Classroom Evaluation of Kentucky Department of Education Key Core Work Processes		
(What will we do if they know it already, don't know it, or need other support?)		
Establishing Learning Culture and Environment		
KEY ELEMENTS OF THIS PROCESS	GUIDING QUESTIONS FOR QUALITY PRACTICE	EVIDENCE OF PRACTICE BEING IN PLACE
The environment in which students learn and the support they are offered to meet their individual needs is just as important as solid curriculum, instruction, and systems of continuous improvement. Students need to know they are safe and that their needs will be equitably met- academically, socially, emotionally, and physically. Schools must ensure they create, nurture, and sustain a fair and caring learning community in which all students have optimal opportunities for academic success.	- What classroom systems are in place to ensure opportunities for character development? - What systems do teachers have in place to ensure alignment of core ethical and performance values in the classroom to the school-wide mission and vision? - What methods do teachers use to evaluate existing character-building experiences within the classroom to ensure an all-encompassing culture of character? - How do classroom teachers help students develop their understanding of rules, their awareness of how their behavior affects others, and the character strengths (e.g., self-control, perspective taking, conflict resolution) to help them act responsibly in the academic setting? - How do teachers promote service learning opportunities to encourage student voice and choice, consideration of multiple perspectives, curriculum integration, and reflection? - How do teachers engage students in the development of a classroom mission/vision statement as the premise for how students interact and perform their best work? - In what ways do classroom teachers ensure equitable access to a meaningful and rigorous academic curriculum that is respectful to diverse learners, helps to develop their character, and helps them to be successful? - How do classroom teachers participate in shared leadership opportunities in order to elevate a positive and supportive culture for learning? - How do classroom teachers promote leadership opportunities among students in order to create a culture of shared ownership and student self-regulation? - In what ways do classroom teachers act as cultural mediators, bridging student culture with school and classroom cultures? - What processes are in place to communicate with and support parents/families in order to address barriers to learning?	
Greatest Impact Most **5 4 3 2 1** Least		