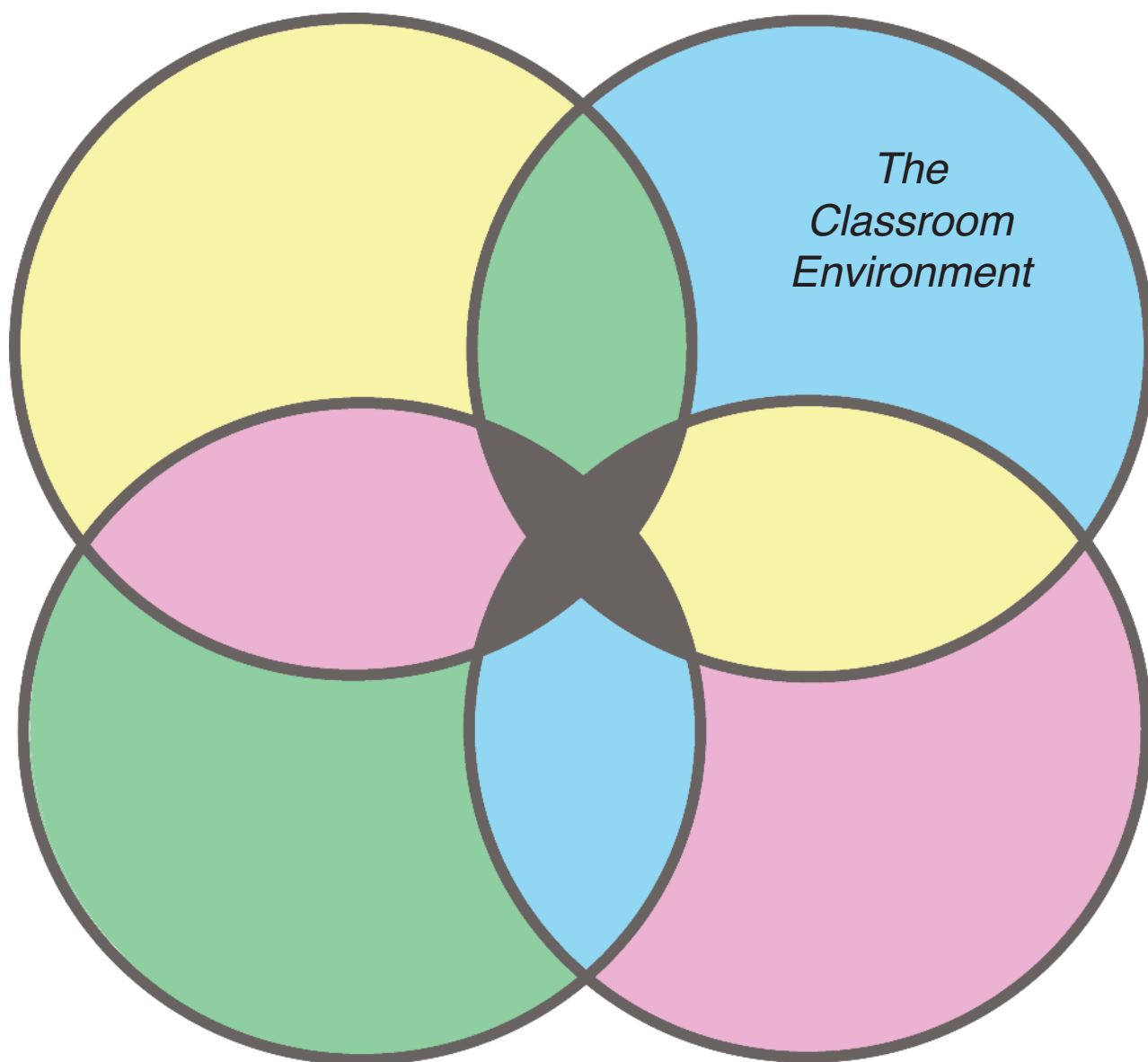


The Framework for Teaching Evaluation Instrument

DOMAIN 2

The Classroom Environment



2a Creating an Environment of Respect and Rapport

An essential skill of teaching is that of managing relationships with students and ensuring that those 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 interaction 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 and safe. Elements of component 2a:

Teacher interactions with students, including both words and actions

A teacher's interactions with students set the tone for the classroom. Through their interactions, teachers convey that they are interested in and care about their students.

