

## 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.

	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<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>
<b>Examples of Documented Evidence:</b>  Artifacts produced by students and teachers	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Artifacts that illustrate student ownership of monitoring class agreements and expectations e.g.               <ul style="list-style-type: none"> <li>• Reflection journals</li> <li>• Evidence of review and revised agreements/expectations</li> <li>• Daily individual behavior charts</li> <li>• Behavior rubric self assessment</li> <li>• Learner profiles</li> </ul> </li> <li>Many artifacts that illustrate effective use of a comprehensive array of classroom management tools and strategies, e.g.               <ul style="list-style-type: none"> <li>• Referrals</li> <li>• Phone &amp; communication logs</li> <li>• Seating charts</li> <li>• Essential agreements</li> <li>• Classroom management documents such as syllabi, procedures, agreements, etc.</li> <li>• Atlas unit planners</li> <li>• Discipline Log</li> <li>• Student Work</li> </ul> </li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Many artifacts that illustrate effective use of a comprehensive array of classroom management tools and strategies, e.g.               <ul style="list-style-type: none"> <li>• Referrals</li> <li>• Phone and communication logs</li> <li>• Seating charts</li> <li>• Essential agreements</li> <li>• Classroom management documents such as syllabi, procedures, agreements, etc.</li> <li>• Atlas unit planners</li> <li>• Discipline Log</li> <li>• Student work</li> </ul> </li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Some artifacts that illustrate partially effective use of a limited array of classroom management tools and strategies</li> </ol>	<b>Documented Evidence</b> <ol style="list-style-type: none"> <li>Absence of artifacts that illustrate the use of classroom management tools and strategies</li> </ol>

	3. Essential agreements are developed with student input			
	<b>Highly Effective</b>	<b>Effective</b>	<b>In Need of Improvement</b>	<b>Ineffective</b>
	<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>
<b>Examples of Observable Evidence:</b>  What the evaluator sees the students and teacher say and do	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Acknowledges student adherence to the classroom essential agreements throughout the lesson</li> <li>2. Routines, procedures, and consequences are taught, rehearsed and communicated effectively to students and parents</li> <li>3. Responds to misbehavior in a positive and respectful manner</li> <li>4. Prepares students for classroom transitions before they occur</li> <li>5. Manages student time on task and uses proximity, cooperation and inquiry to keep students engaged</li> <li>6. Responds appropriately to school rules and Board policy</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Essential agreements are posted and referred to</li> <li>2. Routines, procedures, and consequences are taught and communicated effectively to students and parents</li> <li>3. Responds to misbehavior in a positive and respectful manner</li> <li>4. Closely monitors time and student transitions to maximize time for learning</li> <li>5. Manages student time on task and uses proximity to keep students engaged</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Essential agreement are not posted but referred to</li> <li>2. Routines, procedures, and consequences are taught but ineffectively communicated to students and parents</li> <li>3. Inconsistently responds to misbehavior in a positive and respectful manner</li> <li>4. Does not always monitor time and student transitions to maximize time for learning</li> <li>5. Inconsistently manages student time on task and does not always use proximity to keep students engaged</li> </ol>	<b>Observable Evidence</b> <ol style="list-style-type: none"> <li>1. Essential agreements are neither posted nor referred to</li> <li>2. Routines, procedures, and consequences are not taught or communicated to students and parents</li> <li>3. Does not respond appropriately to misbehavior</li> <li>4. Does not monitor time and student transitions to maximize time for learning</li> <li>5. Does not manage student time on task and does not use proximity to keep students engaged</li> </ol>

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