

Teacher Quality Standard II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

The most important action an effective teacher takes at the beginning of the year is creating a climate for learning.

—Mary Beth Blegan, former U.S. Department of Education teacher-in-residence

A positive classroom environment enhances the academic achievement of all students, promotes appropriate classroom behavior, and is welcoming to families and adults. A respect for diversity and the uniqueness of each individual is valued. A sense of community is created in which members encourage and promote the learning of each other through collaboration, communication, and mutual respect as they work to achieve individual and common goals.

Element A

Teachers foster a predictable learning environment in the classroom in which each student has a positive, nurturing relationship with caring adults and peers.

Respect is your most powerful management tool for instilling good classroom discipline. But if the teacher does not have respect then it will not happen.

—Changing Minds.org

Professional practices referenced under each element of the Rubric for Evaluating Colorado Teachers are cumulative. Therefore, for teachers to be proficient in fostering a positive learning environment, they must model respect and empathy for all students. They must also create an environment in which the diverse pers

PARTIALLY PROFICIENT RATING LEVEL

PROFESSIONAL PRACTICES: THE TEACHER:

- ***Creates a classroom environment conducive to learning.***

A classroom environment conducive to learning refers to the tone and climate that motivates students to follow classroom rules, actively participate in learning, and engage with and support the learning of their peers. Creating this type of environment requires a combination of effective teaching skills, positive rapport between teachers and students, and appropriate behavior management strategies.

A positive, caring, respectful climate in the classroom is a prior condition to learning. Without students' sense that there is a reasonable degree of 'control', sense of safety to learn, and sense of respect and fairness that learning is going to take place, there is little chance that much positive is going to occur. (Hattie, 2009, p. 78)

See also professional practices for Element A.



[Click here to go back to the table of contents and view the resource guide in its entirety.](#)