



**Learning Environment Positive Relationships and Respect**

<b>Ineffective</b>	<b>Minimally Effective</b>	<b>Effective</b>	<b>Highly Effective</b>
<p>Teacher interacts with students in a mostly negative, inappropriate, or insensitive manner, rarely (or never) using responsive and positive language when addressing student's behavior.</p>	<p>Teacher attempts to interact with students in a fair and equitable manner. Teacher attempts to use responsive and positive language when addressing student's behavior but attempts are not effective.</p>	<p>Teacher interacts with students in a fair and equitable manner, regularly using responsive and positive language when addressing students' behavior.</p>	<p>Teacher interacts with students in a highly fair and equitable manner, using responsive and positive language when addressing student behavior.</p>
<p>Teacher creates or models an environment of disrespect and inappropriate tone resulting in frequently disrespectful interactions among students and between teacher and students. The classroom is frequently chaotic and not safe for all students.</p>	<p>Teacher attempts to create an environment of respect and rapport, however, students frequently engage in disrespectful interactions with peers.</p>	<p>Teacher creates an environment of respect and rapport that results in most students engaging in respectful interactions with peers.</p>	<p>Teacher creates and maintains an environment of respect and rapport that results in all students engaging in respectful interactions with peers.</p>
<p>Teacher demonstrates a lack of sensitivity and respect for student differences (i.e. gender, cultural or developmental) that results in a disrespectful environment for most students.</p>	<p>Teacher attempts to show respect and sensitivity for student differences on an inconsistent basis.</p>	<p>Teacher consistently demonstrates sensitivity to a diverse population and ensures that students treat one another with respect.</p>	<p>Teacher establishes and maintains an environment that is sensitive and respectful for the entire, diverse population of students.</p>
<p>Teacher's classroom practices and relationships with students show a clear lack of cultural competency, and the lack of competency is noted by parents, students, and other staff.</p>	<p>Teacher attempts to demonstrate cultural competency but is inconsistent in practices and beliefs.</p>	<p>Teacher consistently demonstrates evidence of cultural competency i.e. use of curricular materials that promote positive images of multiple races and cultures, holding high expectations for all students regardless of student background, race, culture, religion, gender, or socio-economic status.</p>	<p>Teacher openly, consistently and explicitly addresses issues of cultural competency and promotes an environment of respect and reciprocity of ideas, encouraging students to make cultural contributions to the curriculum.</p>



## Learning Environment Procedures and Routines

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher demonstrates little or no evidence of classroom procedures or strategies to maximize instructional time.	Teacher makes some attempts to use strategies to maximize instructional time, although ineffective in limiting distractions and disruptions to flow of lesson.	Teacher uses strategies to maximize instructional time, but there are some distractions to flow of lesson.	Teacher uses clear strategies to maximize instructional time and limit distractions, maintaining momentum even during transitions.
Teacher shows little to no evidence of clear directions or procedures for students, consistently resulting in time off task and/or a lack of maximized learning time.	Teacher directions create confusion or do not go far enough to create a sense of clarity for students. Lack of clarity inhibits fully maximized learning opportunities for students.	Teacher directions and procedures are mostly detailed and clear to students and lead to most students engaging in procedures that maximize learning time and their own growth.	Teacher directions and procedures are detailed and clear to students, consistently resulting in students engaging in procedures that maximize learning time and their own growth.
Teacher comes up with ad-hoc rules and consequences as events unfold in the classroom; students cannot articulate the teacher's expectations.	Teacher announces and posts classroom rules and consequences, but inconsistently holds students accountable for meeting expectations.	Teacher clearly communicates and enforces high expectations, typically holding students accountable for meeting them.	Teacher sets and maintains explicit and rigorous expectations and consistently holds students accountable for meeting them.



Learning Environment Physical Environment

Ineffective	Minimally Effective	Effective	Highly Effective
Teacher maintains a classroom that is generally unclean, disorganized or unsafe.	Teacher attempts to create a visually inviting classroom that is clean and organized.	Teacher creates a visually inviting classroom that is clean and organized but sometimes struggles to maintain it as such throughout the year.	Teacher maintains a visually inviting classroom that is clean and organized to maximize student learning.
Teacher has little or no student work or subject specific content displayed.	Teacher displays student work and content that is not aligned with school-specific expectations or learning standards.	Teacher displays student work and content that is aligned with school-specific expectations and learning standards.	Teacher displays student work and content that is current and aligned with school-specific expectations and learning standards.
Teacher arranges the physical space in a way that is not responsive to student needs. The space does not support students' access to instruction or eliminate distractions.	Teacher attempts to arrange the physical space in a way that is responsive to students' needs, however the arrangement does not ensure students have access to instruction with limited distractions.	Teacher arranges physical space in a way that is responsive to most students' needs and ensures that most students have access to instruction with limited distractions.	Teacher arranges physical space in a way that is responsive to student needs, including students with disabilities, and ensures students have access to instruction with limited distractions.