

Standard 5: Learning Environment

Teachers create learning environments that promote high levels of learning and achievement for all students.

Development of a Respectful Learning Environment

Element 5.1 Teachers treat all students fairly and establish an environment that is respectful, supportive and caring.

EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<p>Teachers demonstrate caring and respect in their interactions with all students.</p> <p>They acknowledge incidents of unfairness and disrespect.</p>	<p>...and Teachers use strategies to promote positive relationships, cooperation and collaboration among students.</p> <p>They develop and teach expectations for respectful interactions to students.</p> <p>They use specific strategies to respond to unfairness and/or disrespect.</p>	<p>...and Teachers collaborate with students to develop shared values and expectations for respectful interactions, and individual and group responsibility to create a positive learning climate of mutual respect, support and care.</p>	<p>...and Teachers foster students' participation in creating and maintaining a fair and respectful school climate; support students in developing skills to understand varied perspectives; and respond to inequity and disrespect.</p>	<p>...and. Teachers model expectations and behaviors that create a positive school and district climate of respect, support and caring.</p>

Development of a Safe Learning Environment

Element 5.2 Teachers create an environment that is physically and emotionally safe.

EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
<p>Teachers maintain established rules for classroom management.</p> <p>They acknowledge and reinforce positive behavior and respond appropriately to disruptive behavior within or outside the classroom.</p>	<p>...and Teachers provide a safe learning environment that accommodates all students.</p> <p>They clarify standards of conduct for all students and communicate clear age-appropriate expectations for behavior within and outside the classroom.</p> <p>They use a variety of strategies to respond to appropriate and inappropriate behavior.</p>	<p>...and Teachers make decisions and adjustments that support positive behavior, enhance social behavior and increase student motivation and engagement.</p>	<p>...and Teachers work with colleagues to establish common expectations for student behavior that promote a supportive and caring school climate.</p> <p>They consistently, effectively and respectfully anticipate and respond to the behavior of students.</p>	<p>...and Teachers create classrooms in which students take active roles in maintaining an enriching environment that is conducive to learning.</p> <p>They advocate for school-wide improvements in organizational and management systems that equitably reinforce expectations and consequences.</p> <p>They collect and analyze data on student behaviors to inform decisions that will strengthen the learning environment.</p>

Development of Students' Personal Responsibility

Element 5.3 Teachers motivate students to work productively and assume responsibility for their own learning.

EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers identify strategies to increase student motivation and interest in topics of study.	<p>...and</p> Teachers use strategies to engage students and foster curiosity about their learning.	<p>...and</p> Teachers encourage self-directed learning by motivating, engaging and teaching students specific skills essential to self-directed learning (such as outlining tasks and defining short- and long-term timelines).	<p>...and</p> Teachers vary their roles in the instructional process (instructor, facilitator and coach) based on the content, focus of learning and student needs.	<p>...and</p> Teachers collaborate with other educators to support the design of independent learning experiences for students, such as service-learning activities and cooperative learning groups.
	They encourage students to share in responsibility for their own learning and establish methods for recognition of students either individually or in groups.	They establish methods for recognition of students and relate recognition to specific student achievement, either individually or in groups.		They engage students in extending learning through goal-setting based on their curiosity and motivation

Development of a Collaborative Learning Environment

Element 5.4 Teachers create learning situations in which students work independently, collaboratively and/or as a whole class.

EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers can articulate reasons for having students work independently, collaboratively and as a whole group.	<p>...and</p> Teachers use flexible learning situations, such as independent, small group and whole class.	<p>...and</p> Teachers articulate a rationale and develop guidelines for using specific learning models, such as cooperative learning, inquiry learning, self-directed or project-based learning.	<p>...and</p> Teachers vary their roles in the instructional process as instructor, facilitator, coach and audience.	<p>...and</p> Teachers create environments where students initiate purposeful learning groups and take responsibility for the group's productivity.
They recognize the importance of peer relationships in establishing climate of learning.		They engage students in opportunities to independently practice and reflect on new concepts and skills.	They employ cooperative learning activities, and help students develop specific skills and strategies for working productively and cooperatively in project teams.	They model and assist other teachers in implementing a variety of flexible learning situations.

Development of an Environment Conducive to Learning

Element 5.5 Teachers maintain an environment that is conducive to learning.

EMERGING	DEVELOPING	PROFICIENT	ACCOMPLISHED	DISTINGUISHED
Teachers understand that an ordered and structured environment is conducive to learning.	<p>...and</p> <p>Teachers transition between learning activities and use instructional time effectively.</p> <p>They begin class purposefully, with assignments, activities, materials and supplies ready for students when they arrive.</p>	<p>...and</p> <p>Teachers organize, allocate, and manage the resources of time, space, and attention to actively and equitably engage students in learning.</p> <p>They maximize instructional time (purposefully and effectively begin class, introduce activities, maintain focus and transition between activities).</p> <p>They collaborate with students to set and monitor classroom norms, expectations, and routines to assure access for all students.</p>	<p>...and</p> <p>They use a variety of methods to engage students in evaluating the learning environment and reviewing classroom routines and they collaborate with students to make appropriate adjustments.</p>	<p>...and</p> <p>Teachers lead colleagues in the design and implementation of research-based strategies that promote positive and focused environments for learning at the classroom and school levels.</p> <p>They influence the establishment of district-wide policies to maximize the amount of class time spent learning (such as daily scheduling, district calendar, textbooks and technology enhancements).</p>