STANDARD INDICATOR 1.3

CLASSROOM CLIMATE

The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

As advocates for the interests of students, accomplished teachers are vigilant in ensuring that all pupils receive their fair share of attention. Educators recognize their own biases and make certain that any preconceptions based on real or perceived ability differences, exceptionalities, socioeconomic or cultural background, family configuration, sexual orientation, physical characteristics, race, ethnicity, language, religion, age, or gender do not distort their relationships with students. Accomplished teachers maintain an open mind and a balanced perspective on their students.

That approach does not suggest that teachers treat all students alike, because using the same tactics to address similar behavior by different students does not necessarily result in an equitable education. Rather, teachers respond to differences among students, being careful to counter potential inequities and avoid favoritism. Accomplished educators monitor their students' access to resources and advocate to ensure that students have the tools they need to learn. That level of attention requires a well-tuned alertness, which can be difficult. Accomplished teachers therefore use everything they know about effective—and ineffective—practices to develop strategies that capitalize on their students' varied backgrounds, using diversity to enrich the learning environment for every student.

Accomplished teachers are devoted to supporting the development of character and preparing students for a successful future. To facilitate such growth, educators recognize that failure is a natural part of the learning process; they show students how to cope with it and create environments in which learners are comfortable taking risks. Through failure, children and young adults can attain perseverance and resilience, which will help them achieve their potential. At the same time, accomplished teachers increase their students' engagement and motivation by providing them with options from which to choose, fostering their ownership in learning, and setting high expectations. Students come to understand that questioning and goal setting are integral aspects of the learning process.

Teachers model all those behaviors, using them to help students advocate for themselves in the classroom and in the community. As participants of a larger world, the students of accomplished teachers recognize the effect that their actions have outside the classroom. They therefore develop civic responsibility and digital citizenship, becoming aware of how their actions affect others. All those lessons—important in their own right—are essential to intellectual development as well. Accomplished teachers consider their students' potential in that broader sense when making decisions about what and how to teach.

Adapted from NBPTS, *What Teachers Should Know and Be Able to Do,* 2nd ed. (2016, pp. 15–16).

Key Elements of Teacher Practice Related to Standard Indicator 1.3

- Structuring the learning environment to support the **social and emotional learning** needs of students;

- Creating systems that promote equitable participation by all students;

- Treatment that may not be similar but is equitable according to student needs;

- Creating a collaborative environment that fosters rapport among students and with the teacher;

- Modeling and facilitating positive, direct, and respectful dialogue that contributes to a safe environment for intellectual risk taking;

- Addressing the **noncognitive competencies** of self-confidence, self-regulation, social awareness, motivation, perseverance, and a sense of personal responsibility; and

- Communicating high expectations and the belief that students can learn and accomplish challenging learning goals.

Questions for Reflection and Planning

- What next steps do I need to take to ensure that I plan for and provide an equitable education for all of my students?

- What am I doing to orchestrate a collaborative environment where students have opportunities to learn how to work with peers and gain the confidence to take intellectual risks?

- What will I do to communicate high expectations for all students?

- How do I instill in my students the importance of respectful discourse and model how this is accomplished?

- How do I establish in my students a desire and expectation for the development of strong character, healthy self-concept, aspirations, and a sense of personal responsibility?

- How do I provide opportunities in my classroom for students to persevere in their learning and encourage them to understand the importance of working toward challenging goals?

1.3 LEVEL 1

Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

	Level 1, Ineffective
Performance-Level Descriptors	*The teacher does not create an equitable environment for students or treat students respectfully.* *The teacher does not encourage students to participate and provides few or no opportunities for them to do so. The structure of the learning activities results in opportunities that allow certain students or groups to participate more actively than others.* *The teacher makes no attempts to model or support students in developing **noncognitive competencies**, such as self-confidence, motivation, and an acceptance of personal responsibility.* *The teacher does not provide opportunities for students to accomplish challenging learning goals or encourage students to persevere in challenging situations.*
Critical Attributes	■ Interactions between the teacher and students, and among students, are disrespectful and lack sensitivity to one another's social, emotional, and academic needs. ■ The teacher does not address instances of disrespectful talk and behavior. ■ The teacher employs no strategies and systems to ensure that students have the opportunity to participate or collaborate with other students. ■ The teacher's focus is solely on academic learning, with little to no emphasis on developing **noncognitive competencies** and high expectations for all students.
Possible Examples	■ A teacher uses a sarcastic tone and tells a student, "Obviously, ANYONE would know that!" ■ A student makes unkind comments to a classmate who asks for help and the teacher does not intervene. ■ Students roll their eyes at a classmate's idea; the teacher does not respond. ■ The teacher calls only on students whose hands are raised and repeatedly invites the same students to respond. ■ A student is allowed to repeatedly shout out answers to each question asked, as the teacher accepts the answers and continues the discussion without allowing others to share. ■ A teacher says to a student, "This is too hard for you. You don't have to do it." ■ A teacher accepts sloppy or incomplete work from students with no encouragement or direction to revise.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0)	*Develop the ability to:* Facilitate learner contributions to developing a safe, respectful, and collaborative learning environment.

