

DOMAIN 2: CREATING AN ENVIRONMENT FOR LEARNING

Element	<p>NM Element 2A: Creating an Environment of Respect and Rapport</p> <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? <p>Note: Any reference to “all students” includes culturally and linguistically diverse, English learners (ELs), and students with disabilities (SWD).</p> <p>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English learners (ELs) s and Individualized Education Program (IEP) goals, when serving SWD.</p>	
Level of Performance	Not Demonstrating	<p>Classroom interactions between the teacher and students and among students are inappropriate or insensitive to students’ cultural backgrounds.</p>
	Developing	<p>Classroom interactions between the teacher and students and among students are generally positive but may include</p> <ul style="list-style-type: none"> • occasional lack of responsiveness to cultural, linguistic, or developmental differences among students. • some conflict; • occasional displays of insensitivity.
	Applying	<p>Classroom interactions between teacher and students and among students</p> <ul style="list-style-type: none"> • exhibit politeness and respect; • support students in managing disagreements; • create and maintain an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected; • display respect and value for the languages and cultures of the school communities through classroom artifacts and interactions.
	Innovating	<p>Classroom interactions between the teacher and students and among students</p> <ul style="list-style-type: none"> • exhibit a high degree of respect; • reflect warmth and caring; • reflect a high degree of sensitivity to students’ cultures that may include purposeful teacher-student or student-student dialog in multiple languages; • reflect a high degree of sensitivity to students’ levels of development.
<p>Evidence:</p>		

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Element	<p>NM Element 2B: Organizing Physical Space</p> <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? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELs and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> the classroom is potentially unsafe; students do not have access to learning or materials; the classroom lacks alignment between the environment and the lesson's activities.
	Developing	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> ensures essential learning is accessible to most students; demonstrates a moderate use of physical resources, including technology; the classroom is partially aligned to the lesson's activities.
	Applying	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> essential learning is accessible to <u>all</u> students; the physical arrangement encourages teacher-student and student-student interaction in a variety of settings and student groupings; evidence of student learning is posted; learning goals, such as content and language objectives, are posted and easily accessible during the lesson for the teacher and students to reference; visuals, graphics, anchor charts, and technology are readily accessible to enhance learning opportunities; it provides techniques to enhance learning opportunities, such as preferential seating, study carrels, quiet areas, etc.
	Innovating	<p>The teacher organizes the classroom in such a way that</p> <ul style="list-style-type: none"> visuals, graphics, and/or technology is accessible to use and to adapt to advance learning and engage students at varying levels of academic content including English language proficiency and supports for students with disabilities; students can contribute to the use or adaptation of the physical environment, such as preferential seating, study carrels, quiet areas, etc. to advance their own learning.
<p>Evidence:</p>		

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Element	<p>NM Element 2C: Establishing a Culture for Learning</p> <ul style="list-style-type: none"> To what level do all students exhibit a learning energy during the lesson that supports engagement? To what level are all students encouraged to communicate with others to address learning goals? <p>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD. Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELs and IEP goals, when serving SWD.</p>	
Level of Performance	Not Demonstrating	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> a negative culture for learning, including a low teacher commitment to the subject; low expectations for student achievement and engagement; little or no student effort.
	Developing	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> some teacher commitment to the subject; modest expectations for student achievement; some student effort; students and teacher “going through the motions” to be compliant.
	Applying	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> high expectations for all students with a high level of teacher commitment to the subject; norms and participant structures that are established with significant interaction by, and among, all peers, such as flexible student groups, student presentations, and structured student dialogue; supports for all students to hold themselves to high standards of performance through instruction, including addressing foundational skills, as per the IEP goals; authentic and relevant use of research-based strategies to enhance understanding of content and engagement with the related academic vocabulary; student commitment to the subject and demonstration of pride in their efforts.
	Innovating	<p>The classroom culture is characterized by</p> <ul style="list-style-type: none"> high levels of enthusiasm for the subject by teacher and students; students seeking support and initiating improvements to their efforts (may vary depending on subgroup population, e.g., ID, ED); students being encouraged to reflect on their personal learning and growth.
	<p>Evidence:</p>	

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Element	<p>NM Element 2D: Managing Classroom Procedures</p> <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? <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELs and IEP goals, when serving SWD.</i></p>	
Level of Performance	Not Demonstrating	<p>A majority of instructional time is lost due to</p> <ul style="list-style-type: none"> inefficient classroom routines; inefficient procedures for transition; inefficient use of supplies and materials; use of developmentally inappropriate procedures.
	Developing	<p>Some instructional time is lost due to</p> <ul style="list-style-type: none"> partially effective classroom routines and procedures that may or may not be developmentally appropriate; partially effective routines for transition; partially effective use of supplies and materials.
	Applying	<p>Little instructional time is lost because of</p> <ul style="list-style-type: none"> established routines and procedures that are developmentally appropriate for all students and may include modifying speech and wait time to ensure understanding of the routines; routines and procedures that are designed to keep students' interest, maximize learning, and assist in transitions; implementation of a well-organized system for accessing materials, including supplies and manipulatives.
	Innovating	<p>Almost no instructional time is lost because of</p> <ul style="list-style-type: none"> students' internalization of daily routines; students' taking the initiative and contributing to the seamless operation of the classroom and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities; implementation of a well-organized system of transitions in which students lead effective routines, including the distribution and collection of materials and manipulatives.
Evidence:		

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NM Element 2E: Managing Student Behavior	
To what level are student behavior expectations consistently monitored and reinforced?	
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<i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELs and IEP goals, when serving SWD.</i>	
Level of Performance	Not Demonstrating
	Developing
	Applying
	Innovating
	Evidence:

There is no evidence that standards of conduct have been established as demonstrated by

- lack of a plan for student behavior or classroom management;
- little or no teacher monitoring of student behavior;
- responses to student misbehavior that are repressive or disrespectful of student dignity;
- lack of awareness, or no implementation, of the student functional behavioral assessment (FBA) or behavior intervention plan (BIP) when applicable.

There is minimal evidence that standards of conduct have been established as demonstrated by

- some evidence of a student behavior management plan;
- minimal effort to monitor students' behavior;
- inconsistent response to student misbehavior;
- unsuccessful implementation of the student's FBA/BIP strategies, when applicable.

There is evidence that standards of conduct have been established as demonstrated by

- an effective student behavior management plan with students' knowledge of their roles;
- an atmosphere conducive to learning with a focus on self-discipline, respect for the rights of others, and cooperation;
- communication and modeling of said expectations to all students;
- responses to student misbehavior are consistent, respect the students' dignity, are sensitive to cultural differences, and are in accordance to the student's FBA/BIP strategies, when applicable.

There is evidence that standards of conduct have been established as demonstrated by

- allowing student ownership of the plans;
- creating opportunities for students to lead the implementation of the student behavior management plan;
- providing evidence of students' participation in setting conduct standards and monitoring their own behavior;
- monitoring student behavior and is sensitive to individual learning needs, including needs of students with diverse linguistic and cultural backgrounds and identities;
- responding with sensitivity to individual needs of all students and according to FBA/BIP, when applicable.