

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

Element 2.1	Emerging	Exploring	Applying	Integrating	Innovating
<p>Promoting social Development and responsibility within a caring community where each student is treated fairly and respectfully</p>	<p>Models and communicates expectations for fair and respectful behavior to support social development.</p> <p>Some students share in responsibility for the classroom community.</p>	<p>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.</p> <p>Students participate in occasional community building activities, designed to promote caring, fairness, and respect.</p>	<p>Reinforces positive, responsible, and respectful student interactions. Assists students to resolve conflicts. Incorporates cultural awareness to develop a positive classroom climate.</p> <p>Students demonstrate efforts to be positive, accepting, and respectful of differences. 9/26/17</p>	<p>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. 9/26/17</p> <p>Students take responsibility resolving conflicts and maintaining a caring classroom community. Students promote respect and appreciation for differences.</p>	<p>Facilitates student self-reflection and ongoing improvement of the caring community based on respect, fairness, and the value of all members.</p> <p>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.</p>
<p>Evidence</p>			<p>Students participate in Kagan Structures and help each other, celebrate and greet each other kindly. Most students participate, however, some are still working on these skills. I choose a Student of the Week in each class and for some students, congratulating the SOW is difficult with out complaining that they are not the SOW. I will continue to build our classrooms to ensure that it is a safe environment for all.</p>	<p>I use Kagan Structures to integrate team and class building activities into classroom curriculum. These structures have students working together, greeting each other, teaching others, and celebrating each other's successes. We have also worked with in Way of Council and Restorative Justice to have conflict resolution councils in which I facilitate student a council in which students resolve problems with other students. 9/26/17</p>	

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Element 2.2	Emerging	Exploring	Applying	Integrating	Innovating
<p>Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students</p>	<p>Is aware of the importance of the physical and/or virtual learning environments that support student learning.</p> <p>Is aware that structured interaction between students can support learning.</p> <p>Some students use available resources in learning environments during instruction.</p>	<p>Experiments with and/or virtual learning environments that support student learning.</p> <p>Structures for interaction are taught in single lessons or sequence of lessons to support student learning.</p> <p>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.</p>	<p>Develops physical environments that reflect student diversity and provide a range of resources for learning.</p> <p>Utilizes a variety of structures for interaction during learning activities that ensures a focus on and completion of learning tasks.</p> <p>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.</p>	<p>Maintains physical environments that reflect student diversity and provides a broad range of resources, displays, and artifacts that are current and integral to instruction. 9/26/17</p> <p>Integrates a variety of structures for interaction that engage students constructively and productively in learning.</p> <p>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. 9/26/17</p>	<p>Adapts physical and/or 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.</p> <p>Selects from a repertoire of structures for interaction to ensure accelerated learning for the full range of students.</p> <p>Students participate in monitoring and changing the design of learning environments and structures for interactions.</p>
<p>Evidence</p>				<p>I have my desks set up in groups of 4, which is ideal for Kagan Structures both shoulder and face partners regularly. I also have my students in heterogeneous groups with a High achieving, mid-high,</p>	

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				<p>mid-low, and low achieving students working together. I switch these groups every 6 weeks to ensure a strong classroom and to adjust for student growth.</p> <p>Students use the entire classroom for my curriculum as many Kagan structures have students moving around the room, in addition to information scavenger hunt competitions in class and rotation stations.</p>	
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Element 2.3	Emerging	Exploring	Applying	Integrating	Innovating
<p>Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe</p>	<p>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.</p> <p>Students are aware of required safety procedures and the school and classroom rational for maintaining safety.</p>	<p>Recognizes and addresses safety issues regarding materials, student interactions, and the organization of the learning environments.</p> <p>Explores strategies to establish intellectual and emotional safety in the classroom.</p> <p>Students follow teacher guidance regarding potential safety issues for self or others.</p>	<p>Anticipates and reduces risks to physical, intellectual, and emotional safety using multiple strategies that include examining biases in the learning environment and curriculum.</p> <p>Models and provides instruction on skills that develop resiliency and support intellectual and emotional safety. 9/26/2017</p> <p>Students take risks, offer opinions, and share alternative perspectives</p>	<p>Integrates support for students to take risks and offer respectful opinions about divergent viewpoints. 9/26/2017</p> <p>Engages in reflection on their own language and behavior that contributes to intellectual and emotional safety in the classroom.</p> <p>Students develop and practice resiliency skills and strategies to strive for academic achievement, and establish intellectual and emotional safety in the classroom. 9/26/2017</p>	<p>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.</p> <p>Students demonstrate resiliency in perseverance for academic achievement. Students maintain intellectual and emotional safety for themselves and others in the classroom.</p>
<p>Evidence</p>			<p>I try to create a safe space in my classroom in which students feel safe enough to share opinions in a respectful manner. I give students language frames for opinion-based discussion and reinforce the idea that all opinions are valid if supported correctly.</p>	<p>Resiliency is a big part of my school's policy and is based on a growth mindset. I encourage students to try their best and give them multiple opportunities to correct any mistakes they may make. I use Way of Council techniques to enforce that though not everything is a secret, students need</p>	

