### Domain 2: Classroom Environment

#### Levels of Performance Habit - Evidence Summary Form - Classroom Teachers

<table>
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<tr>
<th>Component</th>
<th>Exceptional</th>
<th>Exemplar</th>
<th>Program</th>
<th>Basic</th>
<th>Need Improvement</th>
<th>Inadequate</th>
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</table>

**Description:**
- Exceptional: Reflects outstanding evidence of high levels of student engagement and teacher leadership, resulting in significant improvements in student achievement.
- Exemplar: Demonstrates strong evidence of high levels of student engagement and teacher leadership, resulting in substantial improvements in student achievement.
- Program: Shows evidence of high levels of student engagement and teacher leadership, resulting in moderate improvements in student achievement.
- Basic: Reflects evidence of high levels of student engagement and teacher leadership, resulting in minimal improvements in student achievement.
- Need Improvement: Indicates evidence of low levels of student engagement and teacher leadership, resulting in limited improvements or no improvements in student achievement.
- Inadequate: Shows evidence of very low levels of student engagement and teacher leadership, resulting in no improvements or declines in student achievement.

**Notes:**
- The classroom environment is the focus of the assessment.
- The teacher's role is to create a culture for learning.
- The classroom environment is characterized by teacher expectations.
- The teacher's role is to ensure that students are engaged actively in learning.
- The classroom environment is characterized by high levels of student engagement and teacher leadership.
Domain 2: Classroom Environment

Strengths:

- Arrangement of furniture and use of physical resources
  - Open space available in the room of the classroom for carpet time/whole group instruction.
  - Stools at tables, chairs 4-6 students per table.

- Safety and accessibility
  - Staff will provide a safe learning environment for all students.
  - Furniture is arranged to support learning.

- Responsive to student needs
  - Students are provided with opportunities to express their needs.
  - Teachers are responsive to students' needs.

- Maintenance of student behavior
  - Teachers provide clear expectations.
  - Students are consistently seated and engaged.

- Management of transitions
  - Transitions are managed effectively.
  - Students are aware of expectations.

- Management of instructional groups
  - Groups are formed based on student needs.
  - Group instruction is effective.

Challenges:

- Organization of instruction: Clear standards of conduct, Teacher awareness of students, Teacher expectations, Performance of positive behavior, Responsiveness to behavior, Absence of behavior, Fairness
  - Providing additional assistance to one student while a resource teacher and an ELL teacher are working with that student.
  - Students are not aware of expectations.

- Performance of instructional activities
  - Students are not engaged.
  - Students are not following directions.

- Management of materials and supplies
  - Materials are not organized.
  - Students are not aware of expectations.

- Management of transitions
  - Transitions are not managed effectively.
  - Students are not aware of expectations.

- Management of instructional groups
  - Groups are not formed based on student needs.
  - Group instruction is not effective.

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Functional writing center with all the supplies necessary for a writing center. This would allow students another movement break while also adding a center that focuses on writing.

Would like to make adjustments to how she utilizes the space in the classroom. She mentioned that she would like to add a rectangular table to be used as a

2. Organizing Physical Space – Classroom Environment Areas of Growth: