**Tollgate Walkthrough: Classroom Environment TEACHER OBSERVED: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

8/20/14 and 8/22/14

Targets:

* I can create a beautiful classroom environment that supports student learning, responsibility, and engagement.
* I can foster a predictable learning environment in the classroom in which students have a positive and nurturing relationship with a caring adult and peers.
* I can create a learning environment characterized by acceptable student behavior, efficient use of time, and appropriate intervention strategies.

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| **Category** | **No Evidence** | **Some Evidence** | **Strong**  **Evidence** | **Comments** |
| **Physical Organization** | | | | |
| Classroom space is arranged to accommodate different groupings (whole class, small groups, individual) |  |  |  |  |
| Furniture is set up to support student independence, efficiency and safety. |  |  |  |  |
| Supplies are organized, labeled and easily accessible by students to foster responsibility. |  |  |  |  |
| **Craftsmanship and Culture** | | | | |
| Classroom exhibits craftsmanship and intention: anchor charts and student work are created and hung with care and quality |  |  |  |  |
| High quality student work (instead of commercial materials) is displayed |  |  |  |  |
| Student names, faces and work are visible throughout the classroom and beyond. Every member of the Crew is represented in pictures and artifacts around the room. |  |  |  |  |
| Items from the natural world are displayed and cared for by students. |  |  |  |  |
| Artifacts that cultivate wonder, curiosity, and investigation are on display. |  |  |  |  |
| Purposeful displays that give viewers a sense of aesthetic ambiance (not visually distracting). The environment has a cohesive feel and is not over-loaded. |  |  |  |  |
| **Rituals/Routines** | | | | |
| Teachers use specific techniques or signals for quickly getting and maintaining students’ attention. |  |  |  |  |
| Teachers develop and teach routines in the classroom for managing materials, furniture and space. |  |  |  |  |
| Teachers and students develop routines for managing transitions. |  |  |  |  |
| Teachers and students develop norms to facilitate a productive and safe learning environment. |  |  |  |  |