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				permission to talk about what others have said in the classroom.	
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Element 2.4	Emerging	Exploring	Applying	Integrating	Innovating
<p>Creating a rigorous learning environment with high expectations and appropriate support for all students</p>	<p>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.</p> <p>Some students ask for teacher support to understand or complete learning tasks. 9/26/2017</p>	<p>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. 9/26/2017</p> <p>Some individuals and groups of students work with the teacher to support accuracy and comprehension in their learning.</p>	<p>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.</p> <p>Students engage in a variety of differentiated supports and challenges in ways that promote their accuracy, analysis, and problem solving in learning.</p>	<p>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.</p> <p>Students actively use supports and challenges to complete critical reading, writing, higher order thinking, and problem solving across subject matter.</p>	<p>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.</p> <p>Students take responsibility to fully utilize teacher and peer support, to achieve consistently high levels of factual and analytical learning.</p>

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Evidence	Some students ask for support when the material is too rigorous, but often feel overwhelmed and stop working or become intentionally distracted; we are continuously working on our growth mindset.	I would like to maintain a rigorous learning environment, but am still working on a balance between too rigorous and not rigorous enough. I try to make work more rigorous by integrating multiple methods of teaching or activities, but I often become unclear. Often when the material is difficult to understand, I do the critically thinking for them.			
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Element 2.5	Emerging	Exploring	Applying	Integrating	Innovating
Developing, communicating, and maintaining high standards for individual and group behavior	<p>Establishes expectations, rules, and consequences for individual and group behavior.</p> <p>Refers to standards for behavior and applies consequences as needed.</p> <p>Students are aware of classroom rules and</p>	<p>Develops expectations with some student involvement. Communicates, models and explains expectations for individual and group behavior.</p> <p>Reviews standards for behavior with students in single lessons or sequence of lessons in anticipation of need for reinforcement.</p> <p>Students know expectations for behavior</p>	<p>Uses multiple strategies including culturally responsive instruction to develop and maintain high standards for individual and group behavior.</p> <p>Utilizes routine references to standards for behavior prior and during individual and group work. 9/26/2017</p> <p>Students follow behavior expectations, accept</p>	<p>Integrates equitable expectations, positive supports, and consequences for individual and group behavior within and across learning activities.</p> <p>Guides and supports students to self-assess, monitor, and set goals for individual and group behavior and participation.</p> <p>Students respond to individual and group</p>	<p>Facilitates a positive environment using systems that ensure students take an active role in monitoring and maintaining high standards for individual and group behaviors.</p> <p>Students demonstrate positive behavior,</p>

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	consequences.	and consequences and respond to guidance in following them.	consequences and increase positive behaviors. 9/26/2017	behaviors and encourage and support each other to make improvements.	consistent participation and are valued for their unique identities.
Evidence			<p>My class has a very clear behavior cycle. When a student misbehaves they earn a non-verbal warning. If the behavior continues they are on a 3 strike system. After 3 strikes, I enter the behavior into the school system and , depending on the action, call home. I have positive reward including stickers, competitions, and Student of the Week.</p> <p>Students often work within this system, but I am still working to incorporate students who earn multiple strikes or calls home frequently and beginning to not respond to consequences.</p>		

