Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Congruence with Instructional Goals	Content and methods of assessment lack congruence with instructional goals.	Some of the instructional goals are assessed through the proposed approach, but many are not.	All the instructional goals are nominally assessed through the proposed plan, but the approach is more suitable to some goals than to others.	The proposed approach to assessment is completely congruent with the instructional goals, both in content and process.
Criteria and Standards	The proposed approach contains no clear criteria or standards.	Assessment criteria and standard have been developed, but they are either not clear or have not been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students.	Assessment criteria and standards are clear and have been clearly communicated to students. There is evidence that students contributed to the development of the criteria and standards.
Use for Planning	The assessment results affect planning for these students only minimally.	Teacher uses assessment results to plan for the class as a whole.	Teacher uses assessment results to plan for individuals and groups of students.	Students are aware of how they are meeting the established standards and participate in planning the next steps.

Domain 2: The Classroom Environment

Component 2a: Creating an Environment of Respect and Rapport

Teaching is a matter of relationships among individuals. These relationships should be grounded in rapport and mutual respect, both between the teacher and students and among students.

Teachers create an environment of respect and rapport in their classrooms by the ways they interact with students and by the interactions they encourage and cultivate among students. In a respectful environment, *all* students feel valued and safe. They know they will be treated with dignity, even when they take intellectual risks.

Sometimes teachers convey their caring for students through a somewhat firm demeanor and highly structured atmosphere. Underneath, however, is the essential caring that teachers exhibit for their students and the caring that students are encouraged to exhibit for one another.
Appropriate ways of demonstrating respect and rapport reflect the context and depend on nonverbal as well as verbal behavior. What is suitable for kindergarten children is unusual, or even inappropriate for high school students. Parts of student-teacher interaction may be influenced by the cultural traditions of students; for example, ways of showing respect in one environment may be offensive in another.

POSSIBLE EVIDENCE:
- ❑ Teacher values students and provide a safe place.
- ❑ Teacher promotes a friendly and supportive environment.
- ❑ Teacher provides proper guidance and direction.
- ❑ Teacher recognizes students' needs.
- ❑ Teacher treats everyone with dignity and respect.
- ❑ Teacher models respect for individual differences.

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Teacher Interaction with Students	Teacher interaction with at least some students is negative, demeaning, sarcastic, or inappropriate to the age or culture of the students. Students exhibit disrespect for teacher.	Teacher-student interactions are generally appropriate but may reflect occasional inconsistencies, favoritism, or disregard for students' cultures. Students exhibit only minimal respect for teacher.	Teacher-student interactions are friendly and demonstrate general warmth, caring, and respect. Such interactions are appropriate to developmental and cultural norms. Students exhibit respect for teacher.	Teacher demonstrates genuine caring and respect for individual students. Students exhibit respect for teacher as an individual, beyond that for the role.
Student Interaction	Student interactions are characterized by conflict, sarcasm, or put-downs.	Students do not demonstrate negative behavior toward one another.	Student interactions are generally polite and respectful.	Students demonstrate genuine caring for one another as individuals and as students.

Domain 2: The Classroom Environment

Component 2b: Establishing a Culture for Learning

In classrooms with a strong culture for learning, everyone, including the teacher, is engaged in pursuits of value. Teachers take pride in the students' work and give it their best energy. In such classrooms, intellectual curiosity is fostered, and good ideas are valued.

A culture for learning implies high expectations for all students and an intellectual environment developed for important work. Students know that their teacher has a high regard for their abilities, and they are strengthened in their commitment to high-quality work. These high expectations, which students internalize and convey, are at the heart of a culture for learning.

Classrooms with a culture for learning are cognitively busy places, with students and teacher setting a high value on high-quality work. Student-teacher interactions are characterized by teacher insistence on, and student acceptance of, the need for students to expend their best efforts.

Teachers who excel in this component create an atmosphere of excitement about the importance of learning and the significance of the content. A culture for learning is found primarily in the classroom itself, where it's evident from the look of the room, nature of the interactions, and tone of the conversations.

