

Walk-through Name	Site	Template Name
Preview Template		Newport Domain 2 - Classroom Environment
Category	Start Date / Time	End Date / Time
<none>	Mar 24, 2018 05:05 PM	
Subject		
Overall Notes		

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Grade	<ul style="list-style-type: none"> • K • 1 • 2 • 3 • 4 • 5 • 6 • 7 • 8 • 9-12
Subject	<ul style="list-style-type: none"> • Mathematics • Writing • Science • Social Studies/History • Health/PE • PLTW • Reading • Reading/Math Intervention • Music • Art • Special Education • ELL • Gifted • CTE • Drama • Spanish • Media Specialist
Grouping	<ul style="list-style-type: none"> • Whole • Small • Pairs • Individual
Time of Class	<ul style="list-style-type: none"> • Beginning of the Class • Middle of the Class • End of the Class

Domain 2: Classroom Environment

2A - Creating an Environment of Respect and Rapport

- **Teacher Interaction with Students, including both words and actions.**
- **Student Interactions with One Another, including both words and actions.**

2a

Ineffective	Developing	Accomplished	Exemplary
<p>Possible Examples:</p> <ul style="list-style-type: none">• A student slumps in his/her chair following a comment by the teacher.• Students roll their eyes at a classmate's idea; the teacher does not respond.• Many students talk when the teacher and other students are talking; the teacher does not correct them.• Some students refuse to work with other students.• Teacher does not call students by their names.	<p>Possible Examples:</p> <ul style="list-style-type: none">• Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking.• A few students do not engage with others in the classroom, even when put together in small groups.• Students applaud halfheartedly following a classmate's presentation to the class.• Teacher says, "Don't talk that way to your classmates," but student shrugs his/her shoulders.	<p>Possible Examples:</p> <ul style="list-style-type: none">• Teacher greets students by name as they enter the class or during the lesson.• The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk.• Students attend fully to what the teacher is saying.• Students wait for classmates to finish speaking before beginning to talk.• Students applaud politely following a classmate's presentation to the class.• Students help each other and accept help from each other.• Teacher and students use courtesies such as "please," "thank you," "excuse me."• Teacher says, "Don't talk that way to your classmates," and the insults stop.	<p>Possible Examples:</p> <ul style="list-style-type: none">• Teacher inquires about a student's soccer game last week-end (or extracurricular activities or hobbies).• Students hush classmates causing a distraction while the teacher or another student is speaking.• Students clap enthusiastically after one another's presentations for a job well done.• The teacher says, "That's an interesting idea, Josh, but you're forgetting..."
<ul style="list-style-type: none"><input type="checkbox"/> Teacher uses disrespectful talk towards students; student's body language indicates feelings of hurt or insecurity.<input type="checkbox"/> Students use disrespectful talk towards one another with no response from the teacher<input type="checkbox"/> Teacher displays no familiarity with or caring about individual students' interests or personalities.	<ul style="list-style-type: none"><input type="checkbox"/> The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.<input type="checkbox"/> Teacher attempts to respond to disrespectful behavior among students, with uneven results.<input type="checkbox"/> Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual.	<ul style="list-style-type: none"><input type="checkbox"/> Talk between teacher and students and among students is uniformly respectful.<input type="checkbox"/> Teacher responds to disrespectful behavior among students.<input type="checkbox"/> Teacher makes superficial connections with individual students.	<ul style="list-style-type: none"><input type="checkbox"/> When necessary, students correct one another in their conduct toward classmates.<input type="checkbox"/> There is no disrespectful behavior among students.<input type="checkbox"/> The teacher's response to a student's incorrect response respects the student's dignity.<input type="checkbox"/> Teacher demonstrates knowledge and caring about individual students lives beyond school.

2B - Establishing a Culture for Learning

- **Importance of the Content and Learning**
- **Expectations for Learning and Achievement**
- **Student Pride in Work**

