

## Domain 2: Creating an Environment for Learning

<b>Element</b>	<p><b>NMTEACH 2A: Creating an Environment of Respect and Rapport</b></p> <ul style="list-style-type: none"> <li>• To what level are interactions in the classroom positive and productive?</li> <li>• To what level are all student groups respected and valued in the classroom?</li> </ul> <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, English learners (ELs), and students with disabilities (SWD).</i></p> <p><i>Note: Any reference to New Mexico adopted standards includes the 2012 Amplification of WIDA English Language Development (ELD) Standards, when serving English language learners (ELLs) s and Individualized Education Program (IEP) goals, when serving SWD.</i></p>	
<b>Level of Performance</b>	<b>Ineffective</b>	<p><b>Classroom interactions between the teacher and students and among students are inappropriate or insensitive to students’ cultural backgrounds and may include</b></p> <ul style="list-style-type: none"> <li>• sarcasm;</li> <li>• put-downs; and</li> <li>• conflict.</li> </ul>
	<b>Minimally Effective</b>	<p><b>Classroom interactions between the teacher and students and among students are generally positive but may include</b></p> <ul style="list-style-type: none"> <li>• some conflict;</li> <li>• occasional displays of insensitivity; and</li> <li>• occasional lack of responsiveness to cultural or developmental differences among students.</li> </ul>
	<b>Effective</b>	<p><b>Classroom interactions between teacher and students and among students</b></p> <ul style="list-style-type: none"> <li>• exhibit politeness and respect;</li> <li>• support students in managing disagreements;</li> <li>• create and maintain an environment in which students’ diverse backgrounds, identities, strengths, and challenges are respected; and</li> <li>• display respect and value for the languages and cultures of the school communities through classroom artifacts and interactions.</li> </ul>
	<b>Highly Effective</b>	<p><b>In addition to the indicators for effective, classroom interactions between the teacher and students and among students</b></p> <ul style="list-style-type: none"> <li>• exhibit a high degree of respect;</li> <li>• reflect warmth and caring;</li> <li>• reflect a high degree of sensitivity to students’ cultures that may include purposeful teacher-student or student-student dialog in multiple languages; and</li> <li>• reflect a high degree of sensitivity to students’ levels of development.</li> </ul>
	<b>Exemplary</b>	<p><b>In addition to the indicators for highly effective, the teacher leader</b></p> <ul style="list-style-type: none"> <li>• contributes to creating a school-wide environment of respect on campus for all students; and</li> <li>• engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing an environment for learning for all students that are aligned with school and district goals and that may include culturally and linguistically responsive interventions and support programs.</li> </ul>
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<b>Element</b>	<p><b>NMTEACH 2B: Organizing Physical Space</b></p> <ul style="list-style-type: none"> <li>To what level do all students have equal access to learning resources and materials?</li> <li>To what level does the classroom environment support the day's lesson?</li> </ul> <p><i>Note: Any reference to "all students" includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
<b>Level of Performance</b>	<b>Ineffective</b>	<p><b>The teacher organizes the classroom in such a way that</b></p> <ul style="list-style-type: none"> <li>it is potentially unsafe;</li> <li>students do not have access to learning or materials; and</li> <li>it lacks alignment between the environment and the lesson's activities.</li> </ul>
	<b>Minimally Effective</b>	<p><b>The teacher organizes the classroom in such a way that</b></p> <ul style="list-style-type: none"> <li>ensures essential learning is accessible to most students;</li> <li>demonstrates a moderate use of physical resources, including technology; and</li> <li>it is partially aligned to the lesson's activities.</li> </ul>
	<b>Effective</b>	<p><b>The teacher organizes the classroom in such a way that</b></p> <ul style="list-style-type: none"> <li>essential learning is accessible to all students;</li> <li>the physical arrangement encourages teacher-student and student-student interaction in a variety of settings and student groupings;</li> <li>evidence of student learning is posted;</li> <li>learning outcomes, such as content and language objectives, are posted and easily accessible during the lesson for the teacher and students to reference;</li> <li>visuals, graphics, anchor charts, and technology are readily accessible to enhance learning opportunities; and</li> <li>provides techniques to enhance learning opportunities, such as preferential seating, study carrels, quiet areas, etc.</li> </ul>
