	Item	Not Effective	Emerging Effective Minimally Effective	Effective	Highly Effective
3.2	**Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry (3b).**	o Not effective Evidence of not effective performance may include: - Negative demeanor. - Frequent reprimands. - Lack of learner collaboration. - Inappropriate boundaries. - Inconsistent response and feedback. - Lack of monitoring or engagement with learners. - Leaves learners unattended. - Teacher-focused strategies only (lecture, worksheet, video, etc.). - Emotionally unsafe environment.	o Promotes a positive and respectful learning climate. o Provides opportunities for student interactions.	…and o Collaborates with students to establish a positive learning climate of openness, respectful interactions, support, and inquiry. o Organizes student learning teams for the purpose of developing cooperation, collaboration, and student leadership. o Promotes learner inquiry and exploration.	…and o Supports learners as they reflect on and modify their personal interactions. o Supports students to create and manage learning teams to meet learning goals.
3.3	**Utilizes positive classroom management strategies, including the resources of time, space, and attention, effectively (3c, 3d).**	o Not effective Evidence of ineffective performance may include: - Limited classroom management strategies. - Negative or ineffective strategies. - Ineffective use of time, space, and attention. - Disorganized learning environment. - Frequent digressions. - Negative, ineffective, inconsistent use of strategies.	o Implements classroom management strategies. o Encourages learners to be engaged with the content. o Distributes time, space and attention to engage learners.	…and o Uses differentiated management strategies focusing on individual learner needs. o Gains and maintains student attention through active engagement. o Equitably distributes time, space, and attention to promote learning. o Adjusts instructional pacing and transitions to maintain learner engagement and support learning.	…and o Fosters each learner's ability to manage and reflect upon his/her own learning. o Fosters each learner's ability to manage and reflect upon his/her own learning.

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