

Domain 3 – Learning Environment– Creating and Maintaining Effective Environments for Student Learning - Developing Positive Rapport, Colleague Support, Learning Culture, Procedures

1. Organizes, allocates, and manages the resources of time, space, and attention
2. Manages individual and class behaviors through a well-planned management system
3. Conveys high expectations to all students
4. Respects students cultural linguistic and family background
5. Models clear, acceptable oral and written communication skills
6. Maintains a climate of openness, inquiry, fairness, and support
7. Adapts the learning environment to accommodate the differing needs and diversity of students
8. Integrates current information and communication technologies

Standard Element	Source of Evidence	Evidence that might demonstrate the standard
<p><i>A- The educator shows and elicits respect while developing and maintaining positive rapport.</i></p>	<p>Classroom Observation</p>	<ul style="list-style-type: none"> • Clear expectations for being a polite audience are communicated before present their work to peers and/or other audiences • Materials are stored safely in the classroom (scissors, other sharp objects, chemicals, backpacks...) • Teacher models and teaches constructive ways to agree and disagree; language stems are provided and used by students (“I understand what you are saying, but I disagree for the following reasons...”) • Students feel safe to take risks and to be creative; students offer opinions during a class discussion and other students listen respectfully • Students feel included in all class activities; Teacher AND students encourage all students to participate fully • Does not exhibit extremes in positive or negative emotions • Addresses inflammatory issues and events in a calm and controlled manner • Interacts with all students in the same calm and controlled fashion • Does not demonstrate personal offense at student misbehavior • Facilitating a caring and motivating environment. • Encouraging positive social interaction. • Administering constructive discipline that does not demean the individual.

		<ul style="list-style-type: none"> • Promoting cooperative and collaborative learning. • Formulating rules and expectations collaboratively. • Frequent use of student names • Greet students at the door by name • Informal conferencing • Teacher enthusiasm - Personal Stories, Humor • Big 8 • <i>Gives students special responsibilities or leadership roles in the classroom</i> • <i>Teacher uses smiles, high fives, eye contact to demonstrate engagement</i> • <i>Models intensity and enthusiasm with verbal recognition.</i> • <i>Uses humor</i> • <i>Individual Student-Teacher Conferences</i> • <i>The teacher talks with students and becomes familiar with popular cultural phenomena students are interested in.</i>
2.1 Promoting social development and responsibility within	Classroom Observation	<ul style="list-style-type: none"> • Teacher models fairness and respect; Teacher uses student names; “please” and “thank you” • Student ideas and responses are accepted and valued • Teacher provides opportunities for all students to participate in activities and discussions; individual whiteboards are used for guided practice • Teacher uses strategies to equalize student response opportunities; a class deck of student names or popsicle sticks with names are used • Multiple viewpoints are encouraged and accepted • Students share responsibility for maintaining a positive classroom climate
	Reflective Conversation	<ul style="list-style-type: none"> • Teacher is aware, knowledgeable, and respectful about the cultural diversity in the classroom; Teacher mentions specific culture norms and the impact this has on planning and instruction • Teacher ensures that all students have the materials they need to be successful in the learning activities
	Classroom Artifacts	<ul style="list-style-type: none"> • Chart for classroom jobs and students who are responsible for fulfilling the tasks is posted on the wall

