

Domain 2.1

Climate:

Develops and maintains a positive classroom climate

Descriptors:

- Creates a classroom environment that supports inquiry-based learning, higher order thinking skills, and international-mindedness.
- Relevant and current student work is posted and/or shared as evidence of learning.
- Develops, shares and executes clearly defined routines, procedures and essential agreements required for effective classroom management and learning.
- The physical layout of the classroom is flexible and supports learning objectives, small group instruction, cooperative learning, and joint productive activities between teacher and students.
- Demonstrates enthusiasm for teaching and sets high expectations for all students.
- The teacher systematically and appropriately responds to misbehavior, includes verbal and non-verbal cues, and is sensitive to students' individual needs.
- Creates an environment of student engagement, respect and rapport.
- Physical proximity is used for instruction.
- Students and teacher engage in active learning and turn taking.
- Teachers use acknowledgement and praise for engagement.
- Teachers demonstrate knowledge or caring about students' individual experiences from home, school, culture, and community.

	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence that the teacher uses classroom management methods at a very high level to support a positive classroom climate.</i>	<i>Clear evidence that the teacher uses classroom management methods to support a positive classroom climate.</i>	<i>Some evidence that the teacher uses classroom management methods to support a positive classroom climate.</i>	<i>Little or no evidence that the teacher uses classroom management methods to support a positive classroom climate.</i>
Examples of Documented Evidence: Artifacts produced by students and teachers	Documented Evidence <ol style="list-style-type: none"> Artifacts that illustrate student ownership of monitoring class agreements and expectations e.g. <ul style="list-style-type: none"> Reflection journals Evidence of review and revised agreements/expectations Daily individual behavior charts Behavior rubric self assessment Learner profiles Many artifacts that illustrate effective use of a comprehensive array of classroom management tools and strategies, e.g. <ul style="list-style-type: none"> Referrals Phone & communication logs Seating charts Essential agreements Classroom management documents such as syllabi, procedures, agreements, etc. Atlas unit planners Discipline Log Student Work 	Documented Evidence <ol style="list-style-type: none"> Many artifacts that illustrate effective use of a comprehensive array of classroom management tools and strategies, e.g. <ul style="list-style-type: none"> Referrals Phone and communication logs Seating charts Essential agreements Classroom management documents such as syllabi, procedures, agreements, etc. Atlas unit planners Discipline Log Student work 	Documented Evidence <ol style="list-style-type: none"> Some artifacts that illustrate partially effective use of a limited array of classroom management tools and strategies 	Documented Evidence <ol style="list-style-type: none"> Absence of artifacts that illustrate the use of classroom management tools and strategies

	3. Essential agreements are developed with student input			
	Highly Effective	Effective	In Need of Improvement	Ineffective
	<i>Evidence that the teacher uses methods at a very high level to support a positive classroom climate.</i>	<i>Clear evidence that the teacher uses methods to support a positive classroom climate.</i>	<i>Some evidence that the teacher uses methods to support a positive classroom climate.</i>	<i>Little or no evidence that the teacher methods to support a positive classroom climate.</i>
Examples of Observable Evidence: What the evaluator sees the students and teacher say and do	Observable Evidence <ol style="list-style-type: none"> Acknowledges student adherence to the classroom essential agreements throughout the lesson Routines, procedures, and consequences are taught, rehearsed and communicated effectively to students and parents Responds to misbehavior in a positive and respectful manner Prepares students for classroom transitions before they occur Manages student time on task and uses proximity, cooperation and inquiry to keep students engaged Responds appropriately to school rules and Board policy 	Observable Evidence <ol style="list-style-type: none"> Essential agreements are posted and referred to Routines, procedures, and consequences are taught and communicated effectively to students and parents Responds to misbehavior in a positive and respectful manner Closely monitors time and student transitions to maximize time for learning Manages student time on task and uses proximity to keep students engaged 	Observable Evidence <ol style="list-style-type: none"> Essential agreement are not posted but referred to Routines, procedures, and consequences are taught but ineffectively communicated to students and parents Inconsistently responds to misbehavior in a positive and respectful manner Does not always monitor time and student transitions to maximize time for learning Inconsistently manages student time on task and does not always use proximity to keep students engaged 	Observable Evidence <ol style="list-style-type: none"> Essential agreements are neither posted nor referred to Routines, procedures, and consequences are not taught or communicated to students and parents Does not respond appropriately to misbehavior Does not monitor time and student transitions to maximize time for learning Does not manage student time on task and does not use proximity to keep students engaged

	<ul style="list-style-type: none"> 7. Teacher and student rapport is evident by enthusiastic engagement in the teaching and learning process 8. Organizes the classroom for effective use of individual and group instruction to support inquiry-based learning, communication and cooperation 9. Shows enthusiasm in voice tone and body movements; uses humor 10. Students feel safe asking questions 11. Teacher is aware of planned disruptions, plans for them during the teaching and learning process and recovers with limited disruption 12. Students know expectations and hold themselves/each other accountable 13. Students are ready to learn at beginning of class 14. Adheres to school philosophy of PBIS, when applicable 	<ul style="list-style-type: none"> 6. Responds appropriately to school rules and Board policy 7. Teacher and student rapport is evident by enthusiastic engagement in the teaching and learning process 8. Organizes the classroom for effective use of individual and group instruction to support inquiry-based learning, communication and cooperation 9. Shows enthusiasm in voice tone and body movements; uses humor 10. Students feel safe asking questions 11. Teacher is aware of planned disruptions and plans for them during the teaching and learning process 	<ul style="list-style-type: none"> 6. Does not consistently respond appropriately to school rules and Board policy 7. Inconsistent student engagement in the teaching and learning process 8. The classroom is not effectively organized for use of individual and group instruction to support inquiry-based learning, communication and cooperation 9. Shows little enthusiasm in voice tone and body movements; does not use humor 10. Students questioning is rare 11. Teacher is not always prepared for planned disruptions 	<ul style="list-style-type: none"> 6. Does not respond appropriately to school rules and Board policy 7. Infrequent student engagement in the teaching and learning process 8. The classroom is not organized for use of individual and group instruction to support inquiry-based learning, communication and cooperation 9. Shows no enthusiasm in voice tone and body movements; does not use humor 10. Students questioning is rare 11. Teacher is not prepared for planned disruptions
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