**Domain 2: Classroom Environment**

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| **BENCHMARKS (FEAPs)** | | **EVIDENCE** | **Danielson’s Indicators** |
| **(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 responsibility 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**