Core Proposition 1: Teachers are committed to students and their learning.

Teaching practice is advanced through professional learning that will, for example:

Build skills in facilitating learner interaction.

- Use structured input (e.g., workshops, in-person or online courses, webinars) to learn and practice conflict resolution, restorative discipline, and culturally responsive classroom management.

- Observe colleagues who demonstrate effective elements of respectful classroom environments, followed by debriefing.

Strengthen analysis and reflection on the impact of the classroom environment on student collaboration and participation.

- Work with a coach to gather data and examine the level of student participation and the collaborative nature of the classroom and its impact on student learning.

1.3 LEVEL 2

Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

Level 2, Developing

Performance-Level Descriptors	*The teacher creates an equitable environment and treats all students respectfully.* *The teacher encourages some students to participate and provides some opportunities for them to do so. The structure of the activities results in opportunities that allow certain students or groups to participate more actively than others.* *The teacher models and supports some students in developing **noncognitive competencies** such as self-confidence, motivation, and an acceptance of personal responsibility.* *The teacher provides opportunities for some students to accomplish challenging learning goals and encourages them to persevere in challenging situations.*
Critical Attributes	■ The interactions between students and the teacher, and among students, are generally respectful, with occasional moments of disrespect that may not be addressed appropriately by the teacher or when the teacher addresses disrespectful behavior, students do not always respond to the redirection. ■ The teacher occasionally provides opportunities for collaboration among students, but expectations for student involvement may be unclear with no formal structures to ensure or track equitable participation. ■ The teacher misses opportunities to make appropriate personal connections with students. ■ The teacher addresses high expectations for some students and the development of noncognitive competencies during conversations with students but does not plan for them to be an intentional part of instruction.
Possible Examples	■ As the teacher monitors group work, he hears one of the students say, "That is a really stupid idea." He tells the group that he is hearing disrespectful talk but does not directly model or assist with correcting the behavior. ■ After several students are misbehaving in line, the teacher takes recess away from the entire class. ■ As students work with a partner to reflect on the learning, one of the partners does most of the talking. ■ Students are asked to collaborate in small groups without structures or group rules that clearly define the expectations for individual contributions. ■ When one of the students in the science class wins the highest honor in the county science fair, no mention is made of it to the student or shared with the class. ■ Though some students complain that the assignment was too hard and they did not understand it, the teacher tells them to "keep trying" without offering suggestions as they work on the independent mathematics assignment.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0)	*Develop the ability to*: Facilitate learner contributions to developing a safe, respectful, and collaborative learning environment.

Core Proposition 1: Teachers are committed to students and their learning.

Teaching practice is advanced through professional learning that will, for example:

Build skills in facilitating learner interaction.

- Use structured input (e.g., workshops, in-person or online courses, webinars) to learn and practice conflict resolution, restorative discipline, culturally responsive classroom management, and so on.
- Observe colleagues who demonstrate effective elements of respectful classroom environments followed by debriefing.

Strengthen analysis and reflection on the impact of the classroom environment on student collaboration and participation.

- Work with a coach to gather data and examine the level of student participation and the collaborative nature of the classroom and its impact on student learning.

Build skills in developing learner autonomy.

- Use strategies that will provide structures and protocols to encourage student accountability for equitable participation in collaborative learning situations.

1.3 LEVEL 3

Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

Level 3, Effective	
Performance-Level Descriptors	*The teacher creates and overtly models an equitable classroom environment by treating all students respectfully and insisting that all students treat each other with respect.* *The teacher organizes the classroom and learning activities for equitable participation and encourages most students to participate, providing multiple opportunities for them to do so. Opportunities are structured to support reluctant students in participating.* *The teacher models and supports most students in developing __noncognitive competencies__ such as self-confidence, motivation, and an acceptance of personal responsibility.* *The teacher provides opportunities for most students to persevere in challenging situations and to accomplish challenging learning goals.*
Critical Attributes	■ Interactions between the teacher and students, and among students, are respectful and sensitive to one another's social, emotional, and academic needs. ■ The teacher employs multiple strategies and systems to ensure that all students have the opportunity to participate, and students' body language indicates their willingness to do so. ■ The teacher and students encourage one another's efforts and celebrate one another's accomplishments. ■ The teacher models the dispositions and expectations for producing quality work, and encourages and supports students to persevere when expectations are not being met.
Possible Examples	■ The teacher and students give full attention to the speaker. ■ The teacher tells students, "In this classroom, we do not call each other names." ■ The teacher greets students at the door and acknowledges them personally as class begins. ■ The teacher tells students, "Partner A, you have 90 seconds to share and then partner B will have the same amount of time to respond to your ideas. I will signal when time is up." ■ The teacher encourages students to help one another and accept help from one another. ■ The teacher engages the class in a group cheer after he announces, "Abdi's entry is a finalist in the district art contest!" ■ As students struggle with the assignment, the teacher is heard saying, "I know this is challenging. Learning is hard work—just think about what we have been working on during the last 3 days and use the charts we made to help you. You will figure it out." ■ The teacher encourages students to work toward producing quality work by sharing product descriptors and exemplars to help students understand the attributes of quality for a particular assignment.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0)	*Develop the ability to:* Collaborate with learners and colleagues to foster safe, respectful, and rigorous classroom and school learning environments that promote student responsibility.

