## Standard 2 Rubric  
**Essential Element 2.3 for Practitioners with Temporary and Probationary Status**

<table>
<thead>
<tr>
<th>Essential Element 2.3</th>
<th>Not Meeting Standards</th>
<th>Developing</th>
<th>Meeting Standards</th>
<th></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. Reacts situationally to safety issues, but does not have well-established practices and procedures in place.</td>
<td>Recognizes and addresses safety issues regarding materials, student interactions, and the room organization. Uses multiple strategies to support physical, intellectual, cultural, and emotional safety. Models and provide instruction on skills that develop resiliency and support intellectual, emotional and cultural safety.</td>
<td>Integrates support for students to take risks in offering respectful opinions about divergent viewpoints. Examines biases in the learning environment and curriculum. 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>
</tr>
</tbody>
</table>
2.3 Establishes and maintains learning environments that are physically, intellectually, culturally, and emotionally safe

*Strategies below are suggestions NOT requirements*

<table>
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<tr>
<th>How might I ...</th>
<th>P-12 Strategies</th>
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</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  
▪ Other |
| - 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  
▪ Other |
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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.*