Element 2.6	Emerging	Exploring	Applying	Integrating	Innovating
Employing classroom routines, procedures,	Establishes procedures, routines or norms for	Develops routines, procedures, and norms in	Maintains regular use of routines and procedures	Engages students in monitoring and reflecting	Facilitates student participating in

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<p>norms, and supports for positive behavior to ensure a climate in which all students can learn</p>	<p>single lessons to support student learning.</p> <p>Responds to disruptive behavior.</p> <p>Students are aware of procedures, routines, and classroom norms.</p>	<p>single lessons or sequence of lessons with some student involvement.</p> <p>Seeks to promote positive behaviors and responds to disruptive behavior.</p> <p>Students receive correction for behavior that interferes with learning, and positive reinforcement in following routines, procedures, and norms.</p>	<p>that are culturally responsive and engage students in the development and monitoring of norms.</p> <p>Provides positive behavior supports. Responds appropriately to behaviors in ways that lessen disruptions to the learning climate. Students participate in routines, procedures, and norms and receive reinforcement for positive behaviors.</p> <p>Students receive timely and effective feedback and consequences for behaviors that interfere with learning. 9/26/2017</p>	<p>on routines, procedures, and norms in ways that are culturally responsive. Maintains a quality learning climate that builds on student strengths.</p> <p>Promotes positive behaviors and consistently prevents or refocuses behaviors disruptive to the learning climate.</p> <p>Students are involved in assessment and monitoring of routines, procedures, and norms in ways that improve the learning climate.</p>	<p>developing, monitoring, and adjusting routines and procedures focuses on maximizing learning. Classroom climate integrates school standards and culturally relevant norms.</p> <p>Promotes positive behaviors and establishes preventions and a positive classroom climate that eliminate most disruptive behavior.</p> <p>Students share responsibility with teacher for managing and maintaining a positive classroom climate that promotes learning.</p>
<p>Evidence</p>			<p>As stated in the previous box, I have a specific behavior cycle students participate in, sometimes daily. I also have students start class the same way every day. Typed on a slide for the board are the topics we will cover and what they need to do as they enter the room. Though the topics and the small</p>		

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			<p>tasks change, the routine is the same. I also explain the agenda each day so that students know what to expect throughout class. I am still working to get each student on board and working as soon as they enter class with positive rewards to those who get started appropriately.</p> <p>If I do need to adjust student behavior I give them immediate strikes for the behavior and report it almost immediately if need be.</p>		
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Element 2.7	Emerging	Exploring	Applying	Integrating	Innovating
<p>Using instructional time to optimize learning</p>	<p>Paces instruction based on curriculum guidelines. Develops awareness of how transitions and classroom management impact pacing and lessons.</p> <p>Some students complete learning activities in time allotted.</p>	<p>Paces instruction with some consideration of lesson type, adjustments for sufficient student work time and transitions to optimize learning.</p> <p>Students complete learning activities and, as needed, may receive some adjustments of time allotted for tasks or expectations for completion. 9/26/2017</p>	<p>Paces instruction with students to provide adequate time for instruction, checking for understanding, completion of learning activities and closure. 9/26/2017</p> <p>Students participate in and complete a variety of learning activities in the time allotted with options for extension and review.</p>	<p>Paces instruction to include ongoing assessment of student learning. Supports students in the monitoring of instructional time.</p> <p>Students use their instructional time to engage in and complete learning activities and are prepared for the next sequence of instruction.</p>	<p>Paces, adjusts, and fluidly facilitates instruction and daily activities.</p> <p>Students monitor their own time, are engaged in accomplishing learning goals, and participate in reflection, self-assessment, and goal setting.</p>

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Evidence		I am still struggling to incorporate work habit skills into my lessons. Many students are struggling to get started and use their time wisely and I am working daily to motivate them to complete tasks on time.		My pacing has grown much in the last year. I can gage how long each activity will take and incorporate the proper time for review and instructions. I still over-plan, however. Often I try to fit too much into a lesson and it ends up rushed and unclear. The frequency of this is decreasing weekly.	
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