	<b>Highly Effective</b>	<p><b>In addition to the indicators for effective, the teacher organizes the classroom in such a way that</b></p> <ul style="list-style-type: none"> <li>visuals, graphics, and/or technology is accessible to use and to adapt to advance learning and engage students at varying levels of academic content including English language proficiency; and</li> <li>students can contribute to the use or adaptation of the physical environment, such as preferential seating, study carrels, quiet areas, etc. to advance their own learning.</li> </ul>
	<b>Exemplary</b>	<p><b>In addition to the indicators for highly effective, the teacher leader</b></p> <ul style="list-style-type: none"> <li>demonstrates the skillful and appropriate use of technology for colleagues and community members;</li> <li>helps colleagues arrange their environment so learning is accessible to all students; and</li> <li>engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for organizing physical space to meet the needs of all students, such as preferential seating, study carrels, quiet areas, technology, etc.</li> </ul>
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<b>Element</b>	<p><b>NMTEACH 2C: Establishing a Culture for Learning</b></p> <ul style="list-style-type: none"> <li>To what level do all students exhibit a learning energy during the lesson that supports engagement?</li> <li>To what level are all students encouraged to communicate with others to address learning goals?</li> </ul> <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
<b>Level of Performance</b>	<b>Ineffective</b>	<p><b>The classroom culture is characterized by</b></p> <ul style="list-style-type: none"> <li>a negative culture for learning, including a low teacher commitment to the subject;</li> <li>low expectations for student achievement and engagement; and</li> <li>little or no student effort.</li> </ul>
	<b>Minimally Effective</b>	<p><b>The classroom culture is characterized by</b></p> <ul style="list-style-type: none"> <li>some teacher commitment to the subject;</li> <li>modest expectations for student achievement;</li> <li>some student effort; and</li> <li>students and teacher “going through the motions” to be compliant.</li> </ul>
	<b>Effective</b>	<p><b>The classroom culture is characterized by</b></p> <ul style="list-style-type: none"> <li>high expectations for all students with a high level of teacher commitment to the subject;</li> <li>norms and participant structures that are established with significant interaction by, and among, all peers, such as flexible student groups, student presentations, and structured student dialogue;</li> <li>supports for all students to hold themselves to high standards of performance through instruction, including addressing foundational skills, as per the IEP goals;</li> <li>authentic and relevant use of research-based strategies to enhance understanding of content and engagement with the related academic vocabulary; and</li> <li>student commitment to the subject and demonstration of pride in their efforts.</li> </ul>
	<b>Highly Effective</b>	<p><b>In addition to the indicators for effective, the classroom culture is characterized by</b></p> <ul style="list-style-type: none"> <li>high levels of enthusiasm for the subject by teacher and students;</li> <li>students seeking support and initiating improvements to their efforts (may vary depending on subgroup population, e.g., ID, ED); and</li> <li>students being encouraged to reflect on their personal learning and growth.</li> </ul>
	<b>Exemplary</b>	<p><b>In addition to the indicators for highly effective, the teacher leader</b></p> <ul style="list-style-type: none"> <li>promotes and organizes school-wide learning opportunities and a culture of learning among all stakeholders;</li> <li>researches and shares strategies that promote student ownership of learning; and</li> <li>engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for establishing a culture of learning.</li> </ul>
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<b>Element</b>	<p><b>NMTEACH 2D: Managing Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>To what level is the classroom culture and routine maximizing instructional time?</li> <li>To what level does the teacher use developmentally appropriate procedures to maximize instructional time?</li> </ul> <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD .</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
<b>Level of Performance</b>	<b>Ineffective</b>	<p><b>A majority of instructional time is lost due to</b></p> <ul style="list-style-type: none"> <li>inefficient classroom routines;</li> <li>inefficient procedures for transition;</li> <li>inefficient use of supplies and materials; and</li> <li>use of developmentally inappropriate procedures.</li> </ul>
	<b>Minimally Effective</b>	<p><b>Some instructional time is lost due to</b></p> <ul style="list-style-type: none"> <li>partially effective classroom routines and procedures that may or may not be developmentally appropriate;</li> <li>partially effective routines for transition; and</li> <li>partially effective use of supplies and materials.</li> </ul>