Core Proposition 1: Teachers are committed to students and their learning.

Teaching practice is advanced through professional learning that will, for example:

Build skills in facilitating learner interaction.

- Work with colleagues to examine and improve practice that supports collaborative, equitable discussion among learners.

Strengthen analysis and reflection on the impact of the classroom environment on student collaboration and participation.

- Work with a coach to gather data and examine the level of student participation and the collaborative nature of the classroom and its impact on student learning.

- Share practice with colleagues to give and receive feedback on strategies to support learner engagement in collaborative discussions.

Build skills at developing learner autonomy.

- Use strategies that will provide structures and protocols to encourage student accountability for equitable participation in collaborative learning situations.

- Engage in learning activities designed to build skills in using **student self-assessment** strategies to promote individual and group responsibilities.

Core Proposition 1: Teachers are committed to students and their learning.

1.3 LEVEL 4

Standard Indicator 1.3. Classroom Climate. The teacher creates a respectful environment that provides opportunities for equitable participation and supports students in developing positive dispositions toward learning.

	Level 4, Distinguished
Performance-Level Descriptors	*The teacher creates and overtly models an equitable classroom environment by treating all students respectfully and insisting that all students treat each other with respect. Students hold each other accountable for respectful behavior.* *The teacher organizes the classroom and learning activities for equitable participation and encourages nearly all students to participate, providing multiple opportunities for them to do so. Opportunities are structured to ensure equitable participation by nearly all students.* *The teacher models and supports nearly all students in developing **noncognitive competencies** such as self-confidence, motivation, and a sense of personal responsibility.* *The teacher encourages nearly all students to persevere in challenging situations and accomplish challenging learning goals. Teacher provides learning environments that encourage risk taking and help students develop **self-efficacy**.*
Critical Attributes	■ Interactions between the teacher and students, and among students, reflect a genuine concern and regard for the well-being of one another. ■ The teacher and students hold all members of the classroom community accountable for respectful interactions. ■ The teacher employs multiple strategies and systems to ensure that all students have equitable opportunities to participate, and students' interactions demonstrate their ongoing commitment to an environment that supports and encourages the contributions of others. ■ The teacher and students encourage one another's efforts and celebrate one another's accomplishments. ■ The teacher engages students in setting the expectations for producing quality work, and encourages and supports students to accomplish challenging goals.
Possible Examples	■ A teacher asks a student about the piano recital in which she performed over the weekend. ■ A student is heard telling another student, "That wasn't a cool thing to say to Connor. You should go tell him you're sorry." ■ When assisting peers with a learning task, students are heard giving prompts and asking one another questions that promote differing views as they work toward a solution. ■ Students are heard helping each other during group work and making sure all students have opportunities to share in the discussion. ■ The teacher's tone and body language remains neutral as she responds to an incorrect response with, "You're on the right track. Take a look at the last two sentences in the paragraph one more time." ■ The teacher tells a student, "Good for you—you were able to finish your writing assignment without any help! What do you think you did that helped you be successful?" ■ Students use a rating scale to monitor how well they are managing the time and effort they are putting into their individual and group work.
Implications for Professional Learning (adapted from InTASC Learning Progressions 1.0)	*Develop the ability to:* Collaborate with learners and colleagues to foster safe, respectful, and rigorous classroom and school learning environments that promote student responsibility.

Core Proposition 1: Teachers are committed to students and their learning.

Teaching practice is advanced through professional learning that will, for example:

Build skills in facilitating learner interaction.

- Work with colleagues to examine and improve practice that supports collaborative, equitable discussion among learners.

Strengthen analysis and reflection on the impact of the classroom environment on student collaboration and participation.

- Share practice with colleagues to give and receive feedback on strategies to support learner engagement in collaborative discussions.

- Engage in action research, individually or collaboratively, to examine the impact of the learning environment on individual responsibility for behavior and quality work.

Build skills at developing learner autonomy and interdependence.

- Engage students in identifying and developing structures and protocols to encourage student accountability for equitable participation in collaborative learning situations.

- Engage in activities designed to build skills in using **student self-assessment** strategies to promote individual and group responsibilities.