Student interactions with other students, including both words and actions

As important as a teacher's treatment of students is, how students are treated by their classmates is arguably even more important to students. At its worst, poor treatment causes students to feel rejected by their peers. At its best, positive interaction among students is mutually supportive and create an emotionally healthy school environment. Teachers model and teach students how to engage in respectful interactions with one another and acknowledge respectful interactions among students.

Indicators:

- Respectful talk and turn taking
- Respect for students' background and life outside the classroom
- Teacher and student body language
- Physical proximity
- Warmth and caring
- Politeness
- Encouragement
- Active listening
- Fairness

2a Creating an Environment of Respect and Rapport—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>A student slumps in his/her chair following a comment by the teacher.</p> <p>Students roll their eyes at a classmate's idea; the teacher does not respond.</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>Teacher does not call students by their names.</p>	<p>Students attend passively 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>Students applaud halfheartedly following a classmate's presentation to the class.</p> <p>Teacher says: "Don't talk that way to your classmates," but student shrugs his/her shoulders.</p>	<p>Teacher greets students by name as they enter the class 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 applaud politely following a classmate's presentation to the class.</p> <p>Students help each other and accept help from each other.</p> <p>Teacher and students use courtesies such as "please," "thank you," "excuse me."</p> <p>Teacher says: "Don't talk that way to your classmates," and the insults stop.</p>	<p>Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies).</p> <p>Students hush classmates causing a distraction while the teacher or another student is speaking.</p> <p>Students clap enthusiastically after one another's presentations for a job well done.</p> <p>The teacher says: "That's an interesting idea, Josh, but you're forgetting ..."</p>

UNSATISFACTORY	BASIC
<p>Patterns of classroom interactions, both between the teacher and students and among students, are mostly negative, inappropriate, or insensitive to students' ages, cultural backgrounds, and developmental levels. Interactions are characterized by sarcasm, put-downs, or conflict.</p> <p>Teacher does not deal with disrespectful behavior.</p>	<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.</p> <p>Students rarely demonstrate disrespect for one another.</p> <p>Teacher attempts to respond to disrespectful behavior, with uneven results. The net result of the interactions is neutral, conveying neither warmth nor conflict.</p>

Critical Attributes

<p>Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.</p> <p>Students use disrespectful talk towards one another with no response from the teacher.</p> <p>Teacher displays no familiarity with or caring about individual students' interests or personalities.</p>	<p>The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.</p> <p>Teacher attempts to respond to disrespectful behavior among students, with uneven results.</p> <p>Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.</p>
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PROFICIENT	DISTINGUISHED
<p>Teacher-student interactions are friendly and demonstrate general caring and respect. Such interactions are appropriate to the ages of the students.</p> <p>Students exhibit respect for the teacher. Interactions among students are generally polite and respectful.</p> <p>Teacher responds successfully to disrespectful behavior among students. The net result of the interactions is polite and respectful, but impersonal.</p>	<p>Classroom interactions among the teacher and individual students are highly respectful, reflecting genuine warmth and caring and sensitivity to students as individuals.</p> <p>Students exhibit respect for the teacher and contribute to high levels of civil interaction between all members of the class. The net result of interactions is that of connections with students as individuals.</p>

<p>Talk between teacher and students and among students is uniformly respectful.</p> <p>Teacher responds to disrespectful behavior among students.</p> <p>Teacher makes superficial connections with individual students.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Teacher demonstrates knowledge and caring about individual students’ lives beyond school.</p> <p>When necessary, students correct one another in their conduct toward classmates.</p> <p>There is no disrespectful behavior among students.</p> <p>The teacher’s response to a student’s incorrect response respects the student’s dignity.</p>
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2b Establishing a Culture for Learning

A “culture for learning” refers to the atmosphere in the classroom that reflects the educational importance of the work undertaken by both students and teacher. It describes the norms that govern the interactions among individuals about the activities and assignments, the value of hard work and perseverance, and the general tone of the class. The classroom is characterized by high cognitive energy and by a sense that what is happening there is important and that it is essential to get it right. There are high expectations for all students. The classroom is a place where the teacher and students value learning and hard work. Elements of component 2b:

Importance of the content and of learning

In a classroom with a strong culture for learning, teachers convey the educational value of what the students are learning.