Domain 2: Classroom Environment**2b**

Ineffective	Developing	Accomplished	Exemplary
<p>Possible Examples:</p> <ul style="list-style-type: none">• The teacher tells students that they're doing lessons because it's on the test, in the book, or mandated by the district.• Teacher says to a student, "Why don't you try this easier problem?"• Students turn in sloppy or incomplete work.• Students don't engage in work, and the teacher ignores it.• Students have not completed their homework, and the teacher does not respond.• Almost all of the activities are busy work.	<p>Possible Examples:</p> <ul style="list-style-type: none">• Teacher says, "Let's get through this."• Teachers says, "I think most of you will be able to do this."• Students consult with one another to determine how to fill out a worksheet but do not encourage each other to questions their ideas.• Teacher does not encourage students who are struggling.• Only some students get down to work after an assignment is given or after entering the room.	<p>Possible Examples:</p> <ul style="list-style-type: none">• Teacher says, "This is important: you'll need to speak grammatical English when you apply for a job."• Teacher says, "This idea is really important! It's central to our understanding of history."• Teacher says, "Let's work on this together; it's hard, but you all will be able to do it well."• 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.• Students get down to work right away when an assignment is given or after entering the room.	<p>Possible Examples:</p> <ul style="list-style-type: none">• The teacher says, "It's really fun to find the patterns for factoring polynomials."• Student asks a classmate to explain a concept or procedure since she didn't quite follow the teacher's explanation.• Students question one another on answers.• Student asks the teacher whether he can redo a piece of work since he now sees how it could be strengthened.• Students work even when the teacher isn't working with them or directing their efforts.
<ul style="list-style-type: none"><input type="checkbox"/> The teacher conveys that the reasons for the work are external or trivializes the learning goals and assignments.<input type="checkbox"/> The teacher conveys to at least some students that the work is too challenging for them.<input type="checkbox"/> Students exhibit little or no pride in their work.<input type="checkbox"/> Class time is devoted more to socializing than to learning.	<ul style="list-style-type: none"><input type="checkbox"/> Teacher's energy for the work is neutral, indicating neither a high level of commitment nor "blowing it off".<input type="checkbox"/> The teacher conveys high expectations for only some students.<input type="checkbox"/> Students comply with the teacher's expectations for learning, but they don't indicate commitment on their own initiative for the work.<input type="checkbox"/> Many students indicate that they are looking for an "easy path".	<ul style="list-style-type: none"><input type="checkbox"/> The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.<input type="checkbox"/> The teacher demonstrates a high regard for student abilities.<input type="checkbox"/> Teacher conveys an expectation of high levels of student effort.<input type="checkbox"/> Students expend good effort to complete work of high quality.	<ul style="list-style-type: none"><input type="checkbox"/> The teacher communicates a genuine passion for the subject.<input type="checkbox"/> Students indicate that they are not satisfied unless they have complete understanding.<input type="checkbox"/> Students questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.<input type="checkbox"/> Students recognize the efforts of their classmates.<input type="checkbox"/> Students take initiative in improving the quality of their work.

2C - Managing Classroom Procedures

- **Management of Instructional Groups**
- **Management of Transitions**
- **Management of Materials and Supplies**
- **Performance of Non-Instructional Duties**

Domain 2: Classroom Environment

2c

Ineffective	Developing	Accomplished	Exemplary
<p>Possible Examples:</p> <ul style="list-style-type: none"> • When moving into small groups, students are confused about where they are supposed to go, whether they should take their chair, etc. • There are long lines for materials and supplies, or distributing supplies is time consuming. • Students bump into one another lining up or sharpening pencils. • Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process. • Most students ask what they are to do or look around for clues from others. 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • Some students not working with the teacher are not productively engaged in learning. • Transitions between large and small-group activities are rough, but they are accomplished. • Students are not sure what to do when materials are being distributed or collected. • Students ask some clarifying questions about procedures. • The attendance or lunch count consumes more time than it would need if the procedure were more routinized. 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • Students get started on an activity while the teacher takes attendance. • Students move smoothly between large- and small-group activities. • The teacher has an established timing device, such as counting down to signal students to return to their desks. • Teacher has an established attention signal, such as raising a hand, or dimming the lights. • One member of each small group collects materials for the table. • There is an established color-coded system indicating where materials should be stored. • In small-group work, students have established roles, they listen to one another summarize different views, etc. • Cleanup at the end of a lesson is fast and efficient. 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • Students direct classmates in small groups not working directly with the teacher to be more efficient in their work. • A student reminds classmates of the roles that they are to play within the group. • A student redirects a classmate to the table he should be at following a transition. • Students propose an improved attention signal. • Students independently check themselves into class on the attendance board.
<p><input type="checkbox"/> Students not working with the teacher are not productively engaged or are disruptive to the class.</p> <p><input type="checkbox"/> There are no established procedures for distributing and collecting materials.</p> <p><input type="checkbox"/> Procedures for other activities are confused or chaotic.</p>	<p><input type="checkbox"/> Small groups are only partially engaged while not working directly with the teacher.</p> <p><input type="checkbox"/> Procedures for transitions and for distribution/collecting of materials seem to have been established, but their operation is rough.</p> <p><input type="checkbox"/> Classroom routines function unevenly.</p>	<p><input type="checkbox"/> The students are productively engaged during small-group work.</p> <p><input type="checkbox"/> Transitions between large- and small-group activities are smooth.</p> <p><input type="checkbox"/> Routines for distribution and collections of materials and supplies work efficiently.</p> <p><input type="checkbox"/> Classroom routines function smoothly.</p>	<p><input type="checkbox"/> Students take the initiative with their classmates to ensure that their time is used productively.</p> <p><input type="checkbox"/> Student themselves ensure that transitions and other routines are accomplished smoothly.</p> <p><input type="checkbox"/> Students take initiative in distributing and collecting materials efficiently.</p>