	<b>Effective</b>	<p><b>Little instructional time is lost because of</b></p> <ul style="list-style-type: none"> <li>established routines and procedures that are developmentally appropriate for all students and may include modifying speech and wait time to ensure understanding of the routines;</li> <li>routines and procedures that are designed to keep students’ interest, maximize learning, and assist in transitions; and</li> <li>implementation of a well-organized system for accessing materials, including supplies and manipulatives.</li> </ul>
	<b>Highly Effective</b>	<p><b>Almost no instructional time is lost because of</b></p> <ul style="list-style-type: none"> <li>students’ internalization of daily routines;</li> <li>students’ taking the initiative and contributing to the seamless operation of the classroom and classroom procedures, including those that pertain to developmentally appropriate cooperative learning activities; and</li> <li>implementation of a well-organized system of transitions in which students lead effective routines, including the distribution and collection of materials and manipulatives.</li> </ul>
	<b>Exemplary</b>	<p><b>In addition to the indicators for highly effective, the teacher leader</b></p> <ul style="list-style-type: none"> <li>contributes to a culture of student ownership of school-wide operations;</li> <li>models and assists colleagues and students in creating classroom procedures that are culturally and linguistically responsive and student centered; and</li> <li>engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for managing classroom procedures.</li> </ul>
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<b>Element</b>	<p><b>NMTEACH 2E: Managing Student Behavior</b></p> <ul style="list-style-type: none"> <li><b>To what level are student behavior expectations consistently monitored and reinforced?</b></li> </ul> <p><i>Note: Any reference to “all students” includes culturally and linguistically diverse, ELs, and SWD.</i></p> <p><i>Note: Any reference to NM adopted standards includes the 2012 Amplification of WIDA ELD Standards, when serving ELL and IEP goals, when serving SWD.</i></p>	
<b>Level of Performance</b>	<b>Ineffective</b>	<p><b>There is no evidence that standards of conduct have been established as demonstrated by</b></p> <ul style="list-style-type: none"> <li>lack of a plan for student behavior or classroom management;</li> <li>little or no teacher monitoring of student behavior;</li> <li>responses to student misbehavior that are repressive or disrespectful of student dignity; and</li> <li>lack of awareness, or no implementation, of the student functional behavioral assessment (FBA) or behavior intervention plan (BIP) when applicable.</li> </ul>
	<b>Minimally Effective</b>	<p><b>There is minimal evidence that standards of conduct have been established as demonstrated by</b></p> <ul style="list-style-type: none"> <li>some evidence of a student behavior management plan;</li> <li>minimal effort to monitor students’ behavior;</li> <li>inconsistent response to student misbehavior; and</li> <li>unsuccessful implementation of the student’s FBA/BIP strategies, when applicable.</li> </ul>
	<b>Effective</b>	<p><b>The teacher designs standards of conduct that</b></p> <ul style="list-style-type: none"> <li>are supported by an effective student behavior management plan with students’ knowledge of their roles;</li> <li>create an atmosphere conducive to learning with a focus on self-discipline, respect for the rights of others, and cooperation;</li> <li>are communicated clearly and modeled to all students; and</li> <li>ensure responses to student misbehavior are consistent, respect the students’ dignity, are sensitive to cultural differences, and are in accordance to the student’s FBA/BIP strategies, when applicable.</li> </ul>
	<b>Highly Effective</b>	<p><b>In addition to the indicators for effective, the teacher</b></p> <ul style="list-style-type: none"> <li>allows student ownership of the plan;</li> <li>creates opportunities for students to lead the implementation of the student behavior management plan;</li> <li>provides evidence of students’ participation in setting conduct standards and monitoring their own behavior;</li> <li>monitors student behavior and is sensitive to individual learning needs, including needs of students with diverse linguistic and cultural backgrounds and identities; and</li> <li>responds with sensitivity to individual student needs and according to FBA/BIP, when applicable.</li> </ul>
	<b>Exemplary</b>	<p><b>In addition to the indicators for highly effective, the teacher leader</b></p> <ul style="list-style-type: none"> <li>models and assists colleagues and students in creating school-wide student behavior procedures;</li> <li>engages actively in the monitoring of school-wide student behavior;</li> <li>models and facilitates positive behavior for stakeholders, including families, colleagues, and community members;</li> <li>engages in opportunities to support and mentor colleagues by sharing knowledge, information, and strategies for managing student behavior that are aligned with school and district goals; and</li> <li>monitors student behavior preventively, so students are successful in all settings due to teacher partnering with colleagues in understanding and implementing the FBA/BIP, when applicable.</li> </ul>
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