

Domain 2: Creating an Environment for Learning

Element:		NMTEACH 2A: Creating an environment of respect and rapport <ul style="list-style-type: none"> • To what level are interactions in the classroom positive and productive? • To what level are all student groups respected and valued in the classroom?
Level of Performance	Ineffective	Classroom interaction both between the teacher and students, and among students, are inappropriate or insensitive to students’ cultural backgrounds, and may include the following: <ul style="list-style-type: none"> • Sarcasm • Put-downs • Conflict.
	Minimally Effective	Classroom interactions, both between the teacher and students, and among students, are generally positive, but may include these: <ul style="list-style-type: none"> • Some conflict • Occasional displays of insensitivity. • Occasional lack of responsiveness to cultural or developmental differences among students.
	Effective	Classroom interactions, between teacher and students, and among students, are as follows: <ul style="list-style-type: none"> • Are polite and respectful • Demonstrate knowledge of cultural and developmental differences among groups of students • Disagreements are handled respectfully.
	Highly Effective	Classroom interactions among the teacher and individual students are as follows: <ul style="list-style-type: none"> • Are highly respectful • Reflect warmth and caring. • Practice reflects sensitivity to students’ cultures and levels of development. • Respectful discourse.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the following: <ul style="list-style-type: none"> • Helps create a school-wide environment of respect for the campus, the stakeholders, and the rules • Works with colleagues on developing support for students in need • Helps to create school-wide interventions, and support programs.
	Notes:	

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Element:		NMTEACH 2B: Organizing physical space <ul style="list-style-type: none"> • To what level do all students have equal access to learning resources and materials? • To what level does the classroom environment support the day's lesson?
Level of Performance	Ineffective	The physical environment is as follows: <ul style="list-style-type: none"> • Unsafe • Students do not have access to learning • Poor alignment between the environment and the lesson activities.
	Minimally Effective	The classroom is safe as follows: <ul style="list-style-type: none"> • Essential learning is accessible to most students. • The teacher's use of physical resources, including technology, is moderately effective. • Teacher is partially effective in modifying the environment to suit learning activities.
	Effective	The classroom is safe as follows: <ul style="list-style-type: none"> • Learning is accessible to all students • Teacher ensures that the physical arrangement is appropriate to the learning activities • There is posted evidence of student learning • Teacher makes effective use of available physical resources, including technology.
	Highly Effective	The classroom is safe as follows: <ul style="list-style-type: none"> • Students contribute to the use or adaptation of the physical environment to advance learning • Technology is used skillfully, by teachers as appropriate to the lesson.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader does the following: <ul style="list-style-type: none"> • Teacher uses the classroom to model or demonstrate for other teachers • Helps colleagues arrange their environment so learning is accessible to all • Technology is used skillfully, by teachers and students as appropriate to the lesson.
	Notes:	

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Element:		NMTEACH 2C: Establishing a culture for learning <ul style="list-style-type: none"> • To what level do students exhibit a learning energy during the lesson that supports engagement? • To what level are students encouraged to communicate with others to address learning goals?
Level of Performance	Ineffective	The classroom environment conveys a negative culture for learning as follows <ul style="list-style-type: none"> • Low teacher commitment to the subject • Low expectations for student achievement • Little or no student effort.
	Minimally Effective	Attempts to create a culture for learning and is partially successful as follows: <ul style="list-style-type: none"> • Some teacher commitment to the subject • Modest expectations for student achievement • Some student effort • Teacher and students appear to be “going through the motions.”
	Effective	The classroom culture is characterized by high expectations for all students <ul style="list-style-type: none"> • The teacher establishes norms and participant structures in which students can learn with and from each other, i.e. student grouping, student presentations, and peer editing • Teacher conveys content relevance • Demonstrated commitment to the subject by both teacher and students • Students demonstrate pride in their efforts.
	Highly Effective	Culture for learning in which everyone shares a belief in the importance of the subject as follows: <ul style="list-style-type: none"> • High levels of student excitement and teacher passion for the subject • Students hold themselves to high standards of performance Students initiate improvements to their efforts.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader does the following: <ul style="list-style-type: none"> • Promotes and organizes school-wide learning program(s) and learning culture among all stakeholders.
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Element:		NMTEACH 2D: Managing classroom procedures <ul style="list-style-type: none"> • To what level is the classroom culture and routine maximizing instructional time? • To what level does the teacher use developmentally appropriate procedures to maximize instructional time.
Level of Performance	Ineffective	Instructional time is lost: <ul style="list-style-type: none"> • Inefficient classroom routines • Inefficient procedures for transition • Inefficient use of supplies.
	Minimally Effective	Some instructional time is lost: <ul style="list-style-type: none"> Partially-effective classroom routines and procedures Partially-effective routines for transition Partially-effective use of supplies.
	Effective	Little instructional time is lost: <ul style="list-style-type: none"> • Effective classroom routines and procedures • Teacher leads effective routines for transition • Effective use of supplies.
	Highly Effective	Students contribute to the seamless operation of the classroom: <ul style="list-style-type: none"> • Routines and procedures are evident • Effective transitions and use of supplies • Students lead effective routines for transition.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader helps to create a culture of student ownership of school-wide operations.
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Element:		NMTEACH 2E: Managing student behavior <ul style="list-style-type: none"> To what level are student behavior expectations consistently monitored and reinforced?
Level of Performance	Ineffective	No evidence that standards of conduct have been established: <ul style="list-style-type: none"> Little or no teacher monitoring of student behavior Response to student misbehavior is repressive or disrespectful of student dignity.
	Minimally Effective	Teacher has made an effort to establish standards of conduct for students: <ul style="list-style-type: none"> Effort made with inconsistent results to monitor students' behavior Response to student misbehavior is inconsistent.
	Effective	Standards of conduct are designed to create an atmosphere conducive to learning, with a focus on self-discipline, respecting the rights of others, and cooperating with one another: <ul style="list-style-type: none"> Standards are clear to students Teacher holds students responsible for maintaining behavioral standards Teacher response to student misbehavior is appropriate and respects the students' dignity Teacher response is consistent.
	Highly Effective	In addition to standards being clear to students are these elements: <ul style="list-style-type: none"> Evidence of student participation in setting conduct standards Teacher's monitoring of student behavior is highly effective Teacher's response to student misbehavior is sensitive to individual needs Students take an active role in monitoring the standards of behavior.
	Exemplary	In addition to all the requirements to be highly effective, the teacher as a leader demonstrates the following: <ul style="list-style-type: none"> Actively engages in the monitoring of student behavior school-wide Serves as a model of positive behavior for stakeholders Teacher promotes system(s) of school-wide positive behavioral support that encourages stakeholders to promote and monitor a safe and healthy environment.
	Notes:	