2D - Managing Student Behavior

- Expectations
- Monitoring of Student Behavior
- Response to Student Misbehavior

2d

Ineffective	Developing	Accomplished	Exemplary
<p>Possible Examples:</p> <ul style="list-style-type: none"> • Students are talking among themselves, with no attempt by the teacher to silence them. • An object flies through the air, without teacher notice. • Students are running around the room, the result being a chaotic environment. • Their phones and other electronics distract students but the teacher does nothing. 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • Classroom rules are posted, but neither teacher nor students refer to them. • The teacher repeatedly asks students to take their seats, they ignore him. • 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>Possible Examples:</p> <ul style="list-style-type: none"> • Upon a nonverbal signal from the teacher, students correct their behavior. • The teacher moves to every section of the classroom; keeping a close eye on student behavior. • The teacher gives a student a hard look, and the student stops talking to his neighbor. 	<p>Possible Examples:</p> <ul style="list-style-type: none"> • A student suggests a revision in one of the classroom rules. • The teacher notices that some students are talking among themselves and without a word moves nearer to them, the talking stops. • The teacher asks to speak to a student privately about misbehavior. • A student reminds his/her classmates of the class rule about chewing gum.
<p><input type="checkbox"/> The classroom environment is chaotic, with no apparent standards of conduct.</p> <p><input type="checkbox"/> The teacher does not monitor student behavior.</p> <p><input type="checkbox"/> Some students violate classroom rules, without apparent teacher awareness.</p> <p><input type="checkbox"/> When the teacher notices student misbehavior, s/he appears helpless to do anything about it.</p>	<p><input type="checkbox"/> Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.</p> <p><input type="checkbox"/> Teacher attempts to keep track of student behavior, but with no apparent system.</p> <p><input type="checkbox"/> The teacher's response to student misbehavior is inconsistent, at times very harsh, other times lenient.</p>	<p><input type="checkbox"/> Standards of conduct appear to have been established.</p> <p><input type="checkbox"/> Student behavior is generally appropriate.</p> <p><input type="checkbox"/> The teacher frequently monitors student behavior.</p> <p><input type="checkbox"/> Teacher's response to student misbehavior is effective.</p> <p><input type="checkbox"/> Teacher acknowledges good behavior.</p>	<p><input type="checkbox"/> Student behavior is entirely appropriate; there is no evidence of student misbehavior.</p> <p><input type="checkbox"/> The teacher monitors student behavior without speaking—just moving about.</p> <p><input type="checkbox"/> Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.</p>

Domain 2: Classroom Environment**2E - Organizing Physical Space**

- **Safety and Accessibility**
- **Arrangement of Furniture and Use of Physical Resources**

2e

Ineffective	Developing	Accomplished	Exemplary
<p>Possible Examples:</p> <ul style="list-style-type: none">• There are electrical cords placed in unsafe locations around the classroom.• There is a pole in the middle of the room; some students can't see the board.• A white board is in the classroom, but it is facing the wall, indicating that it is rarely, if ever, used.	<p>Possible Examples:</p> <ul style="list-style-type: none">• The teacher ensures that dangerous chemicals are stored safely.• 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.• The teacher tries to use a computer to illustrate a concept but requires several attempts to make it work.	<p>Possible Examples:</p> <ul style="list-style-type: none">• There are established guidelines concerning where backpacks are left during class to keep the pathways clear; students comply.• Desks are moved to make tables so students can work together, or in a circle for class discussion.• The use of an Internet connection enriches the lesson.	<p>Possible Examples:</p> <ul style="list-style-type: none">• Students ask whether they can shift the furniture to better suit the differing needs of small-group work and largegroup discussion.• 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.• A student suggests an application of the white board for an activity
<ul style="list-style-type: none"><input type="checkbox"/> There are physical hazards in the classroom, endangering student safety.<input type="checkbox"/> Many students can't see or hear the teacher or the board.<input type="checkbox"/> Available technology is not being used, even if its use would enhance the lesson.	<ul style="list-style-type: none"><input type="checkbox"/> The physical environment is safe, and most students can see and hear.<input type="checkbox"/> The physical environment is not an impediment to learning but does not enhance it.<input type="checkbox"/> The teacher makes limited use of available technology and other resources	<ul style="list-style-type: none"><input type="checkbox"/> The classroom is safe, and all students are able to see and hear.<input type="checkbox"/> The classroom is arranged to support the instructional goals and learning activities.<input type="checkbox"/> The teacher makes appropriate use of available technology.	<ul style="list-style-type: none"><input type="checkbox"/> Modifications are made to the physical environment to accommodate students with special needs.<input type="checkbox"/> There is total alignment between the goals of the lesson and the physical environment.<input type="checkbox"/> Students take the initiative to adjust the physical environment.<input type="checkbox"/> Teachers and students make extensive and imaginative use of available technology.