**Morris School District – Level of Performance Rubric Component Level**

**Domain 2**

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| **Component: 2.1** | **Creates a Physical Environment** | **Critical Attributes** |
| **Unsatisfactory** | The learning space is unsafe, not adaptable, or conducive to, learning. The teacher does not integrate available materials and/or technology. | There are physical hazards in the classroom, endangering student safety.  Many students can’t see or hear the teacher or the instructional displays.  Available technology is not being used, even if its use would enhance the lesson. |
| **Basic** | The learning environment is safe and conducive to learning, but remains static. The teacher may integrate available materials and/or technology. | The physical environment is safe, and most students can see and hear.  The physical environment is not an impediment to learning but does not enhance it.  The teacher makes limited use of available technology and other resources. |
| **Proficient** | The learning environment is safe and adaptable to students' varied needs. The teacher regularly integrates materials and/or technology. | The classroom is safe, and all students are able to see and hear.  The classroom is arranged to support the instructional goals and learning activities.  The teacher makes appropriate use of available technology. |
| **Exemplary** | The learning environment is consistently safe and always adaptable to learning. Instruction is differentiated and students are encouraged to work independently. The teacher and students adeptly integrate materials and/or technology. | Modifications are made to the physical environment to accommodate students with special needs.  There is total alignment between the goals of the lesson and the physical environment.  Students take the initiative to adjust the physical environment.  Teachers and students make extensive and imaginative use of available technology. |

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| **Component: 2.2** | **Establishes an Effective Procedural Environment** | **Critical Attributes** |
| **Unsatisfactory** | Classroom expectations are not expressed to students, causing inconsistently followed or non-existent routines, a lack of efficiency measures and record keeping, and a loss of valuable instructional time. | Students working independently of the teacher are not productively engaged or are disruptive to the class.  There are no established procedures for distributing and collecting materials.  Procedures for other activities are confused or chaotic.  Class time is devoted more to socializing than to learning. |
| **Basic** | Teacher maintains autonomy without student involvement. Some routines exist with some evidence of student self-management and minimal loss of instructional time. | Small groups are only partially engaged while not working directly with the teacher.  Procedures for transitions and for distribution/ collection of materials seem to have been established, but their operation is rough.  Classroom routines function unevenly. |
| **Proficient** | Teacher regularly implements effective routines with student input that support a generally efficient use of time with evidence of student self-management. | The students are productively engaged during small-group work.  Transitions between large- and small-group activities are smooth.  Routines for distribution and collection of materials and supplies work efficiently.  Classroom routines function smoothly and support learning  There is an efficient system in place to maintain accurate recording of records. |
| **Exemplary** | Teacher and students collaboratively define and develop efficient routines that enhance instructional time and promote the continuous, active student engagement in self-management. | Students take the initiative with their classmates to ensure that their time is used productively.  Students themselves ensure that transitions and other routines are accomplished smoothly.  Students take initiative in distributing and collecting materials efficiently.  Students take initiative in improving the quality of their work.  Students partake in accurate record keeping. |

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| **Component: 2.3** | **Develops An Interpersonal Environment** | **Critical Attributes** |
| **Unsatisfactory** | The teacher does not model respect, promote tolerance or encourage risk-taking from students. The teacher has yet to acknowledge individual learning differences | Students exhibit little or no pride in their work.  The teacher conveys to at least some students that the work is too challenging for them.  Teacher uses disrespectful talk towards students; student’s body language indicates feelings of hurt or insecurity.  Teacher displays no familiarity with or caring about individual students’ interests or personalities. |
| **Basic** | Teacher is inconsistent in promoting tolerance, respect and risk-taking. Teacher acknowledges student diversity and learning differences on an inconsistent basis. | The teacher conveys high expectations for only some students.  Students comply with the teacher’s expectations for learning, but they don’t indicate commitment on their own initiative for the work.  Many students indicate that they are looking for an “easy path.”  There is little modeling of respect for others by the teacher.  The quality of interactions between teacher and students, or among students, is uneven, with occasional disrespect.  Teacher attempts to make connections with individual students, but student reactions indicate that the efforts are not completely successful or are unusual. |
| **Proficient** | The teacher models respect and promotes risk-taking in students. The teacher makes accommodations for identified individual and learning differences for some students. | The teacher communicates the importance of learning and the assurance that with hard work all students can be successful in it.  The teacher demonstrates a high regard for student abilities.  Teacher conveys an expectation of high levels of student effort.  Students expend good effort to complete work of high quality.  There is atmosphere which encourages risk taking and tolerance and respect for others and their thoughts and ideas.  Teacher makes superficial connections with individual students. |
| **Exemplary** | The teacher consistently creates a caring and respectful classroom community through modeling and teaching. The atmosphere is one of tolerance that encourages risk-taking in students. Accommodations are provided for all students with regard to individual and learning differences. | The teacher communicates a genuine passion for the subject.  Students indicate that they are not satisfied unless they have complete understanding.  Student questions and comments indicate a desire to understand the content rather than, for example, simply learn a procedure for getting the correct answer.  Students recognize the efforts of their classmates.  Teacher demonstrates knowledge and caring about individual students’ lives beyond school.  There is no disrespectful behavior among students. |

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| **Component: 2.4** | **Maintains Positive Behavioral Environment** | **Indicators and Critical Attributes** |
| **Unsatisfactory** | The teacher does not set clear expectations, does not monitor or respond to student behavior, and does not utilize problem solving techniques or seek assistance when necessary. | The classroom environment is chaotic, with no apparent standards of conduct.  The teacher does not monitor student behavior.  Some students violate classroom rules, without apparent teacher awareness.  When the teacher notices student misbehavior, s/he appears helpless to do anything about it.  Students use disrespectful talk towards one another with no response from the teacher. |
| **Basic** | The teacher sets unclear expectations, attempts to monitor or respond to positive and negative student behavior, explores problem solving techniques and occasionally seeks assistance. | Teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.  Teacher attempts to keep track of student behavior, but with no apparent system.  The teacher’s response to student misbehavior is inconsistent, at times very harsh, other times lenient.  Teacher attempts to respond to disrespectful behavior among students, with uneven results. |
| **Proficient** | The teacher sets clear expectations, monitors and responds to positive and negative student behavior, utilizes problem solving techniques and consistently seeks assistance but does not fully integrate the input into classroom practice. | Standards of conduct appear to have been established.  Student behavior is generally appropriate.  The teacher frequently monitors student behavior.  Teacher’s response to student misbehavior is effective.  Teacher acknowledges good behavior.  Talk between teacher and students and among students is uniformly respectful.  Teacher responds to disrespectful behavior among students. |
| **Exemplary** | The teacher sets high level expectations, demonstrates expertise in monitoring and responding to positive and negative student behavior, effectively utilizes problem solving techniques, and seeks out and makes full use of the input into classroom practice. | Student behavior is entirely appropriate; there no evidence of student misbehavior.  The teacher monitors student behavior without speaking – just moving about.  Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct.  When necessary, students correct one another in their conduct toward classmates.  The teacher’s response to a student’s incorrect response respects the student’s dignity. |