Criterion 5: Fostering and managing a safe, positive learning environment.

CEC1 Classroom Environment & Culture – Use of Physical Environment: Arrangement of classroom	
Actions	**Proficient** - Environment is safe and supports learning - Teacher able to move about the room - Students can see/access information from all seats - Teacher utilizes audio projection - Teacher uses models for instruction - Teacher has class perform labs - Teacher has class set up own labs	**Distinguished** - Setting up culture that celebrates excellence through positive examples of student work/achievement - Students are able to transition (self or space) for appropriate learning activity - Students using posted tools to support learning - Teacher actively monitoring environment and use of tools for effectiveness - Teacher has student fill out safety form before labs - Exits are clearly understood by students and are easily acceptable
Artifacts	**Proficient** - Classroom set-up to support teaching and the plan - Media used appropriately - Student work displayed - Organization of room supports/encourages safety	**Distinguished** - Teacher observed moving around classroom to monitor, confer, meet with students - Teacher actively uses media to engage student response - Student work displayed with purpose of demonstrating excellence - Classroom set-up to support teaching and utilized - Teacher created tools (posters)

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CEC2 Classroom Environment & Culture – Use of Physical Environment: Accessibility and use of materials		
Actions	**Proficient** • Materials and technology are used by the teacher to support learning • Teacher demonstrates resources, materials, and technology related to current content	**Distinguished** • Materials and technology are intentionally used by teacher and student to support learning • Students are familiar and comfortable with materials and technology • All students use materials comfortably and demonstrate good use of technology • Students have access to materials without teacher assistance • Technology does not mean just internet or smart boards (document camera)
Artifacts	**Proficient** • A lesson plan which explains how materials and technology will be integrated into the lesson • Students engaged in using appropriate materials and technology frequently	**Distinguished** • A website, accessed by students, which provides online access to materials, links to websites, extension activities, etc. • Students constantly use technology and appropriate materials • System/record of student's ability to access materials

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CEC4 Classroom Environment & Culture – Classroom Routines & Rituals: Use of learning time	
	Proficient	**Distinguished**
Actions	- Students begin opening or warm-up activities immediately at the beginning of class – teacher may need to direct activities - Classroom procedures efficient but assisted by teacher directions - Teacher directs discussions to keep on task or topic - Physical environment is safe	- Students manage efficiently the opening or warm-up activities themselves – not teacher dependent - Classroom procedures known and student managed - Teacher facilitates discussions - Physical environment is safe - Teacher and students use the environment for learning - Assigned student jobs - Student time keepers
	Proficient	**Distinguished**
Artifacts	- Students enter on time in a controlled manner and begin protocol with teacher direction - Write in planner - Turn in homework/take out homework - Have needed materials - Waits quietly for directions or asks teacher - Begin task immediately after instruction - Posted routines	- Students enter and begin daily activities - Check the board - Set-up themselves, the classroom for the day's activities and move on to the next activity - Begins known tasks immediately warm-up, reading next lesson - Students listen to each other and respect each others point of view - Students developed posted routines - Record of time keepers data

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CEC5 Classroom Environment & Culture – Classroom Routines & Rituals: Managing student behavior	
Actions	**Proficient** • Classroom systems taught and reinforced • Building systems taught & reinforced • Teacher models and reinforces • Good communication between staff & students	**Distinguished** • Classroom systems taught & reinforced • Building systems taught & reinforced • System in place for self management by students (system taught by teacher for students to have ownership and self-reflect on behavior) • Class meetings • Students model and reinforce
Artifacts	**Proficient** • Class and school expectations posted in room • Positive reinforcements (tokens, rewards, etc.) • Lesson plans that model expectations • Rules also posted within the school • Positive reinforcement – time with principal, lunch with staff (not always using tokens) • Observation of teach modeling and reinforcement	**Distinguished** • Class and school expectations posted in room • Positive reinforcements (tokens, rewards, etc.) • Reflection sheets (completed by students) • Lesson plans that model expectations • Students manage themselves • No misbehavior • Observation of students modeling and reinforcement on a consistent basis

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CEC6 Classroom Environment & Culture – Classroom Culture: Student Status	
Actions	**Proficient** • Equal treatment of all students • Teacher encouragement of positive student-student relationships • Equal treatment of all students – teaching respectful behaviors • Teacher monitoring student/peer interaction • Positive reinforcement for observable student positive encouragement	**Distinguished** • Equal treatment of all students • All children (regardless of ability) are given opportunity to lead/facilitate • Teacher encouragement of positive student-student relationships • The teaching of skills that foster friendships, cohesiveness, community • Equitable access to all students for leadership opportunities • Teaching skills for positive relationships
Artifacts	**Proficient** • Informal student survey regarding how they feel they are valued • Allowing all students an opportunity to respond (popsicle sticks, white boards)	**Distinguished** • Accountability system showing that everyone has equal opportunities (use of popsicle sticks to draw names; checking name off class list, etc.) • Informal student survey regarding how they feel they are valued • Lesson plans • Lesson plans indicate a purposeful plan to include all students

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CEC7 Classroom Environment & Culture – Classroom Culture: Norms for learning	
Proficient	**Distinguished**
• Teacher refers to group norms • Teacher and students demonstrate respect for group norms	• Class meeting • Teacher refers to group norms • Teacher gives specific encouragement to encourage group norms • Teacher and student(s) reinforce group norms with norms are displayed • Teacher guides, but students lead reinforcement of group norms • Students have voice in establishing group norms
Proficient	**Distinguished**
• Anchor charts • Visible routines demonstrate class norms	• Anchor sheets of norms on wall(s) • Class meeting notes available for referral • Anchor sheets are student-developed

The left column is labeled **Actions** (top) and **Artifacts** (bottom).