

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><i>Note: Any reference to “all students” includes culturally and linguistically diverse, English learners (ELs), and students with disabilities (SWD).</i></p> <p><i>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.</i></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.
	Evidence:	

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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><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 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.
	Evidence:	

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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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Element	<p>NM Element 2E: Managing Student Behavior</p> <p>To what level are student behavior expectations consistently monitored and reinforced?</p> <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>There is no evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> • 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.
	Developing	<p>There is minimal evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> • 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.
	Applying	<p>There is evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> • 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.
	Innovating	<p>There is evidence that standards of conduct have been established as demonstrated by</p> <ul style="list-style-type: none"> • 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 <u>all</u> students and according to FBA/BIP, when applicable.
	Evidence:	