

## Criterion 5: Fostering and managing a safe, positive learning environment.

<b>CEC1 Classroom Environment &amp; Culture – Use of Physical Environment: Arrangement of classroom</b>					
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CEC2 Classroom Environment & Culture – Use of Physical Environment: Accessibility and use of materials		
<b>Actions</b>	<b>Proficient</b>	<b>Distinguished</b>
	<ul style="list-style-type: none"> <li>The teacher uses resources, materials and technology in the classroom related to content or current unit studied, are accessible to all students and are intentionally used to support learning.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient actions listed</li> <li>Students are well supported in use of instructional material and the classroom materials intentionally support key learning targets.</li> </ul>
<b>Evidence</b>	<b>Proficient</b>	<b>Distinguished</b>
	<ul style="list-style-type: none"> <li>Teacher has books, materials, charts and technology and tools that are well organized, labeled and easy to find.</li> <li>Teacher does not regularly reference classroom material for students.</li> <li>Teacher does not provide scaffolded instruction in use of materials.</li> <li>Student may select appropriate material.</li> <li>Student has choice in identifying and using learning materials to meet goals.</li> <li>Resources may or may not help with assigned task.</li> </ul>	<ul style="list-style-type: none"> <li>Proficient evidence listed</li> <li>Teacher regularly encourages students to use classroom resources.</li> <li>Student selects appropriate resources without excessive reminders or prompts.</li> </ul>

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<b>CEC4 Classroom Environment &amp; Culture – Classroom Routines &amp; Rituals: Use of learning time</b>	
<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Learning time is mostly maximized in service of learning.</li> <li>• Classroom routines and rituals hold students accountable for their work and their learning.</li> <li>• Teacher will allow for individual student needs outside of classroom norms.</li> </ul>
<b>Evidence</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Evidence can be observed.</li> <li>• Entry task upon entering.</li> <li>• Teacher posts stems and invitations such as “What do you think?” or “Do you agree?” or “What evidence do you have?”</li> <li>• Reserves time for questioning/reflection</li> <li>• Signals for transition</li> <li>• Students are talking/doing more than teacher</li> </ul>
	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• All available time is maximized in service of learning. Transitions are student managed, efficient, and maximized.</li> <li>• Classroom routines and instruction rituals hold student accountable for their work, their own learning and collaboration in the learning of others.</li> </ul>
	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Proficient evidence listed</li> <li>• Teacher provides ample time for questions and response</li> <li>• Partners having conversations</li> <li>• Accountable talk</li> <li>• Teacher uses “fish bowl” protocol to demonstrate expectations.</li> <li>• Do all of this quickly and quietly.</li> <li>• Learning engagement immediately upon transition.</li> </ul>

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CEC5 Classroom Environment & Culture – Classroom Routines & Rituals: Managing student behavior		
<b>Actions</b>	<b>Proficient</b>	<b>Distinguished</b>
	<ul style="list-style-type: none"> <li>• Responds to student misbehavior</li> <li>• Teacher uses routines and building procedures.</li> <li>• Student misbehavior is rare</li> </ul>	<ul style="list-style-type: none"> <li>• Responds to student misbehavior.</li> <li>• Routines and building procedures.</li> <li>• Student behavior is appropriate.</li> <li>• Students manage themselves and each other.</li> <li>• No student misbehavior.</li> </ul>
<b>Evidence</b>	<b>Proficient</b>	<b>Distinguished</b>
	<ul style="list-style-type: none"> <li>• Teacher cue stops behavior and with guidance attends to activity.</li> <li>• Teacher prompt cues students to check each other and get to work.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher cue corrects behavior.</li> <li>• Students follow routines on their own.</li> <li>• Students know and can articulate expectations.</li> <li>• Students hold each other accountable.</li> <li>• Teacher discipline records... detentions, ref., etc.</li> </ul>

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CEC6 Classroom Environment & Culture – Classroom Culture: Student Status	
<b>Actions</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Teacher and students greet each other.</li> <li>• Classroom dialog commonly include polite convections, i.e., “Thank you”.</li> </ul>
<b>Evidence</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Absence of bullying, harassment, stereotyping.</li> </ul>
	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Teacher models alternative ways of thinking about problems.</li> <li>• Teacher uses wrong answer to uncover a common misconception and how to avoid it.</li> </ul>
	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• Student says, “I’m not sure if this is correct, but here is my idea and I welcome feedback on my idea.”</li> <li>• Student brings a problem to the document camera and says, “I need help with this.”</li> </ul>

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CEC7 Classroom Environment & Culture – Classroom Culture: Norms for learning		
<b>Actions</b>	<b>Proficient</b>	<b>Distinguished</b>
<b>Evidence</b>	<p style="text-align: center;"><b>Proficient</b></p> <ul style="list-style-type: none"> <li>• Group work-collaborative, inclusive, safe.</li> <li>• Discussion – students are safe to raise hands, safe to share.</li> <li>• Students comfortable asking questions of teacher.</li> <li>• Infrequently students might forget norms</li> <li>• Norms are displayed.</li> <li>• Students are respectful.</li> </ul>	<p style="text-align: center;"><b>Distinguished</b></p> <ul style="list-style-type: none"> <li>• All of proficient except students call each other out for not following the norms and redirect each other.</li> <li>• Students consistently follow all norms.</li> <li>• Teacher refers to norms and models what they look like.</li> <li>• Student-generated protocol</li> <li>• Norms and protocols: charts of student progress.</li> <li>• Roster of group roles.</li> </ul>