POSSIBLE EVIDENCE:
- ❑ Teacher promotes active participation.
- ❑ Teacher expresses pride in students' work.
- ❑ Teacher provides consistent, defined and attainable expectations.
- ❑ Teacher establishes an environment for taking academic risks.
- ❑ Teacher encourages divergent thinking and multiple solutions.

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Importance of the Content	Teacher or students convey a negative attitude toward the content, suggesting that the content is not important or is mandated by others.	Teacher communicates importance of the work but with little conviction and only minimal apparent buy-in by the students.	Teacher conveys genuine enthusiasm for the subject, and students demonstrate consistent commitment to its value.	Students demonstrate through their active participation, curiosity, and attention to detail that they value the content's importance.
Student Pride in Work	Students demonstrate little or no pride in their work. They seem to be motivated by the desire to complete a task rather than do high-quality work.	Students minimally accept the responsibility to "do good work" but invest little of their energy in the quality of the work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students take obvious pride in their work and initiate improvements in it, for example, by revising drafts on their own initiative, helping peers, and ensuring that high-quality work is displayed.
Expectations for Learning and Achievement	Instructional goals and activities, interactions, and the classroom environment convey only modest expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey inconsistent expectations for student achievement.	Instructional goals and activities, interactions, and the classroom environment convey high expectations for student achievement.	Both students and teacher establish and maintain through planning of learning activities, interactions, and the classroom environment high expectations for the learning of all students.

Domain 2: The Classroom Environment

Component 2c: Managing Classroom Procedures

Teaching requires good management before good instruction is possible. The best instructional techniques are worthless in an environment of chaos. Therefore, teachers find that they must develop procedures for the smooth operation of the classroom and the efficient use of time before they can address instructional techniques. Routines are established for the movement and management of classroom groups, distribution and collection of materials, performance of non-instructional responsibilities, and supervision of volunteers and paraprofessionals. Students understand where they are to go and what they are to do, with minimal confusion.

Classroom volunteers and paraprofessionals can greatly enhance the quality of a program. Teachers devote the necessary time to providing guidance to their assistants. As a result, they ensure that the assistants make a substantial contribution to the class.

In a well-managed classroom, procedures and transitions are seamless, and students assume responsibility for the classroom's smooth operations. Instructional groups are engaged at all times, and students function well in those groups. Teachers devise routine techniques for expediting the myriad of non-instructional duties for which they are responsible, leaving maximum time for instruction.

Different activities have clear beginnings and endings, and minimal time is lost as the teacher and students move from one lesson segment to another. Materials needed for instruction are at hand, and procedures for distributing and collecting materials are well established and followed.

POSSIBLE EVIDENCE:
- ❏ Teacher has rules and procedures that are defined, consistent, and implemented.
- ❏ Teacher demonstrates appropriate use of classroom time.
- ❏ Teacher manages classroom transitions.
- ❏ Teacher utilizes materials and equipment appropriately.

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Management of Instructional Groups	Students not working with the teacher are not productively engaged in learning.	Tasks for group work are partially organized, resulting in some off-task behavior when teacher is involved with one group.	Tasks for group work are organized, and groups are managed so most students are engaged at all times.	Groups working independently are productively engaged at all times, with students assuming responsibility for productivity.
Management of Transitions	Much time is lost during transitions.	Transitions are sporadically efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming some responsibility for efficient operation.
Management of Materials and Supplies	Materials are handled inefficiently, resulting in loss of instructional time.	Routines for handling materials and supplies function moderately well.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for efficient operation.
Performance of Non-instructional Duties	Considerable instructional time is lost in performing non-instructional duties.	Systems for performing non-instructional duties are fairly efficient, resulting in little loss of instructional time.	Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation.

Supervision of Volunteers and Para-professionals	Volunteers and paraprofessionals have no clearly defined duties or do nothing most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

Domain 2: The Classroom Environment

Component 2d: Managing Student Behavior

A key to efficient and respectful management of student behavior lies in agreed-upon standards of conduct and clear consequences for overstepping the bounds. Whatever the details of the standards of conduct, approaches to managing student behavior in well-run classrooms share certain characteristics.