2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	Classroom Observation	<ul style="list-style-type: none"> • Students are encouraged to build on each other's ideas • Teacher provides strategic activities that develop each student's willingness and ability to work independently and with others; rules are posted in the room for independent and group work
	Observation or Seating Chart	<ul style="list-style-type: none"> • Desk arrangements provide opportunities for various types and sizes of student groupings (pairs, groups of 4, debating arrangement...) • Classroom is arranged in a way that facilitates ease of movement and access to materials by teacher and students
	Observation of Items posted on classroom walls	<ul style="list-style-type: none"> • Visual resources are displayed to support student learning (alphabet chart, word wall, academic posters, timelines...) • Student Work is neatly displayed
	Lesson Plan or Lesson Plan book	<ul style="list-style-type: none"> • Lessons are included that help students appreciate and share each other's differences
	Reflective Conversation	<ul style="list-style-type: none"> • Teacher explains the rationale of selecting specific resources that are gender-fair and bias-free
<i>B- The educator supports colleagues</i>		<ul style="list-style-type: none"> • Participating in school-wide discipline plans. • Supporting colleagues in proper discipline procedures. • Consulting with other adults regarding academic, social, and emotional well-being of students. • Working with other professionals to improve the overall learning environment. • Guiding and supporting new colleagues.
<i>C- The educator advocates, nurtures, and sustains a culture for learning. Creating a rigorous learning environment with high expectations and</i>	Lesson Plan Book / Curricular Calendar	<ul style="list-style-type: none"> • Teacher supports students in learning to manage their work on long-term assignments or projects • Teacher designs lessons and activities to provide and appropriate level of challenge for all students
	Classroom Observation	<ul style="list-style-type: none"> • Teacher maintains high expectations for English learners while providing the needed scaffolding that leads to academic success • Learning expectations are high for all students, but the teacher scaffolds the lesson to ensure that the English learners can participate fully

<p>appropriate support for all students</p>		<ul style="list-style-type: none"> • Developing self-motivation and active engagement in learning. • Recognizing the importance of peer relationships in establishing a climate of learning. Use of cooperative learning activities • Connecting curriculum with other environments familiar to the learner • <i>The teacher celebrates student success relative to the learning targets and/or the learning goals.</i> • Teacher enthusiasm <ul style="list-style-type: none"> ○ Explicit connections ○ Personal Stories • Applies consequences consistently and fairly • Acknowledging and celebrating when rules and procedures are followed • <i>Teacher gives students a visual representation of what effective group work looks like. Models behaviors such as paraphrasing, pausing, clarifying, questioning, brainstorming, and using respectful language</i> • <i>Maintains a Lively Pace – materials ready, allows students time to process new information, practices and deepens understanding of key knowledge, has students apply information.</i> 		
<p>D- The educator manages procedures</p> <p>Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn</p>	<p>Reflective Conversation</p> <p>Classroom Observation</p>	<ul style="list-style-type: none"> • Teacher has high expectations for all students • Teacher believes, Models and communicates the expectation that all students can learn • Teacher models constructive interaction and establishes norms for group activities • Rules, procedures and expectations are posted in the classroom; Teacher refers to posted expectations • Students demonstrate efficient use of the procedures; minimum of class disruption • Teacher models and teaches expected procedures and norms • Visual or auditory signals are used to gain student attention • Possible Classroom Procedures that are evident in classroom routines: <table border="1" data-bbox="823 1190 1858 1341"> <tr> <td data-bbox="823 1190 1369 1341"> <ul style="list-style-type: none"> • Sharpening pencils • Distributing materials • Classroom jobs • Turning in homework </td> <td data-bbox="1369 1190 1858 1341"> <ul style="list-style-type: none"> • Returning from an absence • Restroom use • Beginning of class activities • Food or drinks in classroom </td> </tr> </table> 	<ul style="list-style-type: none"> • Sharpening pencils • Distributing materials • Classroom jobs • Turning in homework 	<ul style="list-style-type: none"> • Returning from an absence • Restroom use • Beginning of class activities • Food or drinks in classroom
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		<ul style="list-style-type: none"> • Students demonstrate established classroom procedures even when the teacher is not present; substitute teachers are provided with information about the established procedures and routines; emergency substitute plans are developed and available • Scans room and identifies specific students who appear to be disengaged to ensure high levels of classroom engagement • Reminds students of rules and procedures • Asks students to restate or explain rules and procedures • Provides cues or signals when a rule or procedure should be used 		
