Standard #5: Ability to create a climate that enhances student learning

(Measure of goal attainment: Evidence can be demonstrated through pictures of the environment, observation notes, and lesson plans.)

Elements	Distinguished	Proficient	Marginal	Unsatisfactory	Suggested Measures of Goal Attainment
5.1 Establishing and implementing appropriate classroom guidelines and procedures based on guiding principles to maximize student learning	Standards of conduct are clear to all students and appear to have been developed with student participation. Teacher and students work toward a positive climate.	Standards of conduct are clear to all students. Management system is consistently and effectively implemented.	Standards of conduct appear to have been established for most situations, but lack clarity. Inconsistent and/or ineffective management system.	No standard of conduct appears to have been established. No management system evident.	Classroom expectations are communicated to students and posted in room.
5.2 Interacting supportively with students and providing assistance as needed	Both the teacher and the students interact in a manner that is positive, encouraging, friendly, and respectful. The teacher assists the student by using techniques that coincide with the learning styles of students either in small groups or individually.	Interaction between the teacher and students is respectful, content oriented, and reinforcement is readily provided.	Interaction between the students and teacher is methodical and limited to course content.	The teacher does not interact with the students or the interactions produce negative situation/relationships.	Options include: Observations of the teacher, student feedback/surveys.
5.3 Taking an interest in the students both in and out of the classroom	Special effort is taken by the teacher by acknowledgement or attendance to recognize student involvement in areas outside of the class.	The teacher calls the student by name and utilizes examples related to individual interests when making analogies or providing examples for better understanding. Teacher engages in conversation related to outside interests.	The teacher greets the students and calls them by name in the discourse of the class.	The rapport between the student and teacher is nonexistent. The class is subject oriented without any concern for the individual interest of the student.	Options include: Observations of the teacher, student feedback/surveys.
5.4 Creating and maintaining a safe physical environment	Teacher and students contribute to development and maintenance of physical environment.	Teacher develops and consistently maintains a safe, secure physical environment.	Lack of attention and/or responsiveness to a safe, secure physical environment.	No attempt is made to create or maintain a safe, secure physical environment.	Options include: Pictures of the classroom, observations of the teacher, nurse's logue.
5.5 Providing a stimulating and challenging climate which evidences appropriate learning activities	Students are provided with numerous opportunities to discover, explore and be creative, and respond appropriately as individuals or in a group.	Students actively engage in relevant learning activities. Students respond with excitement, enthusiasm and involvement.	Learning activities and assignments require minimal student input/involvement.	Learning activities and assignments lack intellectual stimulation; require no student input/involvement. Evidence of student boredom, lack of interest and motivation.	Options include: Observations of the teacher, student feedback/surveys, time on task measurement done during observations.