*Essential Question:* How does the create a positive learning environment, organize the classroom to enhance learning, and establish rules and procedures that clarify expectations?

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| Teacher Evidence | Student Evidence |
| **Positive Relationships: (III. A.)***The teacher builds positive relationships with students by understanding students’ interests and background** Facilitating a caring and motivating environment
* Has genuine concern for students – positive respectful student-teacher relationships are evident
* Has discussions with students about topics in which they are interested
* Builds student interests into lessons
* Compliments students regarding academic and personal accomplishments
* Uses humor with students when appropriate
* Makes eye contact with students
* Smiles, nods, etc. at students when appropriate
* Displays sensitivity to cultural issues
* Frequent use of student names
* Greet students at the door by name
* Informal conferencing
* Uses humor
* Teacher is aware, knowledgeable, and respectful about the cultural diversity in the classroom; Teacher mentions specific culture norms and the impact this has on planning and instruction
* Builds a classroom community that insists on respect and mutual support for each student’s learning and provides opportunities for students to become familiar with each other
* Designs learning experiences that call for high levels of collaboration, discussion, and interaction among students
* Maintains an open and appropriate level of communication with students and the home
* Teacher models and teaches appropriate social skills in group situations
* Working effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, parents)
* Ability to reach reluctant learners

***Organizing the Physical Layout of the Classroom III.F**** Organizing classroom space (e.g., seating, resources, technology, decoration) to ensure safety, maximize learning, and meet overall goals and objectives
* The arrangement of students’ desks should allow students to hear directions, watch instruction, access necessary materials, and move quickly and safely around the classroom. A teacher should also be able to see and make eye contact with all students from various locations in the classroom.
* Safe and orderly
* Learning goals and agenda is on display
* Decorates the classroom in a way that enhances student learning: Bulletin boards relate to current content, and student work is displayed
* Chart for classroom jobs and students who are responsible for fulfilling the tasks is posted on the wall
* Area for makeup work when absent
* Teacher desk placed to allow teacher to monitor class
* Seating charts to help students stay on task

**Lively Pace (III. D.)*** Employs crisp transitions from one activity to another. Alters pace appropriately (i.e., speeds up and slows down)
* Goals and structures are aimed at helping students manage time, materials, and responsibilities in order to complete the task
* Lesson is paced and adjusted to meet the needs of the students
* Teacher monitors task completion and moves into the next activity when most students are ready
* Time spent on non-instructional processes is minimized (i.e., taking roll, distributing materials, collecting work, lining up…)
* Effective classroom procedures and routines promote smooth transitions between activities
* Meaningful and relevant extension activities are provided for fast paced learners; activities are listed for easy student access
* Off-topic discussions and interruptions are minimized

Maintains a high level of student excitement and on-task behavior using a wide variety of tools and strategies**Time Management (III. D.)*** Begins class quickly and purposefully, with assignments, activities, materials and supplies reading for students when they arrive
* Plans enough activities to engage students throughout class period
* Keeps transitions between activities brief and smooth

**Teacher Demonstrates intensity and enthusiasm III.A.*** Describes personal experiences that relate to the content
* Signals excitement for content by: Physical gestures, Voice tone, Dramatization of information
* Overtly adjusts energy level

**The teacher reviews expectations regarding rules and procedures to ensure their eﬀective execution (III.E.)*** Establishing a manageable set of classroom rules and procedures and communicates with students about them regularly (e.g., posting them, modeling them, explaining the rationale behind them, discussing their applications in the classroom, and refining them as needed) and reminds students of them periodically.
* Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement
* Providing clear directions for classroom tasks using a variety of modalities (e.g., verbal, visual, physical demonstration) and checking to make sure students understand their roles and responsibilities
* Asks students to restate or explain rules and procedures
* Uses classroom meetings to review and process rules and procedures
* Provides cues or signals when a rule or procedure should be used
* Visual or auditory signals are used to gain student attention
* Developing an effective plan for managing student behavior that includes positive consequences, negative consequences, and an appropriate level of home involvement
* Involves students in designing classroom routines
* Reminds students of rules and procedures
* Supports school wide discipline plans (III.B.)
* Visual or auditory signals are used to gain student attention
* Possible Classroom Procedures that are evident in classroom routines:

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| --- | --- |
| * Sharpening pencils
* Distributing materials
* Classroom jobs
* Turning in homework
* Technology
 | * Returning from an absence
* Restroom use
* Beginning of class activities
* Food or drinks in classroom
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* Substitute teachers are provided with information about the established procedures and routines; emergency substitute plans are developed and available
* Teacher establishes clear roles and expectations for effective group work
* Teacher establishes clear expectations and procedures for use of technology devices

