



Domain 2: Classroom Environment

Resources to Support Highly Effective Practices

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Domain 2A: Creating an Environment of Respect and Rapport

- Teacher and students exhibit high degree of respect, warmth, and enthusiasm
- Teacher and students reflect high degree of sensitivity to students' cultural backgrounds and levels of development

2A Student Behaviors

- Students use conflict resolution practices
- Students use positive language and collaborate in group work
- Guidelines for conversations and examples of positive language for peer-to-peer talk
- Groups are culturally and linguistically diverse, including ELs (English Learners) and SWD (Students with Disabilities)
- Facilitate a Fishbowl Discussion or Harkness Round Table Discussion

2A Teacher Behaviors

- Teacher speaks to students with warmth and care
- Teacher uses students names appropriately; students address teacher likewise
- Teacher interaction reflects sensitivity and respect for students' cultures and levels of development

2A Resources

Considering Student Differences

- Jensen, E. (2010). Different Brains, Different Learners: How to Reach the Hard to Reach. Ed. 2. San Diego, CA. Jensen Learning.
- Jensen, E. (2013). Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. Alexandria, VA: ASCD.
- Lemor, D., (2015). Teach Like a Champion 2.0. San Francisco, CA. Jossey-Bass. pg. 244 (Wait Time).
- [Edweek Blog Post on Fostering Cultural Awareness in the Classroom.](#)
- [Rita Pierson: Every kid needs a champion | TED Talk Subtitles and ...](#)
- <https://questioninganddiscussionforteaching.wordpress.com/wait-time/>

2A Resources

Conflict Resolution

- Johnson, D. W., and R. Johnson. (1991). Teaching
- [Marzano Conflict Resolution Student Worksheets](#)

2A Resources

Team Building and Social Skills

- Cozolino, Louis. (2014). Attachment-Based Teaching: Creating a Tribal Classroom (The Norton Series on the Social Neuroscience of Education). New York, NY. W.W. Norton & Co.
- [Teaching Student s Respect and Kindness](#)
- [Teaching Tolerance Lesson Plan](#)
- [Eight Most Important Social Skills](#)
- [Good Manners Show Respect](#)
- [Tribes Learning Communities](#)
- [Pay It Forward](#) and [100 Books to Build Character](#)

2A Resources

Cooperative/Collaborative Learning and Student Grouping

- [*Fishbowl Discussion*](#)
- [*Types of Student Groupings*](#)
- [*Kagan Cooperative Learning*](#)
- [*Socratic Smackdown*](#)
- [*Harkness Round Table Discussion*](#)
- [*TED Talk: What If Students Controlled Their Own Learning?*](#)
- [*Cooperative Learning Resources*](#)

Domain 2B: Organizing Physical Space

- Wall charts with group-generated norms and rules
- Written work in other languages posted
- Classroom materials are accessible to all students and do not block instructional areas
- Learning Outcomes posted at student height
- Student Exemplars displayed
- Posted anchor charts, visuals, and graphics that clarify learning tasks and procedures
- Students can utilize technology, visuals, and graphics appropriate to the task
- Physical arrangement of the classroom encourages interaction, yet remains flexible for student adaptation for personal learning use

Domain 2B: Resources

Classroom Layout Ideas

- [How to Make an Ugly Classroom Beautiful](#)
- [The Lettered Classroom](#)
- [Setting Up Your Classroom](#)
- [Classroom Beautiful: Do It Yourself](#)
- [Classroom Seating](#)
- [21st Century Learning Environments](#)
- [Classroom Architect Tool](#)

Domain 2B: Resources

Online Technology Tools

- [Learning Target Posters](#)
- [Formative Assessment w/om Technology](#)
- [Let's Recap App: Checking for Understanding](#)
- [Best Technology for Teachers](#)
- [Top 10 Tips for Teaching with New Media](#)
- [Technology for Learning](#)
- [Creating Online Quizzes](#)
- [Google Classroom Quick Start Guide](#)
- [Storybird App for Creating Stories](#)
- [Kahoot Game Based Learning](#)

Domain 2C: Establishing a Culture for Learning

- Teacher has high expectations for all students, characterized by a high level of teacher commitment to the subject
- 1:3 ratio of teacher talk to student talk 1:3
- Students communicate with teacher and peers about learning goals, asking clarifying questions and increasing collaboration
- Academic vocabulary research-based strategies enhance both content understanding and engagement
- Strategies include, but are not limited to, structured cooperative learning, Turn-and-Talk, QFT, Socratic seminars, inquiry-based learning, and active learning
- Self-reflection tools are utilized and support learners' metacognition
- Strong student commitment and effort to learning
- CCSS (Common Core State Standards) implemented

Domain 2C Resources

Student Engagement

- [The Highly Engaged Classroom](#)
- [Whole Brain Teaching](#)
- [Student Engagement: Resource Roundup](#)
- [Free Resources from Learning Tree](#)

Domain 2C Resources

Differentiation

- Tomlinson, Carol Ann. (2014). Differentiated Classroom: Responding to the Needs of All Learners, 2nd Edition. Alexandria, VA: ASCD.
- [Interview with Carol Ann Tomlinson: Differentiated Instruction](#)
- [ASCD Differentiation Resources](#)

Domain 2C Resources

Vocabulary

- [Marzano: Vocabulary Research and Resources](#)
- [TESOL Vocabulary Resources](#)
- [Creating a Wordle](#)

High Expectations and Enthusiasm

- [Inspirational Quotes](#)
- [Inspirational People](#)
- [Seven Skills Students Need for Their Future](#)

Domain 2D: Managing Classroom Procedures

- Established developmentally appropriate routines and procedures increase instructional time
- Students have internalized daily routines, little or no instruction is needed
- Students initiate and contribute to a seamless classroom, including but not limited to, quick transitions, obtaining and returning supplies and manipulatives, and organizing cooperative learning activities
- Students commitment to learning is demonstrated through efficient transitions.
- Procedures are posted for transitions, expected partner behavior, and specific activities (such as silent reading)
- Visual cues for transitions (such as flowcharts) are posted
- Students use hand signals or sign out procedures that do not interrupt the teacher

Domain 2D Resources

Classroom Management and Procedures

- Lemor, D., (2015). Teach Like a Champion 2.0. San Francisco, CA. Jossey-Bass.
- Common Sense Classroom Management for Middle and High School Students by April M. Swick, Dianne Evans
- Kriete, R. and Davis, C. (2014) The Morning Meeting Book. Turners Falls, MA. Center for Responsive Schools.
- Marzano, Marzano, and Pickering. (2003) Classroom Management That Works: Research-Based Strategies for Every Teacher. Alexandria, VA: ASCD.

Domain 2D Resources

Classroom Management and Procedures continued

- [20 Ways to Get a Noisy Classroom's Attention](#)
- [Ideas for Classroom Jobs](#)
- [How To Get Your Students to Work Together](#)
- [TED Talk: The Power of Student Driven Learning](#)
- [Edutopia Classroom Management Tips](#)
- [Classroom Management Anchor Charts](#)

Domain 2D Resources

Organizing Classroom Materials

- [Scholastic 100 Classroom Organizing Tips](#)
- [20 Tips for a More Organized Classroom](#)
- [The Ultimate Organized Classroom](#)
- [Organizing Lesson Materials and Files](#)
- [Creative Classroom Organization Ideas](#)

Domain 2E: Managing Classroom Behavior

- Student behavior expectations are consistently monitored and reinforced
- Behavioral expectations and rules posted in the classroom
- Teacher creates atmosphere conducive to learning with a focus on self-discipline, respect for the rights of others, and cooperation
- Teacher clearly communicates/models self-discipline by considering individual student learning needs, culture, and language
- Students demonstrate self-discipline and respect; the behavior expectations of groups are evidently practiced
- Students demonstrate ownership of behavior plan by identifying rewards, developing rules, and implementing student behavior management plan
- Students self-reflect on their own behavior

Domain 2E Resources

Behavior Management

- Smith, Fisher, and Frey. (2015). Better than Carrots or Sticks: Restorative Practices for Classroom Management. Alexandria, VA: ASCD.
- Swick, Kelley, and Lindberg. (2005). Common Sense Classroom Management for Middle and High School Students. CA: Corwin Press.
- [Classroom Management Strategy Brief](#)
- [NB Instructional Resources](#)
- [Rita Pierson: Win-Win Conversations](#)
- [Positive Behavioral Interventions and Supports](#)
- [Addressing Student Behavior](#)
- [Classroom Behavior: Call and Response](#)

Domain 2E Resources

Behavior Management continued...

- [Classroom Management Strategies for Difficult Students](#)
- [How to Handle a Student who Habitually Calls Out](#)
- [Developing a Social Contract](#)
- [A Protocol for Developing Goals, Declarations, and Social Contract](#)
- [Five Principles of Highly Effective Teachers](#)
- [What is Challenging Behavior?](#)
- [Positive Unified Behavior Support](#)
- [PBIS Good and Bad Examples](#)