

B. CLASSROOM ENVIRONMENT

B1. CREATING an ENVIRONMENT of RESPECT & RAPPORT *TPE 2*

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p>Interactions (TC:Ss & Ss:Ss) are mostly negative. Interactions may:</p> <ul style="list-style-type: none"> Be inappropriate or insensitive to Ss' ages, culture, and/or developmental levels Lack of warmth in the classroom OR Includes sarcasm/put-downs and/or TC may ignore put downs No evidence of intellectual risk taking 	<p>Interactions (TC:Ss & Ss:Ss) are generally appropriate with occasional inconsistencies. Interactions may:</p> <ul style="list-style-type: none"> Show TC's disregard for Ss' ages, culture, AND/OR developmental levels Create a neutral classroom environment (neither warm nor disrespectful) Few students take intellectual risks 	<p>Interactions (TC:Ss & Ss:Ss) are friendly & respectful. Interactions are:</p> <ul style="list-style-type: none"> Appropriate for all ages, cultures, AND developmental levels Polite, respectful Some Ss take intellectual risks 	<p>Interactions (TC:Ss & Ss:Ss) are highly respectful. Interactions are:</p> <ul style="list-style-type: none"> Sensitive to Ss as individuals Create classroom with genuine warmth and care; high-level of respect Many Ss comfortable taking intellectual risks
Possible Examples	Possible Examples	Possible Examples	Possible Examples
<ul style="list-style-type: none"> TC does not call Ss by name TC stands over Ss or calls from across the room when conferring TC uses harsh, authoritarian tone Ss slump in chairs Minimal Ss participate in discussion (small/large group) Ss refuse to work with classmates Ss' body language indicates insecurities or hurt feelings 	<ul style="list-style-type: none"> TC conveys interest in some Ss but not others TC sometimes leans in/kneels when conferring with Ss TC's tone shows little or no emotion TC does not model active listening (e.g., lacks eye contact & verbal cues) Few Ss participate in discussion (small/large group) Few Ss take initiative to help classmates Ss do not raise hands to share comments or TC calls on same Ss repeatedly 	<ul style="list-style-type: none"> TC greets each S by name TC consistently leans in/kneels when conferring with Ss TC uses polite tone & says please & thank you to Ss TC models active listening by standing up straight, smiling, & making eye contact with Ss Some Ss are engaged in classroom discussion (small/large group) Some Ss take initiative to help classmates Multiple Ss raise hands to share & TC calls on variety of Ss 	<ul style="list-style-type: none"> TC demonstrates knowledge about individual Ss (e.g., Asks about S's extracurricular activities) TC always leans in/kneels when conferring with Ss & walks around Ss' desks to show interest when teaching All Ss are polite & respectful toward TC & classmates Ss model active listening Ss participate without fear or put-downs Ss take initiative to help classmates Ss respectfully engage in discourse with classmates, asking questions & providing corrections

RUBRIC EXAMPLES DOMAIN B

B2. MANAGING CLASSROOM PROCEDURES TPE 2

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<p>Substantial instructional time lost due to inefficient routines & procedures</p> <ul style="list-style-type: none"> TC management of transitions and/or materials not clearly evident Ss do not clearly know or follow established routines 	<p>Some instructional time lost due to partially inefficient routines & procedures</p> <ul style="list-style-type: none"> TC management of transitions and/or materials inconsistent Ss require prompting to follow established routines 	<p>Little loss of instructional time due to effective routines & procedures</p> <ul style="list-style-type: none"> TC management of transitions AND materials effective Ss need minimal guidance/ prompting to follow established routines 	<p>Maximized instructional time due to efficient, seamless routines & procedures</p> <ul style="list-style-type: none"> Ss take initiative in managing transitions and/or materials Routines are well understood and some may be initiated by Ss
Possible Examples	Possible Examples	Possible Examples	Possible Examples
<ul style="list-style-type: none"> Transitions take __ minutes; significant loss of instruction TC has no designated seating chart & Ss don't know where to go/sit TC has no attention signal(s) Materials not prepared or ready in advance of instruction TC cannot find necessary instructional tools Ineffective procedures (e.g., attendance & lunch count take __minutes away from instruction) Ss confused/inattentive during instruction 	<ul style="list-style-type: none"> Transitions take __ minutes; some loss of instruction TC has seating chart, but not appropriate for lesson demands TC attention signal(s) response inconsistent or ineffective Some materials prepared, others missing TC has instructional tools, but not organized Some procedures evident (e.g., Ss raise hands for attendance & lunch count) Some Ss unclear or inattentive during instruction 	<ul style="list-style-type: none"> TC-directed transitions with no loss of instructional time Seating chart created to support lesson demands TC utilizes effective attention signal(s) Materials ready & Ss not distracted TC's instructional tools are accessible Ss begin working during attendance/lunch count Ss listen attentively during instruction 	<ul style="list-style-type: none"> Transitions S or TC led Ss make wise seating choices Ss propose an improved attention signal(s) Ss assist in material distribution, knowing where to find items Tools intentionally placed to maximize lesson flow Ss check themselves in on attendance board Ss listen, begin work, & help others when necessary

