Classroom Climate

Quality Indicator   **1**   **Diverse social and cultural perspectives**

The teacher understands the central concepts, structures, and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

Emerging	Developing	Proficient	Distinguished
The emerging teacher…	The developing teacher also…	The proficient teacher also	The distinguished teacher also…
Facilitates students' ability to develop balanced, diverse social and cultural perspectives by recognizing personal bias in lesson design.	Designs instruction that incorporates global perspectives about national/regional/ethnic contributions to, and cultural differences/interpretations of the discipline.	Builds background knowledge from a variety of perspectives critical to fostering innovation, solving global challenges, and assuring a healthy democracy.	Facilitates student action to address real-world problems from a variety of perspectives related to the discipline that improves their community and/or world.

Scoring Rubric 1.1

Evidence of Commitment

Reviews lesson plans to identify areas of potential bias			Eliminates bias in lesson designs and learning objectives		Conduct reviews and research to build background knowledge and a variety of perspectives		Lesson designs and learning objectives exhibit a variety of perspectives
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Demonstrates importance and appreciation of a variety of perspectives			Instructional activities include global perspectives and/or critical examination of bias		Instruction includes indications of background knowledge from a variety of perspectives prompting innovation and problem-solving		Instructional strategies and learning activities include students addressing real-world problems
*Awareness for cultural and social perspectives			*Conducts cultural inventory of classroom *Awareness for cultural and social perspectives incorporated with classroom and/or lessons		*Differentiation of instruction based on learners social and cultural perspectives *Flexible grouping is intentional		*Instructional strategies include a variety of tools and relevant resources within the content develop solutions to problems *Integrated, interdisciplinary sources, variety of formats *Grouping based on student self-assessment/choice
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Student understanding of local and global issues surrounding disciplinary content expands			Students' ability increases to develop balanced, diverse social and cultural perspectives		Students engage in questioning and challenging of conventional assumptions and standard approaches		Students address real-world problems related to the discipline that improve their community and/or world
*Awareness, without empathy of diversity			*Awareness of diversity with empathy		*Students develop empathetic view based on diverse perspectives of a real-world issue evidenced in artifacts, presentations, etc.		*Students are engaged with their community in solving real world issues.
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
						Avg Score:	

Classroom Climate

Quality Indicator   **2**   **Classroom Management Techniques**

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Emerging	Developing	Proficient	Distinguished
The emerging teacher…	The developing teacher also…	The proficient teacher also…	The distinguished teacher also…
Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.	Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.	Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.	Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.

Scoring Rubric 1.2

Evidence of Commitment

Classroom management and routines support effective techniques			Expectations include strategies for addressing behavior		Effective management techniques address a wide variety of possible behaviors		Artifacts for classroom management techniques are shared with colleagues
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Engages in techniques to manage behavior in the classroom			Techniques address misbehavior promptly and positively allowing instruction to continue		Demonstrates adaptations to techniques to address unique student behaviors		Serves as a resource to other colleagues on effective classroom management
*Routines established with no consistency *Reactive and consequence based behavior management *Teacher driven with little student ownership over classroom environment			*Classroom routines are established, but students lack understanding *Few management tools used *Reactive vs. proactive *Minimal positive reinforcement used *Works with students to develop some classroom rules and/or procedures		*Classroom routines are established and understood by all students. *Adapts management to meet student needs * Proactive vs. Reactive * Engage students in the development of a positive classroom environment		*Models, coaches, and shares with colleagues' strategy to address student behaviors. *Self reflects on effectiveness *Gathers and implements new research based strategies. *Parent/community feedback is utilized to improve classroom management.
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Student misbehavior is addressed			Student misbehavior is addressed promptly and positively allowing instruction to continue		Unique misbehaviors are addressed promptly and positively allowing student learning to continue		Colleagues improve their use of classroom management techniques
*Student responds to teacher prompts *Classroom routines are developing			*Students collaborate with teacher to create classroom expectations *Students feel safe and cared for		*Students are encouraged to take risks in their own learning *Students are engaged in instruction with little disruption due to behavior *Student feedback is utilized to improve classroom environment		
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
						Avg Score:	

Classroom Climate

Quality Indicator   **3**   **Management of time, space, transitions, activities and student groupings**

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Emerging	Developing	Proficient	Distinguished
The emerging teacher… Manages time, space, transitions, and activities in their classroom.	The developing teacher also… Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.	The proficient teacher also… Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.	The distinguished teacher also… Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.

