

Teacher Growth Guide 5.1

Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual/group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

Quality Indicator 1: Classroom Management Techniques

Emerging	Developing	Proficient	Distinguished				
<p>5E1) The emerging teacher...</p> <p>Demonstrates basic classroom management techniques and addresses misbehavior to avoid the disruption of instruction.</p>	<p>5D1) The developing teacher also...</p> <p>Uses effective classroom management techniques including addressing misbehavior promptly and effectively with the least disruption of instruction.</p>	<p>5P1) The proficient teacher also...</p> <p>Adapts and develops classroom management techniques that address all student misbehavior ensuring little or no disruption of instruction.</p>	<p>5S1) The distinguished teacher also...</p> <p>Shares with others effective classroom management techniques that reduce the likelihood of misbehavior ensuring little or no disruptions to instruction.</p>				
Professional Frames							
<p>Evidence of Commitment <i>Classroom artifacts (posted rules and protocols) support effective techniques</i></p> <p>Evidence of Practice <i>Engages in techniques to manage behavior in the classroom</i></p> <p>Evidence of Impact <i>Student misbehavior is addressed</i></p>	<p>Evidence of Commitment <i>Artifacts include strategies for addressing misbehavior</i></p> <p>Evidence of Practice <i>Techniques address misbehavior promptly and positively allowing instruction to continue</i></p> <p>Evidence of Impact <i>Student misbehavior is addressed promptly and positively allowing instruction to continue</i></p>	<p>Evidence of Commitment <i>Posted management techniques address a wide variety of possible misbehaviors</i></p> <p>Evidence of Practice <i>Demonstrates adaptations to techniques to address unique student misbehaviors</i></p> <p>Evidence of Impact <i>Unique misbehaviors are addressed promptly and positively allowing student learning to continue</i></p>	<p>Evidence of Commitment <i>Artifacts for classroom management are shared with colleagues</i></p> <p>Evidence of Practice <i>Serves as a resource to other colleagues on effective classroom management</i></p> <p>Evidence of Impact <i>Colleagues improve their use of classroom management techniques</i></p>				
Score = 0	1	2	3	4	5	6	7