<p><i>E- The educator manages student behavior.</i> Developing, communicating, and maintaining high standards for individual and group behavior</p>	<p>Classroom Observation</p>	<ul style="list-style-type: none"> • Possible Classroom Activities that might be observed: <table border="1" data-bbox="823 602 1858 854"> <tr> <td data-bbox="823 602 1377 854"> <ul style="list-style-type: none"> ○ Centers/stations ○ Cooperative student groups ○ Forums ○ Group projects ○ Simulations ○ Class leadership opportunities </td> <td data-bbox="1377 602 1858 854"> <ul style="list-style-type: none"> ○ Debates ○ Classroom duties ○ Buddy systems ○ Student council ○ Class meetings ○ School or community service projects </td> </tr> </table> • Explaining rules, expectations, and consequences. • Expectations posted- <i>teacher’s explanation should focus on exemplifying situations in which a rule applies and describing specific behaviors that demonstrate adherence to the rules.</i> • <i>Periodic reviews of rules and procedures</i> • <i>Demonstrates Withitness – proactive, aware of what occurs in classroom, notices potential problems, graduated actions.</i> • <i>Tangible Recognition – privileges, activities, rewards, phone calls home</i> • Explaining reasons for disciplinary actions. • Using a range of strategies • Administering discipline that fits the infraction in a calm professional demeanor. • The teacher applies consequences for not following rules and procedures in a consistent and fair manner and monitors the extent to which rules and procedures are followed • Teacher establishes clear roles and expectations for effective group work • Teacher models and teaches appropriate social skills in group situations 	<ul style="list-style-type: none"> ○ Centers/stations ○ Cooperative student groups ○ Forums ○ Group projects ○ Simulations ○ Class leadership opportunities 	<ul style="list-style-type: none"> ○ Debates ○ Classroom duties ○ Buddy systems ○ Student council ○ Class meetings ○ School or community service projects
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		<ul style="list-style-type: none"> • Teacher monitors and provides feedback to students as they work in cooperative groups; rubric might be used for evaluating how well a group worked together • Teacher anticipates behavior problems and acts appropriately; proximity is used to diffuse behavior issues; Teacher identifies antecedents of student misbehavior and intervenes appropriately • Positive student behavior is promoted and encouraged; class reward system • Teacher AND students maintain behavior standards • Students are included in the establishment of classroom rules • Teacher consistently responds to inappropriate student behavior; responses follow the established sequence of consequences • Involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior) <ul style="list-style-type: none"> ○ Use Big 8 Strategies – Expectations, Attention Prompts, Proximity, Cueing – verbal, Signals – nonverbal, Time Limits, Tasking, Voice
		<ul style="list-style-type: none"> • Goals and structures are aimed at helping students manage time, materials, and responsibilities in order to complete the task • Lesson is paced and adjusted to meet the needs of the students; Teacher monitors task completion and moves into the next activity when most students are ready • Time spent on non-instructional processes is minimized (i.e., taking roll, distributing materials, collecting work, lining up...) • Effective classroom procedures and routines promote smooth transitions between activities • Meaningful and relevant extension activities are provided for fast paced learners; activities are listed for easy student access • Off-topic discussions and interruptions are minimized • <i>The teacher communicates his or her needs to students and does so in a way that makes it difficult for students to ignore or circumvent.</i>
<i>F- The educator prepares and maintains an environment conducive to learning.</i>	Classroom Observation	<ul style="list-style-type: none"> • Teacher provides a timeline for a 3 week project to support student success • Organizing the physical environment to maximize learning. • Creating a safe environment for learning. • Physically occupies all quadrants of the room • Uses signal to facilitate transitions between activities and movement around classroom • Managing available resources to encourage and stimulate learning.

<p><i>The teacher demonstrates awareness of the classroom environment at all times (withitness).</i></p> <p>Using instructional time to optimize learning</p>		<ul style="list-style-type: none"> • Organizes the physical layout of the classroom to have clear traffic patterns • Arranges the physical layout to provide easy access to the materials and centers • Decorates the classroom in a way that enhances student learning • Bulletin boards relate to current content • Student work is displayed • Design of classroom is purposeful in regard to teaching spaces and placement of resources • <i>Use of wall space based on functionality – learning goals displayed, rules and procedures, school announcements, calendars</i> • <i>Teacher desk placed to allow teacher to monitor class</i> • <i>The arrangement of students’ desks should allow students to hear directions, watch instruction, access necessary materials, and move quickly and safely around the classroom. A teacher should also be able to see and make eye contact with all students from various locations in the classroom.</i> • <i>Seating charts to help students stay on task</i>
	Document	<ul style="list-style-type: none"> • Teacher estimates the time necessary to complete the learning activities to ensure that they can be finished within the time available