



Supportive Learning Environment Rubric

WHEN TO USE THIS TOOL:

- This tool describes a supportive learning environment at different levels of implementation. It focuses on student actions that are seen at the different levels. Use this tool when you want to get a measure of how supportive of a learning environment a teacher has been able to foster in the classroom.

HOW TO USE THIS TOOL:

Before using the tool

- Review the rubric to make sure both teacher and coach understand the descriptors and have discussed examples for any confusing items.
- Determine when measurement will be taken by observer.
- Observe class for at least 20 minutes.

While using the tool

- Focus your observation on the student behaviors.
- Write down evidence seen.
- When selecting levels on the rubric, look for a preponderance of evidence.
- Capture video of the class to go along with the rubric.

After using the tool

- Observer and teacher meet to discuss the rubric markings and evidence.
- Determine learnings from the process and next steps.



BEGINNING	DEVELOPING	ADVANCING
<ul style="list-style-type: none"> • Learners take limited responsibility for supporting a respectful learning community, and most learners need constant guidance from the educator. • Learners engage in limited actions, both verbal and non-verbal, to support a positive classroom environment that is welcoming to other learners. Many actions are perfunctory or done by only a few learners. • Learners engage in limited actions to increase and/or deepen their relationships with others. Most actions are prompted and facilitated by the educator. Learners tend to have a limited network of relationships and/or most relationships are social. • Learners engage in limited learner-to-educator and learner-to-learner interactions where learners feel acknowledged, accepted, seen, and listened to authentically by other learners. These interactions are usually prompted and facilitated by the educator. 	<ul style="list-style-type: none"> • Learners take responsibility for supporting a respectful learning community, without constant guidance from the educator. Some learners take more responsibility than others. • Learners engage in actions, both verbal and non-verbal, to support a positive classroom environment that is welcoming to many other learners. The quality and origin of the actions are somewhat uneven. • Learners engage in actions to increase and/or deepen their relationships with others. Many actions are facilitated by the educator, but a few learners initiate the actions. Most of the relationships extend beyond social. • Learners engage in learner-to-educator and learner-to-learner interactions where learners feel acknowledged, accepted, seen, and listened to authentically by other learners. These interactions are not consistently observed across time or learners, or may need facilitation from the educator. 	<ul style="list-style-type: none"> • All learners take responsibility for supporting a respectful learning community without guidance from the educator. Most learners initiate and take more responsibility. • All learners engage in actions, both verbal and non-verbal, to support a positive classroom environment that is welcoming to all other learners. Even though all participate, some actions are more genuine and impactful. • All learners engage in actions to increase and/or deepen their relationships with others. Many actions are initiated by learners, and the relationships extend beyond social to include academic and other kinds of relationships as well. • All learners engage in learner-to-educator and learner-to-learner interactions where learners feel acknowledged, accepted, seen, and listened to authentically by other learners. These interactions are consistently observed across time and learners.

Evidence