Scoring Rubric 1.3

Evidence of Commitment

Designs routines that support effective management of time, space, transitions and activities			Implements routines and structures support effective management of time, space, transitions and activities		Routines and structures are modified as necessary to enhance effective management		Routines and structures are modified based on student input share and model for colleagues
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Demonstrates a basic awareness of the value of managing time, space, transitions, student groupings and activities.			Maintains student engagement by effectively managing time, space, transitions, and activities		Engagement data indicates a strong impact from the management of time, space, transitions and activities *Effectively manages time, space, purposeful transitions and student groupings to promote high levels of productivity.		Is able to serve as a resource to others on strategies for managing time, space, transitions, and activities
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students are generally engaged with the teacher's classroom management strategies			Students are engaged and respond to the teacher's effective management of time, space, groupings, transitions, and activities		Students are engaged and demonstrate of self-direction and control		Colleagues improve their own management of time, space, transitions, and activities
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
					Avg Score:		

Classroom Climate

Quality Indicator   **4**   **Classroom, school and community culture**

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Emerging	Developing	Proficient	Distinguished
The emerging teacher	The developing teacher also…	The proficient teacher also…	The distinguished teacher also…
Builds awareness of the culture of the school and community in order to influence student relationships and build an effective classroom learning environment.	Develops a positive culture in the classroom and school to positively affect student relationships and learning.	Maintains and enhances a positive culture in the classroom and school, creating a classroom environment which promotes positive student relationships and learning.	Actively engages students in discussing and evaluating the culture of the classroom, school and community to positively impact relationships and learning.

Scoring Rubric 1.4

Evidence of Commitment

Designs routines that support effective management of time, space, transitions and activities			Implements routines and structures support effective management of time, space, transitions and activities		Routines and structures are modified as necessary to enhance effective management		Routines and structures are modified based on student input
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Engages in practices to learn the culture of the school and community			Positively affects student relationships and learning by using strategies that promote a positive classroom culture		Demonstrates efforts to build a positive classroom and school culture that results in an environment conducive to learning for all students		Engages students in participating in forming the classroom environment based on the culture of the school and community
*Basic knowledge of school and community			*Use of specific strategies to positively affect student relationships and learning *Reactive				
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

The classroom learning environment is structured to build positive student relationships and culture			The classroom learning environment encourages positive student relationships and mutual respect to enhance learning		The culture of the classroom learning environment is characterized by positive student relationships and mutual respect that impacts student learning		Students discuss and evaluate the culture of the classroom, school and community and their impact on relationships and learning
							*Students take ownership discuss, evaluate and push for change
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
						Avg Score:	

Classroom Climate

Quality Indicator   **5**   **Learner expression in speaking, writing and other media**

The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and families to foster active inquiry, collaboration, and supportive interaction in the classroom.

Emerging	Developing	Proficient	Distinguished
The emerging teacher…	The developing teacher also…	The proficient teacher also…	The distinguished teacher also…
Supports and expands learner expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	Develops students in directing their own safe, free and respectful expression in speaking, writing, listening, and other media ensuring it adheres to district policy.	Promotes respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.	Shares with others strategies for promoting respect, safe and free expression in the school and the larger school community ensuring it adheres to district policy.

Scoring Rubric 1.5

Evidence of Commitment

Non-verbal communication (written, electronic, etc.) is basically effective and correct			Written and electronic communication is effective and correct		Written and electronic communication is effective and correct for all students		Written and electronic school and district-wide communication is exemplary
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Practice

Classroom activities include learner expression in speaking, writing, listening and the use of other media			Classroom activities include multiple opportunities for learner expression in speaking, writing, listening and other media		Leads students in communication beyond their own particular classroom (other classrooms, school, larger community, other professionals, etc.)		Serves as a resource to others for the use of strategies for promoting respectful, safe and free expression
*Uses correct grammar in classroom communication *Is aware of and empathy of cultural gender, physical and emotional differences.			*Demonstrates and promotes empathy and sensitivity to differences in culture, gender, physical and emotional issues through various communications		*Students are engaged in activities that develop mutual respect for all areas and in all communications		*Shares impactful strategies with colleagues and models sensitivity to all areas (cultural, gender, physical and emotional)
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7

Evidence of Impact

Students expand their expression in speaking, writing, listening, and other media adhering to district policy			Students take advantage of opportunities to direct their own safe, free and respectful expression in speaking, writing, listening, and other media and adhering to district policy		Students promote respect, safe and free expression in the school and the larger school community adhering to district policy		Communication in the larger school community is respectful, safe and free and adheres to district policy
*Students perceive that teacher is sensitive to their needs			*Student-teacher communications are two-way and characterized by sensitivity		*Students develop and promote respect for differences in cultural, gender, physical and emotional throughout the school community. *Student can effectively use academic vocabulary in her/his writing, speaking and presentations.		*Students self-monitor their own levels of respect and sensitivity *Positive change in the school community occurs as a result of sharing effective strategies and practices.
Not evident	Inconsistently	Consistently	Inconsistently	Consistently	Inconsistently	Consistently	Consistently
0	1	2	3	4	5	6	7
						Avg Score:	