

**Alliance College-Ready Public Schools
The College-Ready Promise
Framework for Effective Teaching Rubric**

Domain 2: Classroom Learning Environment				
Standard	Level I	Level II	Level III	Level IV
2.1 Creates a classroom/community culture of learning	A. Value of effort and challenge			
	The teacher makes limited efforts to encourage students in the pursuit of academic learning. Students do not persist in completing assigned learning tasks.	The teacher encourages students to complete learning tasks, but the emphasis falls on "finishing work." Students complete assigned learning tasks, but with little persistence toward quality work.	The teacher encourages students to work hard and meet academic challenges by taking risks. Students persist by responding to teacher feedback to meet learning expectations.	All of level 3 and...
2.2 Manage student behavior through clear expectations and a balance of positive reinforcement, feedback, and redirection	A. Behavioral expectations			
	There is limited evidence that the teacher has reinforced the school's standards of conduct for students.	The teacher's efforts to reinforce the school's standards of conduct are inconsistent.	The teacher supports the school's standards of conduct so that students understand and are held to the same high standards.	All of level 3 and...
2.3 Establish a culture of respect and rapport which supports students' emotional safety	B. Response to behavior			
	Student behavior is inappropriate; and/or, the teacher does not respond to misbehavior or the response is repressive or disrespectful of student dignity and/or fails to positively recognize students' good behavior.	Student infractions of the rules are minor; and/or, the teacher's response to student misbehavior is administered to the whole class and emphasizes consequences over positive reinforcement.	Student behavior is appropriate; the teacher's response to student misbehavior is proactive and includes student specific redirection, feedback and positive reinforcement.	All of level 3 and...
2.3 Establish a culture of respect and rapport which supports students' emotional safety	A. Interactions between teacher and students			
	The teacher's interaction with some students is negative, demeaning, sarcastic, or inappropriate to the age and/or individual needs of the students. Students exhibit disrespect for the teacher.	The teacher's interactions with students may reflect occasional inconsistencies, favoritism, or disregard for the age and/or individual needs of the students and/or students exhibit minimal respect for the teacher.	The teacher's interactions with students demonstrate general caring and respect in ways that are appropriate to the age and/or individual needs of the students. Students exhibit respect for the teacher.	All of level 3 and...
2.4 Use smooth and efficient transitions, routines, and procedures	B. Student interactions with each other			
	Student interactions are characterized by conflict, sarcasm, or put-downs, which interfere with learning for some students.	Students do not demonstrate disrespect for one another, but do not support each other's learning.	Student interactions are generally polite, respectful, and support each other's learning under the teacher's direction.	All of level 3 and...
2.4 Use smooth and efficient transitions, routines, and procedures	A. Routines, procedures, and transitions			
	The teacher has not established or does not enforce routines and procedures, resulting in chaotic transitions and/or loss of learning time.	The teacher has established some routines and procedures, however inconsistent implementation results in some loss of instructional time.	The teacher has established and enforces routines and procedures; transitions result in little loss of instructional time.	All of level 3 and...