Evaluation Rubrics for CSTP: STANDARD TWO
Creating and Maintaining Effective Environments for Student Learning

Evaluator:_____ Teacher: _____ Date of Observation: _____

	UNSUCCESSFUL *Practice Does Not Meet Standards*	**BEGINNING/ NEEDS IMPROVEMENT** *Practice Partially Meets Standards*	**SUCCESSFUL** *Practice Meets Standards*	**INTEGRATING/ EXEMPLARY** *Practice Exceeds Standards*	**INNOVATING** *Practice Exceeds Standards*
2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully	Does not model fair and respectful behavior in the classroom. Does not promote the development of community within the classroom. ☐	Models fair and respectful behavior. Demonstrates commitment to fairness and respect in communications with students about language and behavior. Seeks to understand cultural perceptions of caring community. ☐	Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. Incorporates cultural awareness to develop a positive classroom climate. ☐	Develops shared responsibility with students for resolving conflict and creating and maintaining a caring classroom community. Supports students in taking leadership in developing a caring community that is responsive to the diverse cultural norms of identities of all students. ☐	Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members. ☐
2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students	Does not adapt the physical and/or virtual learning environment to support student learning. Presents lessons that do not support interactions that support student learning. Does not take cultural diversity into account in creation of the physical environment or daily lesson plans. ☐	Experiments with adapting the physical and/or virtual learning environments that support student learning. Develops lessons that incorporate interactions that support student learning. ☐	Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for leaning. Utilizes a variety of structures for interaction during learning activities that ensure a focus on the completion of learning tasks. ☐	Maintains physical and/or virtual learning environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction. Integrates a variety of structures for inter-action that engage students constructively and productively in learning. ☐	Adapts physical and/ or virtual learning environments flexibly to facilitate access to a wide range of resources that engage students in learning. Ensures that environments enhance learning for the full range of students. ☐

Standard Two: Creating and Maintaining Effective Environments for Student Learning Cont.

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2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe	Minimally adheres to policies and laws regarding safety that are required by the site, district, and state. Does not respond quickly or appropriately to behaviors that impact student safety as they arise.	Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments. Explores strategies to establish intellectual and emotional safety in the classroom.	Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum. Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety.	Integrates support for students to take risks and offer respectful opinions about divergent viewpoints. Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.	Shares responsibility with the students for the establishment and maintenance of a safe physical, intellectual, and emotional environment focused on high-quality and rigorous learning.
2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students	Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students. .	Strives for a rigorous learning environment that includes accuracy, understanding, and the importance of meeting targeted learning goals. Works to maintain high expectations for students while becoming aware of achievement patterns for individuals and groups of students.	Develops a rigorous learning environment that includes accuracy, analysis, problem-solving, and appropriate levels of challenge. Holds high expectations for students. Has an understanding of achievement patterns, and uses scaffolds to address achievement gaps.	Integrates rigor throughout the learning environment that values accuracy, analysis, and critical reading, writing, and thinking. Integrates strategic scaffolds and technologies throughout instruction that support the full range of learners in meeting high expectations for achievement	Facilitates a rigorous learning environment in which students take leadership in learning. Fosters extended studies, research, analysis, and purposeful use of learning. Supports students to utilize an extensive repertoire of differentiated strategies to meet high expectations.

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2.5 Developing, communicating, and maintaining high standards for individual and group behavior	Does not establish expectations, rules, and consequences for individual and group behavior. Is not consistent in implementation of expectations, rules and consequences. ☐	Establishes expectations, rules, and consequences for individual and group behavior. Refers to standards for behavior and applies consequences as needed. ☐	Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior. Utilizes routine references to standards for behavior prior and during individual and group work. ☐	Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities. Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation. ☐	Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors. ☐
2.6 Employing, classroom routines, procedures, and norms and supports for positive behavior to ensure a climate in which all student can learn	Does not establish procedures, routines or norms that support student learning. Does not respond to disruptive behavior effectively. ☐	Establishes and develops routines, procedures, and norms that provide structure and organization in the classroom. Responds to disruptive behavior effectively some of the time. ☐	Maintains regular use of routines and procedures that are culturally responsive and engage students in the development and monitoring of norms. Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate. ☐	Engages students in monitoring and reflecting on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths. Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate. ☐	Facilitates student participation in developing, monitoring, and adjusting routines and procedures focusing on maximizing learning. Classroom climate integrates school standards and culturally relevant norms. Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminates most disruptive behavior. ☐

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2.7 Using instructional time to optimize learning	Does not consider lesson type, student diversity, and transitions in developing lesson plans and units. Does not use classroom management techniques or adapt to student needs. ☐	Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning. ☐	Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure. ☐	Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time. ☐	Paces, adjusts, and fluidly facilitates instruction and daily activities. ☐