***Applying Consequences for Lack of Adherence to Rules and Procedures III. E**** Administering constructive discipline that does not demean the individual
* Provides nonverbal signals when students’ behavior is not appropriate (i.e., eye contact, proximity, tap on desk, shaking head)
* Provides verbal signals when students’ behavior is not appropriate
	+ Tells students to stop
	+ Tells students that their behavior is in violation of a rule, procedure, or classroom expectations
* Explaining reasons for disciplinary actions.
* Involves the home when appropriate (i.e., makes a call home to parents to help extinguish inappropriate behavior)
* Uses group contingency consequences when appropriate (i.e., whole group must demonstrate a specific behavior)
* Uses direct cost consequences when appropriate (e.g.,student must fix something he or she has broken)

***Acknowledging Adherence to Rules and Procedures III.E.**** Provides nonverbal signals that a rule or procedure has been followed : smile, nod of head, high five
* Gives verbal cues that a rule or procedure has been followed
* Thanks students for following a rule or procedure
* Describes student behaviors that adhere to rule or procedure
* Notifies the home when a rule or procedure has been followed
* Uses tangible recognition when a rule or procedure has been followed: certificate of merit, token economies

***Displaying Objectivity and Control III.E**** Does not exhibit extremes in positive or negative emotions
* Addresses inflammatory issues and events in a calm and controlled manner
* Does not demonstrate personal oﬀense at student misbehavior

**Withitness (III.D.)*** Physically occupies all quadrants of the room
* Scans the entire room making eye contact with all students
* Recognizes potential sources of disruption and deals with them immediately
* Managing non-instructional duties (e.g., taking attendance, distributing materials and take-home notices, lunch counts) with minimal disruption to classroom learning
* Working effectively with other adults in the classroom (e.g., co-teachers, paraprofessionals, parents)
* Teacher anticipates behavior problems and acts appropriately; proximity is used to diffuse behavior issues; Teacher identifies antecedents of student misbehavior and intervenes appropriately
* Teacher estimates the time necessary to complete the learning activities to ensure that they can be finished within the time available
* Teacher circulates throughout the classroom
* Teacher manages/monitors many activities simultaneously
* Notices when specific students or groups of students are not engaged
* Notices when the energy level in the room is low

**Teacher Celebrates Success (III.C.)*** Acknowledges students who have achieved a certain score on the scale or rubric
* Acknowledges students who have made gains in their knowledge and skill relative to the learning goal
* Acknowledges and celebrates the final status and progress of the entire class
* Uses a variety of ways to celebrate success: show of hands, certificate, parent notification, round of applause

**Engagement (III. C) – (See Instruction – Domain I)*** The teacher monitors student engagement and applies re-engagement strategies as necessary AND monitors the extent to which strategies have their desired eﬀect, which includes: enhanced energy and engagement and enhanced student participation in questioning activities and activities designed to analyze and review information.
* Use Big 8 Strategies – Expectations, Attention Prompts, Proximity, Cueing – verbal, Signals – nonverbal, Time Limits, Tasking, Voice
* Scans room to determine the level of student engagement
* If students are not engaged, employs one or more strategies to re-engage students, such as (but not limited to): Academic games, questioning techniques, physical movement, friendly controversy.
* Develops impromptu games such as making a game out of which answer might be correct for a given question
* Uses friendly competition along with classroom games
* Maintains a high level of student excitement and on-task behavior using a wide variety of tools and strategies

**Uses Response Strategies*** Uses wait time
* Uses response cards
* Has students use hand signals to respond to questions
* Uses choral response
* Uses technology to keep track of students’ responses
* Uses response chaining

