily available and organized.

Ineffective

Explanation	Definition	Attributes	Examples
Instructional time is lost due to: <ul style="list-style-type: none"> • inefficient classroom routines; • inefficient procedures for transition; • inefficient use of supplies. 	Most instructional time is lost due to inefficient classroom routines and procedures. This is little or no evidence of the teacher’s managing instructional groups and transitions and/or handling of materials and supplies efficiently. There is little evidence that students know or follow established routines.	Students not working with the teacher are not productively engaged. Transitions are disorganized with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off-task because of unclear procedures. A majority of instructional time is lost due to: Inefficient classroom routines Inefficient procedures for transition	When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc. There are long lines for materials and supplies. Distributing or collecting supplies is time consuming. Students bump into one another when lining up or sharpening pencils. At the beginning of the lesson, roll-taking consumes much time and students are not working on anything.

		<p>Inefficient use of supplies and materials</p> <p>Use of developmentally inappropriate procedures</p>	
Minimally Effective			
Explanation	Definition	Attributes	Examples
<p>Some instructional time is lost due to:</p> <ul style="list-style-type: none"> partially-effective classroom routines and procedures; partially-effective routines for transition; partially-effective use of supplies. 	<p>Some instructional time is lost due to particularly ineffective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies or both, is inconsistent, leading to some disruption of learning. With regular guidance and prompting students follow established routines.</p>	<p>Students not working directly with the teacher are only partially engaged.</p> <p>Procedures for transitions seem to have been established, but their operation is not smooth.</p> <p>There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out.</p> <p>Classroom routines function unevenly.</p> <p>Some instructional time is lost due to:</p> <p>Partially effective classroom routines and procedures that may or may not be developmentally appropriate</p> <p>Partially effective routines for transition</p> <p>Partially effective use of supplies and materials</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 is accomplished.</p> <p>Students ask what they are to do when materials are being distributed or collected.</p> <p>Students ask clarifying questions about procedures.</p> <p>Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form.</p>

Effective			
Explanation	Definition	Attributes	Examples
<p>Little instructional time is lost due to:</p> <ul style="list-style-type: none"> • effective classroom routines and procedures; • teacher leads effective routines for transition; • effective use of supplies. 	<p>There is little loss of instructional time due to effective classroom management routines and procedures. The teacher's management of instructional groups and transitions to handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Students are productively engaged during small group or independent 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>Little instructional time is lost because of:</p> <p>Established routines and procedures that are developmentally appropriate for all students which may include modifying speech and wait time to ensure understanding of all routines.</p> <p>Routines and procedures that are designed to keep students' interest, maximize learning and assist in transitions</p> <p>Implementation of a well-organized system for accessing materials, supplies and manipulatives</p>	<p>In small group work, students have established roles; they listen to one another, summarize different views, etc.</p> <p>Students move directly between large and small group activities.</p> <p>Students get started on an activity while the teacher takes attendance.</p> <p>The teacher has an established timing device, such as counting down, to signal students to return to their seats.</p> <p>The teacher has an established attention signal such as raising a hand or dimming the lights.</p> <p>One member of each small group collects materials for the table.</p> <p>There is an established color-coded system indicating where materials should be stored.</p> <p>Cleanup at the end of a lesson is fast and efficient.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>Students contribute to the seamless operation of the classroom.</p> <ul style="list-style-type: none"> • routines and procedures are evident; • there are effective transitions and use of supplies; • students lead effective routines for transition. 	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>	<p>With minimal prompting by the teacher, students ensure that their time is used productively.</p> <p>Students take initiative in distributing and collecting materials in an efficient way.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Almost no instructional time is lost because of:</p> <p>Students' internalization of daily routines</p> <p>Students' taking the initiative and contributing to the seamless operation of the classroom and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities</p> <p>Implementation of a well-organized system of transitions in which students lead effective routines, including the distribution and collection of materials manipulatives</p>	<p>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</p> <p>A student reminds classmates of the roles that they are to play within the group.</p> <p>A student redirects a classmate to the table at which he should be, following a transition.</p> <p>Students propose an improved attention signal.</p> <p>Students independently check themselves into class on the attendance board.</p>

Exemplary			
Explanation	Definition	Attributes	Examples
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>In addition to the indicators for highly effective, the teacher leader:</p> <p>Contributes to a culture of student ownership of school wide operations</p> <p>Models and assists colleagues and students in creating classroom procedures which are culturally and linguistically responsive and student centered</p> <p>Engages in opportunities to support and mentor colleagues by sharing knowledge, information and strategies for managing classroom procedures</p>	

Domain 2: Creating an Environment for Learning

Element E: Managing student behavior

To what level are student behavior expectations consistently monitored and reinforced?

Definition of Element:

In order for students to be able to engage deeply with content, the classroom environment must be orderly, and the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

Elements of this component are: Expectations, monitoring of student behavior, and response to student misbehavior.

Any reference to “all students” includes culturally and linguistically diverse students, English Learners, and Students with Disabilities.

Any reference to NM Adopted Standards includes the 2012 amplification of WIDA ELD standards when serving ELL students and IEP goals when serving Students with Disabilities.

Key Descriptive Activities at the Domain Level (General Look Fors)

This domain and element are characterized by all students are held to the same conduct standards, misbehavior is handled consistently and appropriately, and behavior issues do not take away from engagement.

