

Framework Cluster #3: Classroom Management

| Indicators: | | | |
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| Evidence: | | | |
| <ul style="list-style-type: none"> • Efficient procedures for non-instructional activities: taking roll, distributing/collecting materials, transitions, etc. (2c) • Clear guidelines for student work when unsupervised, e.g., in small groups (2c) • Evidence of clear standards of conduct, understood by students, monitored by teacher, corrected successfully (when necessary) by teacher and/or students (2d) • Physical environment supportive of learning activities (2e) • Productive contribution to the class by volunteers and paraprofessionals (2e) | | <ul style="list-style-type: none"> • Observation: <ul style="list-style-type: none"> ○ routines ○ student conduct ○ physical environment | |
| Unsatisfactory | Basic | Proficient | Distinguished |
| <p>The classroom environment is disorganized and chaotic, due to some combination of the following:</p> <ul style="list-style-type: none"> • Much instructional time is lost due to absent or inefficient classroom procedures. • Groups not working with the teacher are not involved in productive work. • No standards of conduct appear to have been established, or the teacher does not monitor student behavior, or when teacher notices student misbehavior, she appears helpless to do anything about it. • There are physical hazards in the classroom, endangering student safety. • Volunteers and paraprofessionals have no defined role and/or are idle much of the time. | <p>The classroom environment is a little rough, due to some combination of the following:</p> <ul style="list-style-type: none"> • Procedures for transitions, materials, and other non-instructional duties seem to have been established, but their operation is rough. • Small groups are only intermittently engaged while not working directly with the teacher • Standards of conduct appear to have been set, but the teacher's attempts to maintain order meet with uneven success, OR the teacher's response to student misbehavior is inconsistent; sometimes very harsh; other times lenient • The physical environment is not an impediment to learning, but does not enhance it. • Volunteers and paraprofessionals participate but require frequent supervision | <p>The classroom functions smoothly and efficiently*, due to some combination of the following:</p> <ul style="list-style-type: none"> • Time-saving procedures have been established for non-instructional activities, such as distribution and collection of materials and supplies, transitions to other grouping patterns, etc. • All students are productively engaged during small group work, indicating established procedures • The teacher regularly monitors student behavior; student behavior is generally appropriate. When needed, the teacher response to misbehavior is effective • The classroom is arranged to support the instructional goals and learning activities. • Volunteers and paraprofessionals work with minimal supervision | <p>The classroom functions seamlessly, with factors in evidence in addition to those of "proficient;":</p> <ul style="list-style-type: none"> • Students take the initiative with their classmates to ensure non-instructional routines run smoothly • Students ensure productive small-group work, for example, by assigning roles • The teacher's monitoring of student behavior is seamless and preventive, accomplished through non-verbal means; student behavior is entirely appropriate • Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct. • Students take the initiative to adjust the physical environment. • Volunteers and paraprofessionals take initiative in their work in the class, indicating clear roles and training |