**Uses Physical Movement*** Has students stand up and stretch or use related activities when their energy is low
* Uses activities that require students to physically move to respond to questions - Vote with your feet, go to the part of the room that represents the answer you agree with
* Has students physically act out or model content to increase energy and engagement
* Use give-one-get-one activities that require students to move about the room
 | * Describe the teacher as someone who knows them and/ or is interested in them
* Respond when teacher demonstrates understanding of their interests and background
* Say they feel accepted
* Participates willingly in team-building activities
* Describe teacher as someone who values and respects them
* Respond to teachers’ verbal interactions
* Respond to teachers’ nonverbal interactions
* Demonstrate a strong sense of belonging
* Comfortable sharing ideas, questions, concerns or needs
* Share their feelings
* Collaborate with each other
* Move easily about the classroom
* Use materials and learning centers
* Attend to examples of their work that are displayed
* Attend to information on the bulletin boards
* Focus on instruction
* Show signs of pride regarding their accomplishments in class
* Interact with posted information throughout lessons
* Has access to necessary supplies and resources
* Treat technology and other devices with care and follows procedures for their use
* Students demonstrate established classroom procedures even when the teacher is not present;
* Quickly adapt to transitions and re-engage when a new activity is begun
* Describe the pace of the class as neither too fast nor too slow
* Quickly respond to transition signals
* Say that the teacher “likes the content” and “likes teaching”
* Attention levels increase when the teacher demonstrates intensity and enthusiasm for the content
* Students demonstrate efficient use of the procedures; minimum of class disruption
* Follow clear routines during class
* Can describe established rules and procedures
* Describe the classroom as an orderly place
* Recognize cues and signals from the teacher
* Regulate their own behavior
* Cease inappropriate behavior when signaled by the teacher
* Accept consequences as part of the way class is conducted
* Describe the teacher as fair in application of rules
* Refocus in order to make good decisions, show respect, and solve problems
* Appear appreciative of the teacher acknowledging their positive behavior
* Describe teacher as appreciative of their good behavior
* The number of students adhering to rules and procedures increases
* Resolve conflicts
* Are energetic and enthusiastic.
* Display effort
* Enjoy themselves in the classroom
* Express their own interests, ideas, and insights
* Are on-task and motivated
* Collaborate with each other
* Participate in whole-class and small- group discussions
* Are settled by the teacher’s calm demeanor
* Describe the teacher as in control of himself/herself and in control of the class
* Say that the teacher does not hold grudges or take things personally
* Students feel safe to take risks and to be creative; students offer opinions during a class discussion and other students listen respectfully
* Students feel included in all class activities;
* Teacher and students encourage all students to participate fully
* Are respectful of each other and the teacher
* Collaborate with each other
* Participate in whole-class and small- group discussions
* Recognize that the teacher is aware of their behavior
* Describe the teacher as “aware of what is going on” or “has eyes on the back of his/her head”
* Show signs of pride regarding their accomplishments in the class
* Say they want to continue to make progress
* Show enthusiasm when receiving team points
* Students visibly adjust their level of engagement based on teacher actions
* Students describe the class as interesting
* Students attend to appropriate activities throughout the class
* Appear aware of the fact that the teacher is taking note of their level of engagement
* Try to increase their level of engagement when prompted
* Explain that the teacher expects high levels of engagement
* Engage in the games with some enthusiasm
* Can explain how the games keep their interest and help them learn or remember content
* Systematically provides interesting facts and details about the content
* Multiple students or the entire class respond to questions posed by the teacher
* Can describe their thinking about specific questions posed by the teacher
* Engage in the physical activities designed by the teacher
* Can explain how the physical movement keeps their interest and helps them learn
* Move about room independently as needed
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**Classroom Environment**

* What evidence supports a welcoming environment?
* How is the environment set up so that it is welcoming to all students?
* How is the environment arranged to promote student independence? (Are materials readily available? Are procedures in place so that students can be prepared for activities/routines?)
* How do you determine the purpose for displaying student work?
* How is student work displayed in order to promote content or enhance the learning environment?
* How do you decide on the instructional grouping of students during a lesson?
* Why is it important to think about how you group students? That being said, what are things you consider when forming groups (or partners) and why?
* How do you hold groups and individuals accountable for work completed within a group?
* How do you decide on the roles individuals will have when working in groups?
* How do you model or communicate your expectations to students for their own work and that of the group?
* How do you assess the performance of groups and individuals when it is completed in a group setting?
* How do you ensure the room is arranged to accommodate individual, as well as group work?
* How is information posted in the classroom so that it may be easily referenced by students (e.g., standards, punctuation rules, and schedule)?
* Think about challenges that occur when preparing the learning environment for students; how do you address obstacles?

**Suggested Coaching Questions: Managing Student Behavior**

* What systems are in place to effectively monitor student behavior?
* How do you plan to address inappropriate behavior, should it become an issue during this lesson?
* How does your grouping enhance student behavior?
* What part does motivation play in student behavior?

**Suggested Coaching Questions: Classroom Culture**

* How are students involved in developing classroom procedures (e.g., classroom rules, procedures for supplies, routines)?
* How do you determine/plan appropriate procedures to ensure a respectful culture?
* How do you build interdependence among students?
* How do you provide opportunities for students to collaborate?
* How do you build safety in the classroom, promoting open communication and/or collaboration?
* How do you plan opportunities to teach, practice and reinforce social skills (e.g., listening to others, providing positive feedback, patience, respect)?

**Suggested Coaching Questions: Choosing Reinforcement and Refinement Areas**

1. Which areas on the rubric received the highest rates (reinforcements) and the lowest rates (refinements)?
2. Which of these areas would have the greatest impact on student achievement?
3. Which of these areas would have the greatest impact on other areas of the rubric?
4. In which area will the teacher have the most potential for growth? For example, with new teachers it might be better to focus on developing objectives and sub-objectives instead of improving a teacher’s ability to incorporate high quality activities.
5. Make sure that the reinforcement is not directly related to the refinement. The reason is that if you choose a refinement that is directly related to the reinforcement, it would be like saying “Your questioning was great, but there were no higher order questions.”
6. Choose a refinement area for which you have sufficient and specific evidence from the lesson to support why the teacher needs to work in this area.