

DOMAIN 2: LEARNING ENVIRONMENT – TEACHER EVALUATION RUBRIC

COMPONENT	UNSATISFACTORY	DEVELOPING	PROFICIENT	EXEMPLARY
2a: Managing Learning Environment Procedures	Routines and procedures are either nonexistent or inefficient, resulting in the loss of much instruction time.	Routines and procedures have been established but function unevenly or inconsistently with some loss of instruction time.	Routines and procedures have been established and function smoothly for the most part, with little loss of instruction time.	Routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth functioning.
2b: Managing Student Behavior	Student behavior is poor, with little or no clear expectations or monitoring of student behavior. Teacher reacts inappropriately to student misbehavior.	Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, with the use of student participation in setting expectations and monitoring behavior. Teacher establishes clear standards of conduct and responds to student misbehavior in ways that are appropriate and respectful of students.	Student behavior is entirely appropriate, with the use of student participation in setting expectations and monitoring behavior. Teacher's monitoring of student behavior is subtle and preventive, and teacher's response to student misbehavior is sensitive to individual student needs.
2c: Establishing a Culture of Learning	The learning environment does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The learning environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are performing at the minimal level to "get by."	The learning environment represents a genuine culture for learning, with commitment to the subject on the part of the teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard. Teacher is firmly committed to establishing a culture of learning.
2d: Organizing Physical Space	Teacher makes poor use of the physical environment, resulting in unsafe or inaccessible conditions for some students or a serious mismatch between the furniture arrangement and the lesson activities.	Teacher's learning environment is safe and essential learning is accessible to all students, but the furniture arrangement only partially supports the learning activities.	Teacher's learning environment is safe and learning is accessible to all students; teacher uses physical resources well and ensures that the arrangement of furniture supports the learning activities.	Teacher's learning environment is safe and students contribute to ensuring that the physical environment supports the learning of all students.