


## Domain 2: Creating an Environment for Learning

Element:		<b>NMTEACH 2D: <u>Managing classroom procedures</u></b> <ul style="list-style-type: none"> <li>• To what level is the classroom culture and routine maximizing instructional time?</li> <li>• To what level does the teacher use developmentally appropriate procedures to maximize instructional time.</li> </ul>
Level of Performance	<b>Ineffective</b>	Instructional time is lost. <ul style="list-style-type: none"> <li>• Inefficient classroom routines.</li> <li>• Inefficient procedures for transition.</li> <li>• Inefficient use of supplies.</li> </ul>
	<b>Minimally Effective</b>	Some instructional time is lost. <ul style="list-style-type: none"> <li>• Partially-effective classroom routines and procedures</li> <li>• Partially-effective routines for transition</li> <li>• Partially-effective use of supplies</li> </ul>
	<b>Effective</b>	Little instructional time is lost. <ul style="list-style-type: none"> <li>• Effective classroom routines and procedures.</li> <li>• Teacher leads effective routines for transition.</li> <li>• Effective use of supplies.</li> </ul>
	<b>Highly Effective</b>	Students contribute to the seamless operation of the classroom. <ul style="list-style-type: none"> <li>• Routines and procedures are evident.</li> <li>• Effective transitions and use of supplies.</li> <li>• Students lead effective routines for transition.</li> </ul>
	<b>Exemplary</b>	In addition to all the requirements to be highly effective, the teacher as a leader helps to create a culture of student ownership of school-wide operations.
	<b>Notes:</b>	

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Level of Performance	Ineffective	Instructional <b>time is lost</b> . <ul style="list-style-type: none"> <li>• <b>Inefficient</b> classroom <b>routines</b>.</li> <li>• <b>Inefficient</b> procedures for <b>transition</b>.</li> <li>• Inefficient use of supplies.</li> </ul>
	Minimally Effective	<b>Some instructional time is lost</b> . <ul style="list-style-type: none"> <li>• <b>Partially-effective</b> classroom <b>routines</b> and procedures</li> <li>• <b>Partially-effective</b> routines for <b>transition</b></li> <li>• Partially-effective use of supplies</li> </ul>
	Effective 	<b>Little instructional time is lost</b> . <ul style="list-style-type: none"> <li>• <b>Effective</b> classroom <b>routines</b> and <b>procedures</b>.</li> <li>• Teacher leads <b>effective</b> routines for <b>transition</b>.</li> <li>• Effective use of supplies.</li> </ul>
	Highly Effective	Students contribute to the seamless operation of the classroom. <ul style="list-style-type: none"> <li>• Routines and procedures are evident.</li> <li>• Effective transitions and use of supplies.</li> <li>• <b>Students lead effective routines for transition</b>.</li> </ul>
	Exemplary	In addition to all the requirements to be highly effective, the <b>teacher as a leader helps to create a culture of student ownership of school-wide operations</b> .
	Notes:	