

Rating Scale:  Needs Immediate Improvement  Making Progress  Proficient  No opportunity to observe

Primary Aim		
Learning is a self-initiated process, and the classroom environment is the medium through which students take initiative to participate in experiences that support learning. As an extension of the curriculum, the classroom environment is prepared to maximize learning potential. Students are taught to use social experiences and material artifacts of the classroom environment to advance their learning.		
Procedures		
The teacher continuously tends to the improvement of the classroom environment. The teacher consistently uses the lesson format throughout the year to review rules, routines and expectations for how the environment is to be used. The teacher uses the Classroom Environment Rubric as a teaching tool to help students understand expectations and personal responsibilities.		
1	Environment	Rating
1a	The classroom is orderly, free of clutter, and organized to facilitate students' independent access to materials and learning opportunities.	
1b	Classroom is organized to promote students' free movement in their effort to work independently and collaboratively.	
1c	The classroom is utilized in a manner that evenly distributes activity.	
1d	The room is well lit by overhead lights. Students with vision problems require sufficient lighting to perform academic tasks. Floor and table lamps can be used to soften or supplement, but not replace, overhead lighting.	
1e	Noise is kept to a minimum (e.g., mechanicals function quietly, squeaky door hinges are oiled, noisy pencil sharpeners are replaced).	
2	Space	Rating
2a	Space is organized to accommodate small-group meetings and individual work time. Rooms are equipped with round tables or desks in clusters.	
2b	Space is organized to accommodate a large-group meeting area. In primary classrooms children may convene on the floor on a carpeted space. In middle and secondary classrooms, chairs or stools are used.	
2c	The meeting area is equipped with either an easel and chart paper or a white board and document camera so that lesson and share content can be displayed for student reference.	
2d	A seat for the presenter is situated prominently at the head of the meeting area so that the presenter is visible to all audience members. Teachers sit in the audience area but in close proximity to the presenter in order to support the speaker.	
2e	The teacher's workstation occupies minimal space in the classroom.	
2f	Coats and bookbags are stored in the periphery of the room and do not obstruct areas between desks or tables. Space is allocated for students to store materials in bins, cubbies, lockers, and boxes.	
3	Environmental Print Displays	Rating
3a	Share and conference calendars are posted a month in advance.	
3b	A voice scale is posted in the room and consistently used as a reference to help students self-regulate (e.g., Level 0-silent; 1-whisper; 2-quiet talking; 3-public speaking; 4-shouting; 5-screaming).	
3c	Calendars for Cooperative Unison Reading and small group Instruction are posted a week in advance.	
3d	Cooperative Unison Reading rules are posted.	

3e	Share protocol prompts are posted for presenter reference during the share.	
3f	Project and learning team calendars are posted.	
3g	Writing genre text exemplars are posted for students' reference.	
3h	A Writing Gallery is prepared with heavy-duty transparent pocket folders labeled for every student.	
3i	The Social Contract is posted, which outlines specific rights and responsibilities foundational for learning within the school community. The Contract is derived from the school's discipline code, collaboratively developed with students, and consistent across classrooms.	
3j	Ladder of Self-regulation is posted.	
3k	Tables are numbered or labeled.	
3l	Format rubric handbooks are available for reference by students and teachers.	
4	Resources and Equipment	Rating
4a	Resources are available on every table, including Word Cards, Standards Indicators, dictionary, and sharpened pencils.	
4b	Rooms are equipped with round tables or desks in clusters.	
4c	The classroom is equipped with digital timers.	
4d	Space is allocated for students to store materials in bins, cubbies, lockers, and boxes.	
4e	The classroom library is stocked with books and magazines, or students have access to handheld devices or laptops.	
4f	Centers are prepared and equipped with activities to support the full range of competencies in the relevant content subjects.	
4g	Cooperative Unison Reading/Mindful Reading resource bins, containing a dictionary, white board, dry-erase marker, eraser, atlas and laminated Cooperative Unison Reading Rules and rubric, are available for each group.	
4h	A materials center is equipped with pens, pencils, markers, Post-it Notes, scissors, scrap paper, copy paper, lined loose-leaf paper, construction paper, glue, tape, index cards, and other useful tools.	
4i	A resources center is equipped with dictionaries in English and other community languages, atlases, globes, encyclopedias, calculators, rulers, protractors, thesauruses in English and community languages, and textbooks.	
5	Records	
	Assessment records are well organized, of high quality, and maintained in an accessible location for students, teachers and administrators, and should include: Inventory binder(s) <ul style="list-style-type: none"> · Standards Checklist binder · Lesson binder · Learning Conference binder · Behavior Conference binder · Teacher Self-Assessment binder · Responsibility Team documents (Briefs, C-DEEP records, pre- and post-assessment data) 	

Comments: