### Standard 2 Rubric

#### Essential Element 2.3 for Practitioners with Permanent Status

<table>
<thead>
<tr>
<th>Essential Element 2.3</th>
<th>Not Meeting Standards</th>
<th>Approaching</th>
<th>Meeting Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establishing and maintaining learning environments that are physically, intellectually, culturally, and emotionally safe for all students</td>
<td>Either does not recognize safety issues, does not attempt to address them and/or uses ineffective strategies</td>
<td>Recognizes and attempts to address safety issues regarding materials, student interactions, and the room organization</td>
<td>Integrates support for students to take risks in offering respectful opinions about divergent viewpoints</td>
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<td></td>
<td>Reacts situationally to safety issues, but does not have well-established practices and procedures in place</td>
<td>Uses multiple strategies to support physical, intellectual, cultural, and emotional safety</td>
<td>Examines biases in the learning environment and curriculum</td>
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<td>Models and provide instruction on skills that develop resiliency and support intellectual, emotional and cultural safety</td>
<td>Shares responsibility with the students for establishing and maintaining a physically, intellectually, culturally, and emotionally safe environment focused on high quality and rigorous learning</td>
<td></td>
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</tbody>
</table>

Adapted from the Continuum of Teaching Practice
### 2.3 Establishes and maintains learning environments that are physically, intellectually, culturally, and emotionally safe

*Strategies below are suggestions NOT requirements*

<table>
<thead>
<tr>
<th>How might I ...</th>
<th>P-12 Strategies</th>
</tr>
</thead>
</table>
| - arrange the learning environment to facilitate positive and productive classroom interactions? | - Provide seating for independent learning, group formations, teamwork, and paired assignments based on assignments and student needs  
- Use a sound rationale, supporting all students, when designing the class seating chart  
- Arrange seating so that all students are able to see and hear the teacher during instruction  
- Ensure that all students are able to see the work space (e.g. white board, Smart Board)  
- Uses GLAD strategies – Standards, Scouts, Literacy Awards, T-Graph for Social Skills, Team Points, Personal Interactions, Home School Connections  
- Other |
| - encourage, support, and recognize the achievements and contributions of all students? | - Use proactive classroom management  
- Post student work and the agenda  
- Praise students for their accomplishments in and outside the classroom/school setting  
- Model praise that is purposeful  
- Acknowledge and/or correct all students’ contributions with positive words  
- Conduct one-to-one conferences  
- Establish individual attainable goals  
- Uses GLAD strategies – Standards, Scouts, Literacy Awards, T-Graph for Social Skills, Team Points, Personal Interactions, Home School Connections  
- Other |
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| - encourage students to take risks and to express thoughtful and respectful opinions related to the topic or subject of discussion? | - Model thoughtful and respectful language  
- Provide opportunities for students to practice and use positive, supportive words  
- Use “wait time” to encourage students to complete thoughts and express opinions  
- Encourage different modes of expression and student choice  
- Provide a “penalty free” environment that allows students to contribute and evaluate their ideas while receiving constructive and timely feedback  
- Encourage reflective feedback after each lesson  
- Foster careful listening among all class members including yourself  
- Uses GLAD strategies – Standards, Scouts, Literacy Awards, T-Graph for Social Skills, Team Points, Personal Interactions, Home School Connections |
| - foster the development of each student’s self-esteem? | - Encourage students to strive for their personal best  
- Recognize incremental successes as students participate in scaffolded instruction  
- Use positive and supporting words  
- Use “wait time” to encourage students to complete thoughts and express opinions  
- Positively acknowledge student work/accomplishments either verbally and/or visually  
- Stress student responsibility and accountability  
- Post student work samples  
- Highlight students’ strengths and uniqueness through activities  
- Support students in developing the attitude that helping each other is rewarding  
- Uses GLAD strategies – Standards, Scouts, Literacy Awards, T-Graph for Social Skills, Team Points, Personal Interactions, Home School Connections |
<p>| Other | Other |</p>
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| - create a safe, accessible learning environment for all students? | - Reflect on student(s) academic and behavioral needs and develop a plan of support  
- Provide supervision for students at all times  
- Arrange seating to provide safety and accessibility for all students  
- Adhere to district safety codes  
- Follow fire code guidelines  
- Post evacuation and emergency information  
- Uses GLAD strategies – Standards, Scouts, Literacy Awards, T-Graph for Social Skills, Team Points, Personal Interactions, Home School Connections  
- Other |

*Instructional Strategies CSTP list originally from work of the New Teacher Center and Mastery Teaching - Common Core Strategies by Marie Pagliero. Modified by BTSA Cluster 1 Director Work, the Teacher Effectiveness and Evaluation Project – San Diego County Office of Education, and input from various stakeholders.*