Standard 2 CSTP: Creating and Maintaining Effective Environments for Student Learning

Evidence of Practice: *Understanding that the levels become increasingly complex and sophisticated while integrating the skills of previous levels, what examples from your teaching practice and students' performance inform your self-assessment? 1) List evidence in the first column 2) Assess level of practice 3) Date*

Element	Emerging	Exploring	Applying	Integrating	Innovating
2.1 **Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully** *Evidence:*	Models and communicates expectations for fair and respectful behavior to support social development.	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. Incorporate 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.
	Some students share in responsibility for the classroom community.	Students participate in occasional community building activities, designed to promote caring, fairness, and respect.	Students demonstrate efforts to be positive, accepting, and respectful of differences.	Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.	Students take leadership in resolving conflict and creating a fair and respectful classroom community where student's home culture is included and valued. Students communicate with empathy and understanding in interactions with one another.

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2.2 **Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students** *Evidence:*	Is aware of the importance of the physical and/or virtual learning environments that support student learning. Is aware that structured interaction between students can support learning.	Experiments with adapting the physical and/or virtual learning environments that support student learning. Structures for interaction are taught in single lessons or sequence of lessons to support student learning.	Develops physical and/or virtual learning environments that reflect student diversity and provide a range of resources for learning. Utilizes a variety of structures for interaction during learning activities that ensure a focus on and 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 interaction 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 and reflect diversity within and beyond the classroom. Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students.
	Some students use available resources in learning environments during instruction.	Students use resources provided in learning environments and interact with each other to understand and complete learning tasks in single lessons or sequence of lessons.	Students use a variety of resources in learning environments and interact in ways that deepen their understanding of the content and develop constructive social and academic interactions.	Students routinely use a range of resources in learning environments that relate to and enhance instruction and reflect their diversity. Students share in monitoring and assessment of interactions to improve effectiveness and develop a positive culture for learning.	Students participate in monitoring and changing the design of learning environments and structures for interactions.

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2.3 **Establishing and maintaining lear ning environments that are physically, intellectually, and emotionally safe** **Evidence:**	Adheres to policies and laws regarding safety that are required by the site, district, and state. Responds 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.
	Students are aware of required safety procedures and the school and classroom rational for maintaining safety.	Students follow teacher guidance regarding potential safety issues for self or others.	Students take risks, offer opinions, and share alternative perspectives.	Students develop and practice resiliency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom.	Students demonstrate resiliency in perseverance for academic achievement. Students maintain intellectual and emotional safety for themselves and others in the classroom.

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2.4 **Creating a rigorous learning environment with high expectations and appropriate support for all students** *Evidence:*	Focuses the rigor of the learning environment on accuracy of answers and completion of learning tasks. Is aware of the importance of maintaining high expectations for 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.
	Some students ask for teacher support to understand or complete learning tasks.	Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.	Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.	Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.	Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.

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2.5 **Developing, communicating, and maintaining high standards for individual and group behavior** **Evidence:**	Establishes expectations, rules, and consequences for individual and group behavior. Refers to standards for behavior and applies consequences as needed.	Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior. Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement.	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.
	Students are aware of classroom rules and consequences.	Students know expectations for behavior and consequences and respond to guidance in following them.	Students follow behavior expectations, accept consequences and increase positive behaviors.	Students respond to individual and group behaviors and encourage and support each other to make improvements.	Students demonstrate positive behavior, consistent participation and are valued for their unique identities.

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2.6 **Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn** *Evidence:*	Establishes procedures, routines or norms for single lessons to support student learning. Responds to disruptive behavior.	Develops routines, procedures, and norms in single lessons or sequence of lessons with some student involvement. Seeks to promote positive behaviors and responds to disruptive behavior.	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 participating in developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms. Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.
	Students are aware of procedures, routines, and classroom norms.	Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.	Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors. Students receive timely and effective feedback and consequences for behaviors that interfere with learning.	Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.	Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.

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2.7 **Using instructional time to optimize learning** *Evidence:*	Paces instruction based on curriculum guidelines. Develops awareness of how transitions and classroom management impact pacing and lessons.	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.
	Some students complete learning activities in time allotted.	Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion.	Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.	Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.	Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.