Ineffective

Explanation	Definition	Attributes	Examples
<p>No evidence that standards of conduct have been established as in:</p> <ul style="list-style-type: none"> • little or no teacher monitoring of student behavior; • response to student misbehavior is repressive or disrespectful of student dignity. 	<p>There appear to be no established standards of conduct, or students are challenging them. There is little or no teacher monitoring of student behavior and response to student misbehavior is repressive or disrespectful of student dignity.</p>	<p>The classroom environment is chaotic with no standards of conduct evident.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students disrupt the classroom without apparent teacher awareness or with an ineffective response.</p> <p>There is no evidence that standards of conduct have been established:</p> <p>Lack of a plan for student behavior or classroom management</p> <p>Little or no teacher monitoring of student behavior</p> <p>Responses to student misbehavior are repressive or disrespectful of student dignity</p>	<p>Students are talking among themselves with no attempt by the teacher to silence them.</p> <p>An object flies through the air apparently without the teacher’s notice.</p> <p>Students are running around the room which results in chaos.</p> <p>Students use their phones and other electronic devices and the teacher does not attempt to stop them.</p>

		<p>Lack of awareness of or no implementation of student Functional Behavioral Assessment (FBA) or Behavioral Improvement Plan (BIP) when applicable</p>	
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Minimally Effective

Explanation	Definition	Attributes	Examples
<p>Teacher has made an effort to establish standards of conduct for students:</p> <ul style="list-style-type: none"> • effort made with inconsistent results to monitor students' behavior; • response to student misbehavior is inconsistent. 	<p>Standards of conduct appear to be established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p>	<p>The teacher attempts to maintain order in the classroom, referring to the classroom rules, but with uneven results.</p> <p>The 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 harsh, other times lenient.</p> <p>There is minimal evidence that standards of conduct have been established:</p> <p>Some evidence of a student behavior management plan</p> <p>Minimal effort to monitor students' behavior</p> <p>Inconsistent response to student misbehavior</p> <p>Unsuccessful implementation of the student's FBA/BIP strategies when applicable</p>	<p>Classroom rules are posted, but neither the teacher nor the students refer to them.</p> <p>The teacher repeatedly asks students to take their seats and some ignore the request.</p> <p>The teachers says to one student, "Where is your late pass? Go to the office." And to another student, "You don't have a late pass? Come in and take your seat. You have missed enough already."</p>

Effective			
Explanation	Definition	Attributes	Examples
<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"> standards are clear to students; the teacher holds students responsible for maintaining behavioral standards; the teacher's response to student misbehavior is appropriate and respects the students' dignity; the teacher's response is consistent. 	<p>Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. The teacher's response to student misbehavior is consistent, proportionate, and respectful to students and is effective.</p>	<p>Standards of conduct appear to have been established and implemented successfully.</p> <p>Overall, student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>The teacher's response to student misbehavior is effective.</p> <p>The teacher designs standards of conduct that:</p> <p>Are supported by an effective student behavior management plan with students' knowledge of their roles</p> <p>Create an atmosphere conducive to learning with a focus on self-discipline, respect for the rights of others and cooperation</p> <p>Are communicated clearly and modeled to all students</p> <p>Ensure responses to student misbehavior are consistent, respect the student's dignity, are sensitive to cultural differences and are in accordance to the student's FBA/BIP strategies when applicable</p>	<p>Upon nonverbal signal from the teacher, students correct their behavior.</p> <p>The teacher moves to every section of the classroom keeping a close eye on student's behavior.</p> <p>The teacher gives a student a "hard look," and the student stops talking to his neighbor.</p>

Highly Effective			
Explanation	Definition	Attributes	Examples
<p>In addition to standards being clear to students are these elements:</p> <ul style="list-style-type: none"> evidence of student participation in setting conduct standards; the teacher's monitoring of student behavior is highly effective; the teacher's response to student misbehavior is sensitive to individual needs; students take an active role in monitoring the standards of behavior. 	<p>Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior, and/or that of other students, against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects student dignity.</p>	<p>In addition to the indicators for effective the teacher:</p> <p>Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.</p> <p>The teacher silently and subtly monitors student behavior.</p> <p>Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.</p> <p>Allows student ownership of the plan</p> <p>Creates opportunities for students to lead the implementation of the student behavior management plan</p> <p>Provides evidence of students' participation in setting conduct standards and monitoring their own behavior</p> <p>Monitors student behavior and is sensitive to individual learning needs including needs of students with diverse linguistic and cultural backgrounds and identities</p> <p>Responds with sensitivity to individual student needs and according to FBA/BIP when applicable</p>	<p>A student suggests a revision to one of the classroom rules.</p> <p>The teacher notices that some students are talking among themselves and without a word moves nearer to them and the talking stops.</p> <p>The teacher speaks privately to a student about misbehavior.</p> <p>A student reminds classmates of the class rule about chewing gum.</p>

Exemplary			
Explanation	Definition	Attributes	Examples
<p>In addition to all the requirements to be highly effective, the teacher, as leader, demonstrates the following:</p> <ul style="list-style-type: none"> actively engages in the monitoring of student behavior school-wide; serves as a model of positive behavior for stakeholders; the teacher promotes system(s) of school-wide positive behavioral support that encourages stakeholders to promote and monitor a safe and healthy environment. 		<p>In addition to the indicators for highly effective the teacher leader:</p> <p>Models and assists colleagues and students in creating school-wide student behavior procedures</p> <p>Engages actively in the monitoring of school-wide student behavior</p> <p>Models and facilitates positive behavior for stakeholders including families, colleagues and community members</p> <p>Engages in opportunities to support and mentor colleagues by sharing knowledge, information and strategies for managing student behavior that are aligned with school and district goals</p> <p>Monitors student behavior preventively so students are successful in all settings due to teacher partnering with colleagues in understanding and implementing the FBA/BIP when applicable</p>	