Expectations for learning and achievement

In classrooms with robust cultures for learning, all students receive the message that while the work is challenging, they are capable of success if they are prepared to work hard.

Student pride in work

When students are convinced of their capabilities, they are willing to devote energy to the task at hand, and they take pride in their accomplishments. This pride is reflected in their interactions with classmates and with the teacher.

Indicators:

- Belief in the value of the work
- High expectations, supported through both verbal and nonverbal behaviors
- Expectation and recognition of quality
- Expectation and recognition of effort and persistence
- Confidence in students’ ability evident in teacher’s and students’ language and behaviors
- Expectation for all students to participate

2b Establishing a Culture for Learning—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>The teacher tells students that they're doing a lesson because it's on the test, in the book, or mandated by the district.</p> <p>Teacher says to a student: "Why don't you try this easier problem?"</p> <p>Students turn in sloppy or incomplete work.</p> <p>Students don't engage in work, and the teacher ignores it.</p> <p>Students have not completed their homework, and the teacher does not respond.</p> <p>Almost all of the activities are busy work.</p>	<p>Teacher says: "Let's get through this."</p> <p>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 out a worksheet but do not encourage each other to question their ideas.</p> <p>Teacher does not encourage students who are struggling.</p> <p>Only some students get down to work after an assignment is given or after entering the room.</p>	<p>Teacher says: "This is important; you'll need to speak grammatical English when you apply for a job."</p> <p>Teacher says: "This idea is really important! It's central to our understanding of history."</p> <p>Teacher says: "Let's work on this together: it's hard, but you all will be able to do it well."</p> <p>Teacher hands a paper back to a student, saying, "I know you can do a better job on this." The student accepts the comment without complaint.</p> <p>Students get down to work right away when an assignment is given or after entering the room.</p>	<p>The teacher says: "It's really fun to find the patterns for factoring polynomials."</p> <p>Student asks a classmate to explain a concept or procedure since s/he didn't quite follow the teacher's explanation.</p> <p>Students question one another on answers.</p> <p>Student asks the teacher whether s/he can redo a piece of work since s/he now sees how it could be strengthened.</p> <p>Students work even when the teacher isn't working with them or directing their efforts.</p>

UNSATISFACTORY	BASIC
<p>The classroom culture is characterized by a lack of teacher or student commitment to learning and/or little or no investment of student energy into the task at hand. Hard work is not expected or valued.</p> <p>Medium or low expectations for student achievement are the norm, with high expectations for learning reserved for only one or two students.</p>	<p>The classroom culture is characterized by little commitment to learning by teacher or students.</p> <p>The teacher appears to be only going through the motions, and students indicate that they are interested in completion of a task, rather than quality.</p> <p>The teacher conveys that student success is the result of natural ability rather than hard work; high expectations for learning are reserved for those students thought to have a natural aptitude for the subject.</p>

Critical Attributes

<p>The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.</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>Class time is devoted more to socializing than to learning.</p>	<p>Teacher's energy for the work is neutral, indicating neither indicating a high level of commitment nor "blowing it off."</p> <p>The teacher conveys high expectations for only some students.</p> <p>Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.</p> <p>Many students indicate that they are looking for an "easy path."</p>
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PROFICIENT	DISTINGUISHED
<p>The classroom culture is a cognitively busy place where learning is valued by all, with high expectations for learning being the norm for most students.</p> <p>The teacher conveys that with hard work students can be successful.</p> <p>Students understand their role as learners and consistently expend effort to learn.</p> <p>Classroom interactions support learning and hard work.</p>	<p>The classroom culture is a cognitively vibrant place, characterized by a shared belief in the importance of learning.</p> <p>The teacher conveys high expectations for learning by all students and insists on hard work.</p> <p>Students assume responsibility for high quality by initiating improvements, making revisions, adding detail, and/or helping peers.</p>

