

DOMAIN 2: The Classroom Environment

Effective educators establish procedures and transition to ensure students are engaged in active learning activities. Components of Domain 2 include:

- **Creating an Environment of Respect and Rapport**
 - Teacher Interaction with Students
 - Student Interactions with One Another
- **Establishing a Culture for Learning**
 - Importance of the Content
 - Expectations for Learning and Achievement
 - Student Pride in Work
- **Managing Classroom Procedures**
 - Management of Instructional Groups
 - Management of Transitions
 - Management of Materials and Supplies
 - Performance of Non-Instructional Duties
 - Supervision of Volunteers and Paraprofessionals
- **Managing Student Behavior**
 - Expectations
 - Monitoring of Student Behavior
 - Response to Student Misbehavior
- **Organizing Physical Space**
 - Safety and Accessibility
 - Arrangement of Furniture and Use of Physical Resources.

DOMAIN 2

Component	LEVEL OF PERFORMANCE			
	HIGHLY EFFECTIVE	EFFECTIVE	DEVELOPING/NEEDS IMPROVEMENT	UNSATISFACTORY
DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2a: Creating an Environment of Respect and Rapport	<p>Teacher interactions with students reflect genuine respect and caring for individuals as well as groups of students.</p> <p>Students demonstrate genuine caring for one another and monitor one another's treatment of peers, correcting classmates respectfully when needed. Students contribute to explaining concepts to their peers.</p>	<p>Teacher-student interactions are friendly and demonstrate general caring and respect.</p> <p>Students exhibit respect for the teacher, and student interactions are generally polite and respectful.</p>	<p>Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures.</p> <p>Students exhibit only minimal respect for the teacher and each other.</p>	<p>Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students.</p> <p>Student interactions are characterized by conflict, sarcasm, or put-downs.</p>

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DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2b: Establishing a Culture for Learning	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for all students. As evidenced by their active participation, curiosity, initiative and pride in their work, students have internalized these expectations.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey high expectations for most students.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey only modest expectations for student learning and achievement.</p>	<p>Instructional outcomes, activities and assignments, and classroom interactions convey low expectations for at least some students.</p>

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DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2c: Managing Classroom Procedures	<p>Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.</p> <p>Transitions and routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth and efficient operation.</p> <p>Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.</p>	<p>Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.</p> <p>Transitions and routines for handling materials and supplies occur smoothly, with little loss of instructional time.</p> <p>Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.</p>	<p>Students in only some groups are productively engaged in learning while unsupervised by the teacher.</p> <p>Only some transitions are efficient and routines for handling materials and supplies function moderately well, but with some loss of instructional time.</p> <p>Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time.</p>	<p>Students not working with the teacher are not productively engaged in learning.</p> <p>Transitions are chaotic and materials and supplies are handled inefficiently, resulting in significant loss of instructional time.</p> <p>Considerable instructional time is lost in performing non-instructional duties.</p>

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DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2d: Managing Student Behavior	<p>Standards of conduct are clear to all students and appear to have been developed with student participation.</p> <p>Monitoring by teacher is subtle and preventive.</p> <p>Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.</p>	<p>Standards of conduct are clear to all students.</p> <p>Teacher is alert to student behavior at all times.</p> <p>Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.</p>	<p>Standards of conduct appear to have been established, and most students seem to understand them.</p> <p>Teacher is generally aware of student behavior but may miss the activities of some students.</p> <p>Teacher attempts to respond to student misbehavior or the response is inconsistent but with uneven results, or there are no major infractions of the rules.</p>	<p>No standards of conduct appear to have been established, or students are confused as to what the standards are.</p> <p>Student behavior is not monitored, and teacher is unaware of what the students are doing.</p> <p>Teacher does not respond to misbehavior, is overly repressive or does not respect the student's dignity.</p>
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DOMAIN 2: THE CLASSROOM ENVIRONMENT Component 2e: Organizing Physical Space	<p>The classroom is safe, and students themselves ensure that all learning is equally accessible to all students.</p>	<p>The classroom is safe, and learning is equally accessible to all students.</p>	<p>The classroom is safe, and at least essential learning is accessible to most students.</p>	<p>The classroom is unsafe, or learning is not accessible to some students.</p>