**Domain 2: Classroom Environment**

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| **BENCHMARKS (FEAPs)** | | **EVIDENCE** | **Danielson’s Rubric** |
| **(2d)** Respects students’ cultural, linguistic & family background; **(2e)** maintains a climate of openness, inquiry, fairness & support; relates & integrates subject matter with other disciplines & life experiences | 2.a. Creating an Environment of Respect & Rapport | | Teacher interactions with students reflect genuine respect & caring for individuals as well as groups of students. Students appear to trust the teacher with sensitive information.  Students demonstrate genuine caring for one another & monitor one another’s treatment of peers, correcting classmates respectfully when needed |
| **(2c)** Conveys high expectations to all students; respects students’ cultural, linguistic, & family background; **(2e)** maintains a climate of openness, inquiry, fairness & support; **(2g)** integrates current information & communication technologies; **(3e)** relates & integrates subject matter with other disciplines & life experiences | 2.b. Establishing a Culture for Learning | | Students demonstrate through their active participation, curiosity, & taking initiative that they value the importance of the content. Instructional outcomes, activities & assignments, & classroom interactions convey high expectations for all students. Students appear to have internalized these expectations. Students demonstrate attention to detail & take obvious pride in their work, initiating improvements in it by, for example, revising drafts on their own or helping peers. |
| (**2a)** Organizes, allocates & manages the resources of time, space, & attention; **(2b)** manages individual & class behaviors through a well-planned management system; **(2c)** Conveys high expectations to all students | 2.c. Managing Classroom Procedures | | Small-group work is well organized, & students are productively engaged at all times, with students assuming responsi-bility for productivity. Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. Routines for handling materials & supplies are seamless, with students assuming some responsibility for smooth operation. Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. |
| **(2b)** Manages individual & class behaviors through a well-planned management system; **(2h)** adapts the learning environment to accommodate the differing needs & diversity of students | 2.d. Managing Student Behaviors | | Standards of conduct are clear to all students & appear to have been developed with student participation.  Monitoring by teacher is subtle & preventive. Students monitor their own & their peers’ behavior, correcting one another respectfully. Teacher response to misbehavior is highly effective & sensitive to students’ individual needs, or student behavior is entirely appropriate. |
| **(2a)** Organizes, allocates, & manages the resources of time, space, & attention; (**2h)** Adapts learning environment to accommodate differing needs & diversity of students **(2i)** Utilizes current & emerging assistive technologies to enable students to participate in high-quality communication interactions & achieve educational goals | 2.e. Organizing Physical Space | | The classroom is safe, & students themselves ensure that all learning is equally accessible to all students.  Both teacher & students use physical resources easily & skillfully, & students adjust the furniture to advance their learning. |

**Accommodations evident in learning environment**

**Domain 3: Instruction**

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| **BENCHMARKS (FEAPs)** | **EVIDENCE** | **Danielson’s Rubric** |
| **(2e)** Models clear, acceptable oral & written communication skills; **(3b)** deepens & enriches students’ understandings through content literacy strategies, verbalization of thought & application of the subject matter; **(3d)** modifies communication to respond to preconceptions or misconceptions; **(3i)** supports, encourages, & provides immediate & specific feedback; | 3.a. Communicating with Students | Teacher makes the purpose of the lesson or unit clear, including where it is situated within broader learning, linking to student interests. Teach-er’s directions & procedures are clear & anticipate possible student misundersting. Teacher’s explana-tion of content is imaginative & connects with students’ knowledge & experience. Students contribute to explaining concepts to peers. Teacher’s spoken & written lan-guage is correct & conforms to SE. |
| **(3a)** Delivers engaging & challenging lessons; deepens & enriches students’ understandings; **(3c)** identifies gaps in students’ subject matter knowledge in discussions & through use of questioning; **(3f)** employs high order questioning technique | 3.b.Using Questioning & Discussion Techniques | Teacher’s questions are of high quality, with adequate wait-time. Students formulate many questions. Students assume responsibility for the success of the discussion, initiating topics & making unsolicited contributions. Students themselves ensure that all voices are heard in the discussion |
| **(3a)** Delivers engaging & challenging lessons; **(3b)** deepens & enriches students’ under-standings through content literacy strategies, verbalization of thought & application of subject matter; **(3e)** relate & integrate subject matter with other disciplines & life experiences; **(3h)** Differentiate instruction based on student learning needs & individual differences | 3.c. Engaging Students in Learning | All students are cognitively engaged in the activities & assignments in their exploration of content. Instruc-tional groups are productive & fully appropriate to the students & instructional purposes of the lesson. Instruc-tional materials & resources are suitable to the instructional purposes & engage students mentally. The lesson’s structure is highly coherent, allowing for reflec-tion & closure. Pacing of the lesson is appropriate for all. |
| **(3c)** Identifies gaps in subject matter knowledge; modifies instruction to respond to preconceptions or misconceptions; (**4a)** ana-lyzes & applies data from multiple assess-ments to diagnose students’ learning needs; **(4c)** uses a variety of assessment tools to monitor student progress, achievement, & learning gains; **(4e)** shares the importance of outcomes of student assessment data with the students & the students’ parent/caregiver(s); **(4b)** Designs & aligns formative & summative assessment that match learning objectives & lead to mastery | 3.d. Using Assessment in Instruction | Students are fully aware of the criteria & performance standards by which their work will be evaluated. Teacher monitors the progress of groups of students in the curriculum, making limited use of diagnostic prompts. Teacher’s feedback to students is timely & of consistently high quality, & stud-ents make use of the feedback in their learning. Students assess & monitor quality of their own work. |
| **(3d)** Modifies instruction to respond to preconceptions or misconceptions; supports, encourages, & provides immediate & specific feedback; **(3j)** utilizes student feedback to monitor instructional needs & to adjust instruction; (**4d)** modifies assessments & testing conditions; **(3h)** Differentiates instruction based on learning needs & individual differences of students | 3.e. Demonstrating Flexibility & Responsiveness | Teacher successfully makes a major adjustment to a lesson when needed. Teacher seizes a major opportunity to enhance learning, building on student interests or a spontaneous event. Teacher per-sists in seeking effective approa-ches for students who need help, |

**Accommodations observed**