<p>The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.</p> <p>The teacher demonstrates a high regard for student abilities.</p> <p>Teacher conveys an expectation of high levels of student effort.</p> <p>Students expend good effort to complete work of high quality.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>The teacher communicates a genuine passion for the subject.</p> <p>Students indicate that they are not satisfied unless they have complete understanding.</p> <p>Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.</p> <p>Students recognize the efforts of their classmates.</p> <p>Students take initiative in improving the quality of their work.</p>
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2c Managing Classroom Procedures

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, noninstructional tasks are completed efficiently, 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 success in teaching students to employ them, may be inferred from the sense that the class “runs itself.” Elements of component 2c:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.

Management of transitions

Many lessons engage students in different types of activities—large-group, small-group, independent work. Little time should be lost as students move from one activity to another; students know the “drill” and execute it seamlessly.

Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of non-instructional duties

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

2c Managing Classroom Procedures—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>When moving into small groups, students are confused about where they are supposed to go, whether they should take their chairs, etc.</p> <p>There are long lines for materials and supplies, or distributing supplies is time consuming.</p> <p>Students bump into one another lining up or sharpening pencils.</p> <p>Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process.</p> <p>Most students ask what they are to do or look around for clues from others.</p>	<p>Some students not working with the teacher are not productively engaged in learning.</p> <p>Transitions between large- and small-group activities are rough, but they are accomplished.</p> <p>Students are not sure what to do when materials are being distributed or collected.</p> <p>Students ask some clarifying questions about procedures.</p> <p>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</p>	<p>Students get started on an activity while the teacher takes attendance.</p> <p>Students move smoothly between large- and small-group activities.</p> <p>The teacher has an established timing device, such as counting down to signal students to return to their desks.</p> <p>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>In small-group work, students have established roles, they listen to one another, summarize different views, etc.</p> <p>Cleanup at the end of a lesson is fast and efficient.</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 s/he should be at following a transition.</p> <p>Students propose an improved attention signal.</p> <p>Students independently check themselves into class on the attendance board.</p>

UNSATISFACTORY	BASIC
<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>

Critical Attributes

<p>Students not working with the teacher are not productively engaged or are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the teacher.</p> <p>Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p>
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PROFICIENT	DISTINGUISHED
<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>

<p>The students are productively engaged during small-group 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>In addition to the characteristics of “proficient”:</p> <p>Students take the initiative with their classmates to ensure that their time is used productively.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p>
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2d Managing Student Behavior

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel businesslike 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 component 2d:

Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

Monitoring of student behavior

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle and thus a challenging to observe.

Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Fairness
- Absence of misbehavior
- Reinforcement of positive behavior

2d Managing Student Behavior—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>Students are talking among themselves, with no attempt by the teacher to silence them.</p> <p>An object flies through the air, without teacher notice.</p> <p>Students are running around the room, the result being a chaotic environment.</p> <p>Their phones and other electronics distract students, but the teacher does nothing.</p>	<p>Classroom rules are posted, but neither teacher nor students refer to them.</p> <p>The teacher repeatedly asks students to take their seats; they ignore him/her.</p> <p>Teacher says to one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."</p>	<p>Upon a 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 behavior.</p> <p>The teacher gives a student a hard look, and the student stops talking to his/her neighbor.</p>	<p>A student suggests a revision in 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; the talking stops.</p> <p>The teacher asks to speak to a student privately about misbehavior.</p> <p>A student reminds his/her classmates of the class rule about chewing gum.</p>

UNSATISFACTORY	BASIC
<p>There appear to be no established standards of conduct and little or no teacher monitoring of student behavior.</p> <p>Students challenge the standards of conduct.</p> <p>Response to students' misbehavior is repressive or disrespectful of student dignity.</p>	<p>Standards of conduct appear to have been established, but their implementation is inconsistent.</p> <p>Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.</p> <p>There is inconsistent implementation of the standards of conduct.</p>