- Expectations are clear to everyone and may be posted in the classroom.
- The standards of behavior are appropriate to the developmental levels of the students and are consistent with the cultural norms of students in the class.
- Expectations are consistently applied.
- Teachers are aware of what is going on.
- Teachers refrain from losing their temper or composure.
- Discipline is done in a respectful manner that focuses on a student's behavior, not on the student's worth as a person.
- Teachers encourage students to monitor their own behavior.

Overall student behavior indicates that a teacher has established standards at the beginning of the year and has maintained them consistently.

POSSIBLE EVIDENCE:
- ❑ Teacher encourages students to assume responsibility for behavior.
- ❑ Teacher presents clear and consistent expectations.
- ❑ Teacher demonstrates awareness of problems or potential problems in the classroom.
- ❑ Teacher maintains emotional objectivity.
- ❑ Teacher practices a balanced approach to reinforcement of appropriate behaviors and consistent consequences for inappropriate behavior in a dignified manner.

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established for most situations, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or no serious disruptive behavior occurs.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs, or student behavior is entirely appropriate.

Domain 2: The Classroom Environment

Component 2e: Organizing Physical Space

Use of physical space is important in a total learning environment and varies depending on the context. Organization of space sends signals to students about how their teachers view learning.

One element of a physical environment concerns safety and accessibility to learning. A classroom must be safe – no dangling cords or obstructed exits. All students must have access to the board, the teacher, and other learning resources. A physical environment must also accommodate efficient traffic flow. A second element involves the arrangement of furniture. Furniture should be arranged based upon instructional goals and the type of student activity planned.

A final element is teachers' use of physical resources. Teaching aids, such as chalkboards, flip charts, overhead projectors, and VCRs, may be skillfully or poorly used. When used skillfully, they enhance learning and contribute to effective instruction.

When a classroom is a true community of learners, students take initiative in making the physical environment effective. It is their room, and they make it work. Such student involvement occurs when the teacher cultivates class participation in establishing the environment.

POSSIBLE EVIDENCE:
- ❑ Teacher has organized the entire room for learning.
- ❑ Teacher has taken measures to ensure that the classroom is physically safe.
- ❑ Teacher makes effective use of physical resources.

Element	Level of Performance			
	Unsatisfactory	**Basic**	**Proficient**	**Distinguished**
Safety and Arrangement of Furniture	The classroom is unsafe, or the furniture arrangement is not suited to the lesson activities, or both.	The classroom is safe, and classroom furniture is adjusted for a lesson, or if necessary, a lesson is adjusted to the furniture, but with limited effectiveness.	The classroom is safe, and the furniture arrangement is a resource for learning activities.	The classroom is safe, and students adjust the furniture to advance their own purposes in learning.
Accessibility to Learning and Use of Physical Resources	Teacher uses physical resources poorly, or learning is not accessible to some students.	Teacher uses physical resources adequately, and at least essential learning is accessible to all students.	Teacher uses physical resources skillfully, and all learning is equally accessible to all students.	Both teacher and students use physical resources optimally, and students ensure that all learning is equally accessible to all students.

Domain 3: Instruction

Component 3a: Communicating Clearly and Accurately

For students to become engaged in learning, they must be exposed to clear directions and explanations. Clear and accurate communication has two elements.

The first element is clarity of directions and procedures. When students work independently or in small groups, the information they receive must be clear. Clear directions may be given orally, in writing, or in combination of the two.

The second element is the quality of oral and written communication. Because teachers communicate to students largely through language, the language must be audible and legible.

Students may model their use of language on that of their teachers. Consequently, teachers' language should reflect correct usage and contain expressive vocabulary. Teachers' language should also reflect a careful choice of words and a vocabulary suitable to the richness of a discipline.

POSSIBLE EVIDENCE:
- ❑ Teacher provides directions and procedures that are clear.
- ❑ Teacher uses age-appropriate vocabulary and professional language.
- ❑ Teacher provides oral and written communication that is audible and legible.