**Wicomico County Observation and Evaluation Rubric**

| **Domain 2: The Classroom Environment** | | | | | | |
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|  | | **LEVEL OF PERFORMANCE** | | |  | |
| **COMPONENTS** | **Ineffective** | | **Developing** | **Effective** | | **Highly Effective** |
| 2a:  Creating an Environment of Respect and Rapport | Classroom interactions among the teacher and individual students are not respectful and do not reflect caring and sensitivity to students’ cultures and levels of development. | | Classroom interactions among the teacher and individual students are generally respectful and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences among students. | Classroom interactions among the teacher and individual students are respectful and reflect caring and sensitivity to students’ cultures and levels of development. The teacher addresses and intervenes when conflicts or misunderstandings occur. | | Classroom interactions among the teacher and individual students are respectful and reflect caring and sensitivity to students’ cultures and levels of development. The teacher addresses and intervenes when conflicts or misunderstandings occur. The teacher takes proactive measures to achieve civility among members of the class. |
| 2b:  Establishing a Culture for Learning | The teacher does not convey enthusiasm for the content and is not working toward establishing high expectations for learning. | | The teacher conveys enthusiasm for the content and is working toward establishing high expectations for learning. | The teacher conveys enthusiasm for the content and encourages students’ active participation in their learning. The teacher establishes and maintains high expectations for learning. | | The teacher conveys enthusiasm for the content and encourages students’ active participation in their learning. The teacher and students work together to establish and maintain high expectations for learning. |
| 2c:  Managing Classroom Procedures | The teacher does not manage classroom routines and procedures. | | The teacher establishes inefficient classroom routines and procedures resulting in a loss of instructional time. | The teacher establishes and maintains classroom routines and procedures to minimize the loss of instructional time. | | The teacher maximizes instructional time by establishing and maintaining classroom routines and procedures for seamless transitions, handling of supplies and performance of non-instructional duties |
| 2d:  Managing Student Behavior | The teacher does not establish student behavioral expectations. The teacher’s response to student behavior is inappropriate. | | The teacher has made an effort to establish student behavioral expectations. The teacher tries, with inconsistent results, to monitor and respond to student behavior. | The teacher establishes clear student behavioral expectations aligned with county policy. The teacher’s management of student behavior is sensitive to individual student needs and respectful of the students’ dignity. The teacher’s response to student behavior is appropriate. | | The teacher establishes clear student behavioral expectations aligned with county policy. The teacher’s management of student behavior is proactive, sensitive to individual student needs and respectful of the students’ dignity. The teacher’s response to student behavior is appropriate. |