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

<table>
<thead>
<tr>
<th>Standard Element</th>
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<tbody>
<tr>
<td>2.1 Promoting social development and responsibility within a caring community where each student is treated fairly and respectfully</td>
<td><strong>Classroom Observation</strong></td>
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</table>
- 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 |

|  | **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 |

|  | **Classroom Artifacts** |  
- Chart for classroom jobs and students who are responsible for fulfilling the tasks is posted on the wall |

Developed by the Yolo-Solano BTSA Induction Program – Cluster 1
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| 2.2 Creating physical or virtual learning environments that promote student     | 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                                                                 |
| learning, reflect diversity, and encourage constructive and productive           | Observation or Seating   | - 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                                                                                                                                 |
| interactions among students                                                     | Chart                    |                                                                                                                                                                                                                                               |
|                                                                                 | Observation of Items     | - Visual resources are displayed to support student learning (alphabet chart, word wall, academic posters, timelines…)  
- Student Work is neatly displayed                                                                                                                                                                                                               |
|                                                                                 | posted on classroom      |                                                                                                                                                                                                                                               |
|                                                                                 | walls                    |                                                                                                                                                                                                                                               |
|                                                                                 | Lesson Plan or Lesson    | - Lessons are included that help students appreciate and share each other’s differences                                                                                                                                                           |
|                                                                                 | Plan book                |                                                                                                                                                                                                                                               |
|                                                                                 | 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,      | 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 |
<p>| intellectually, and emotionally safe                                            |                          |                                                                                                                                                                                                                                               |</p>
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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:  
  o Centers / stations  
  o Cooperative student groups  
  o Forums  
  o Group projects  
  o Simulations  
  o Class leadership opportunities  
  o Debates  
  o Classroom duties  
  o Buddy systems  
  o Student council  
  o Class meetings  
  o 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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<td>Lesson Plan</td>
<td>• <em>Teacher estimates the time necessary to complete the learning activities to ensure that they can be finished within the time available</em></td>
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