Critical Attributes

<p>The classroom environment is chaotic, with no apparent standards of conduct.</p> <p>The teacher does not monitor student behavior.</p> <p>Some students violate classroom rules, without apparent teacher awareness.</p> <p>When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p>Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p>Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p>The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p>
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PROFICIENT	DISTINGUISHED
<p>Student behavior is generally appropriate.</p> <p>The teacher monitors student behavior against established standards of conduct.</p> <p>Teacher response to student misbehavior is consistent, proportionate, respectful to students, and effective.</p>	<p>Student behavior is entirely appropriate.</p> <p>Students take an active role in monitoring their own behavior and that of other students against standards of conduct.</p> <p>Teachers' monitoring of student behavior is subtle and preventive.</p> <p>Teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.</p>

<p>Standards of conduct appear to have been established.</p> <p>Student behavior is generally appropriate.</p> <p>The teacher frequently monitors student behavior.</p> <p>Teacher's response to student misbehavior is effective.</p> <p>Teacher acknowledges good behavior.</p>	<p>In addition to the characteristics of "proficient":</p> <p>Student behavior is entirely appropriate; there no evidence of student misbehavior.</p> <p>The teacher monitors student behavior without speaking – just moving about.</p> <p>Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>
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2e Organizing Physical Space

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 the 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's going on so they can participate actively. Both the teacher and students make effective use of computer (and other) technology. Elements of component 2e:

Safety and accessibility

Physical safety is a primary consideration of all teachers; no learning can occur if students are unsafe or if they don't have access to the board or other learning resources.

Arrangement of furniture and use of physical resources

Both the physical arrangement of a classroom and the available resources provide opportunities for teachers to advance learning; when these are skillfully used, students can engage with the content in a productive manner. At the highest levels of performance, the students themselves contribute to the physical environment.

Indicators:

- Pleasant, inviting atmosphere
- Safe environment
- Accessibility for all students
- Furniture arrangement suitable for the learning activities
- Effective use of physical resources, including computer technology, by both teacher and students

2e Organizing Physical Space—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>There are electrical cords placed in unsafe locations around the classroom.</p> <p>There is a pole in the middle of the room; some students can't see the board.</p> <p>A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.</p>	<p>The teacher ensures that dangerous chemicals are stored safely.</p> <p>The classroom desks remain in two semicircles, even though the activity for small groups would be better served by moving the desks to make tables for a portion of the lesson.</p> <p>The teacher tries to use a computer to illustrate a concept but requires several attempts to make it work.</p>	<p>There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.</p> <p>Desks are moved to make tables so students can work together, or in a circle for a class discussion.</p> <p>The use of an Internet connection enriches the lesson.</p>	<p>Students ask whether they can shift the furniture to better suit the differing needs of small-group work and large-group 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 white board for an activity.</p>

UNSATISFACTORY	BASIC
<p>The physical environment is unsafe, or many students don't have access to learning resources.</p> <p>There is poor coordination between the lesson activities and the arrangement of furniture and resources, including computer technology.</p>	<p>The classroom is safe, and essential learning is accessible to most students.</p> <p>The teacher's use of physical resources, including computer technology, is moderately effective.</p> <p>Teacher makes some attempt to modify the physical arrangement to suit learning activities, with partial success.</p>

Critical Attributes

<p>There are physical hazards in the classroom, endangering student safety.</p> <p>Many students can't see or hear the teacher or the board.</p> <p>Available technology is not being used, even if its use would enhance the lesson.</p>	<p>The physical environment is safe, and most students can see and hear.</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>
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PROFICIENT	DISTINGUISHED
<p>The classroom is safe, and learning is accessible to all students; teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Teacher makes effective use of physical resources, including computer technology.</p>	<p>The classroom is safe, and learning is accessible to all students, including those with special needs.</p> <p>Teacher makes effective use of physical resources, including computer technology. The teacher ensures that the physical arrangement is appropriate to the learning activities.</p> <p>Students contribute to the use or adaptation of the physical environment to advance learning.</p>

<p>The classroom is safe, and all students are able to see and hear.</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>In addition to the characteristics of “proficient”:</p> <p>Modifications are made to the physical environment to accommodate students with special needs.</p> <p>There is total alignment between the goals of the lesson and the physical environment.</p> <p>Students take the initiative to adjust the physical environment.</p> <p>Teachers and students make extensive and imaginative use of available technology.</p>
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