RUBRIC EXAMPLES DOMAIN B
B3. MANAGING STUDENT BEHAVIOR TPE 2

Not Demonstrated – 1	Partially Demonstrated – 2	Demonstrated – 3	Demonstrated with Distinction – 4
<ul style="list-style-type: none"> • No established standard of conduct • Little or no monitoring of student behavior • TC response to misbehavior is repressive or disrespectful of student dignity 	<ul style="list-style-type: none"> • Standards of conduct established, but inconsistent implementation • Some monitoring of student behavior • TC response to student misbehavior is inconsistent 	<ul style="list-style-type: none"> • Standards of conduct established, consistent implementation • Effective monitoring of student behavior • TC response to misbehavior is consistent AND respectful 	<ul style="list-style-type: none"> • Standards of conduct clearly established with Ss • Ss take an active role in monitoring their own & others behavior • TC response to misbehavior is subtle, preventive, and sensitive to individual student needs & respect for dignity
Possible Examples	Possible Examples	Possible Examples	Possible Example
<ul style="list-style-type: none"> • Classroom rules not posted • TC ignores Ss as they enter the room; Ss do not take their seats & continue talking with peers • TC has no set morning classroom procedures • Ss wander around the room talking among themselves; TC is unable to get their attention • Ss continue discussion while TC attempts to teach lesson • TC does not monitor or address misbehavior • TC does not address inappropriate behavior (e.g., loud S discussions, Ss using their phones during the lesson) • TC addresses late S with sarcastic remark, "Late again" • TC enters into off-topic table group discussions 	<ul style="list-style-type: none"> • Classroom rules posted, but not followed • Ss enter the room; TC asks Ss to take their seats & some Ss ignore TC • During morning calendar activities, TC has to remind Ss to not shout answers • TC repeatedly asks Ss to take their seat; some Ss ignore • TC begins lesson; some Ss continue their discussions • While teaching, TC does not move around classroom & misses Ss who are talking • TC inconsistent with monitoring misbehavior; addresses some while ignores others • TC inconsistent with policies: sends one late S to the office for a pass, but tells another: "Take a seat. You have missed too much already." • TC addresses some off-topic table group discussion & ignores others 	<ul style="list-style-type: none"> • Classroom rules posted & referred to during the lesson • Ss enter the classroom & take their seats with few distractions • TC assists Ss as they complete morning calendar activities • Ss take their seats with little direction from TC • Lesson begins with few distractions • TC monitors Ss while teaching & during partner discussions by moving to all sections of the room to monitor/correct Ss' behavior • TC verbally corrects misbehavior & encourages positive behavior • TC consistently takes late passes from Ss & motions for them to take a seat • TC redirects one table group having an off-topic discussion 	<ul style="list-style-type: none"> • Ss suggest revision to classroom rule(s) • Ss enter the classroom & get needed classroom supplies before taking seats • TC monitors as Ss conduct the morning calendar activities • Ss take their seats & get out materials with no directions • TC begins lesson with no distractions • TC moves around the classroom; Ss correct their own & other Ss' behavior • TC notices some Ss are talking among themselves, moves nearer to them, & the talking stops; TC reinforces positive behavior with verbal & non-verbal cues • Late S hands pass to the TC; S takes seat & quietly gets out materials • TC's proximity redirects an off-topic table group discussion