### Possible Evidence for CSTP 2 – *Creating and Maintaining Effective Environments for Student Learning*

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<th>Standard Element</th>
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| **2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully** | **Classroom Observation** | - Teacher models fairness and respect; Teacher uses student names; “please” and “thank you”  
- Student ideas and responses are accepted and valued  
- Teacher provides opportunities for all students to participate in activities and discussions; individual whiteboards are used for guided practice  
- Teacher uses strategies to equalize student response opportunities; a class deck of student names or popsicle sticks with names are used  
- Multiple viewpoints are encouraged and accepted  
- Students share responsibility for maintaining a positive classroom climate |
| | **Reflective Conversation** | - Teacher is aware, knowledgeable, and respectful about the cultural diversity in the classroom; Teacher mentions specific culture norms and the impact this has on planning and instruction  
- Teacher ensures that all students have the materials they need to be successful in the learning activities |
| | **Classroom Artifacts** | - Chart for classroom jobs and students who are responsible for fulfilling the tasks is posted on the wall |

**Instructional Materials to Consider – Does the student have access to…**

- Textbooks  
- Crayons, markers, paints  
- Workbooks  
- Audio tapes  
- Computer  
- Manipulatives  
- Handouts/worksheets  
- Scissors, glue  
- Paper, pencils, pens
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| **2.2 Creating physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students** | Classroom Observation | ▪ Students are encouraged to build on each other’s ideas  
▪ Teacher provides strategic activities that develop each student’s willingness and ability to work independently and with others; rules are posted in the room for independent and group work |
| | Observation or Seating Chart | ▪ Desk arrangements provide opportunities for various types and sizes of student groupings (pairs, groups of 4, debating arrangement…)  
▪ Classroom is arranged in a way that facilitates ease of movement and access to materials by teacher and students |
| | Observation of Items posted on classroom walls | ▪ Visual resources are displayed to support student learning (alphabet chart, word wall, academic posters, timelines…)  
▪ Student Work is neatly displayed |
| | Lesson Plan or Lesson Plan book | ▪ Lessons are included that help students appreciate and share each other’s differences |
| | Reflective Conversation | ▪ Teacher explains the rationale of selecting specific resources that are gender-fair and bias-free |
| **2.3 Establishing and maintaining learning environments that are physically, intellectually, and emotionally safe** | Classroom Observation | ▪ Clear expectations for being a polite audience are communicated before present their work to peers and/or other audiences  
▪ Materials are stored safely in the classroom (scissors, other share objects, chemicals, backpacks…)  
▪ Teacher models and teaches constructive ways to agree and disagree; language stems are provided and used by students ("I understand what you are saying, but I disagree for the following reasons…")  
▪ Students feel safe to take risks and to be creative; students offer opinions during a class discussion and other students listen respectfully  
▪ Students feel included in all class activities; Teacher AND students encourage all students to participate fully |
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| **2.4 Creating a rigorous learning environment with high expectations and appropriate support for all students** | Lesson Plan Book / Curricular Calendar | - Teacher supports students in learning to manage their work on long-term assignments or projects  
- Teacher designs lessons and activities to provide an appropriate level of challenge for all students |
| | Classroom Observation | - Teacher maintains high expectations for English learners while providing the needed scaffolding that leads to academic success  
- Learning expectations are high for all students, but the teacher scaffolds the lesson to ensure that the English Learners can participate fully |
| | Reflective Conversation | - Teacher has high expectations for all students  
- Teacher believes, models and communicates the expectation that all students can learn |
| **2.5 Developing, communicating, and maintaining high standards for individual and group behavior** | Classroom Observation | - Possible Classroom Activities that might be observed:  
  - Centers / stations  
  - Cooperative student groups  
  - Forums  
  - Group projects  
  - Simulations  
  - Class leadership opportunities  
  - Debates  
  - Classroom duties  
  - Buddy systems  
  - Student council  
  - Class meetings  
  - School or community service projects  
- Teacher establishes clear roles and expectations for effective group work  
- Teacher models and teaches appropriate social skills in group situations  
- Teacher monitors and provides feedback to students as they work in cooperative groups; rubric might be used for evaluating how well a group worked together  
- Teacher anticipates behavior problems and acts appropriately; proximity is used to diffuse behavior issues; Teacher identifies antecedents of student misbehavior and intervenes appropriately  
- Positive student behavior is promoted and encouraged; class reward system  
- Teacher AND students maintain behavior standards  
- Students are included in the establishment of classroom rules  
- Teacher consistently responds to inappropriate student behavior; responses follow the established sequence of consequences |
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| 2.6 Employing classroom routines, procedures, norms, and supports for positive behavior to ensure a climate in which all students can learn | Classroom Observation | - PT models constructive interaction and establishes norms for group activities  
- Rules, procedures and expectations are posted in the classroom; Teacher refers to posted expectations  
- Students demonstrate efficient use of the procedures; minimum of class disruption  
- Teacher models and teaches expected procedures and norms  
- Visual or auditory signals are used to gain student attention  
- Possible Classroom Procedures that are evident in classroom routines:  
  - Sharpening pencils  
  - Distributing materials  
  - Classroom jobs  
  - Turning in homework  
  - Returning from an absence  
  - Restroom use  
  - Beginning of class activities  
  - Food or drinks in classroom  
- Students demonstrate established classroom procedures even when the teacher is not present; substitute teachers are provided with information about the established procedures and routines; emergency substitute plans are developed and available |
| 2.7 Using instructional time to optimize learning | Classroom Observation | - Goals and structures are aimed at helping students manage time, materials, and responsibilities in order to complete the task  
- Lesson is paced and adjusted to meet the needs of the students; Teacher monitors task completion and moves into the next activity when most students are ready  
- Time spent on non-instructional processes is minimized (i.e., taking roll distributing materials, collecting work, lining up…)  
- Effective classroom procedures and routines promote smooth transitions between activities  
- Meaningful and relevant extension activities are provided for fast paced learners; activities are listed for easy student access  
- Off-topic discussions and interruptions are minimized |
<p>| | Document | - Teacher provides a timeline for a 3 week project to support student success |</p>
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*Teacher estimates the time necessary to complete the learning activities to ensure that they can be finished within the time available*