

## 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>  |   |   |   |   |
| <b>Professional Frames</b>   |   |  |  |   |   |   |   |
| <p><b>Evidence of Commitment</b><br/><i>Classroom artifacts (posted rules and protocols) support effective techniques</i></p> <p><b>Evidence of Practice</b><br/><i>Engages in techniques to manage behavior in the classroom</i></p> <p><b>Evidence of Impact</b><br/><i>Student misbehavior is addressed</i></p> | <p><b>Evidence of Commitment</b><br/><i>Artifacts include strategies for addressing misbehavior</i></p> <p><b>Evidence of Practice</b><br/><i>Techniques address misbehavior promptly and positively allowing instruction to continue</i></p> <p><b>Evidence of Impact</b><br/><i>Student misbehavior is addressed promptly and positively allowing instruction to continue</i></p> | <p><b>Evidence of Commitment</b><br/><i>Posted management techniques address a wide variety of possible misbehaviors</i></p> <p><b>Evidence of Practice</b><br/><i>Demonstrates adaptations to techniques to address unique student misbehaviors</i></p> <p><b>Evidence of Impact</b><br/><i>Unique misbehaviors are addressed promptly and positively allowing student learning to continue</i></p> | <p><b>Evidence of Commitment</b><br/><i>Artifacts for classroom management are shared with colleagues</i></p> <p><b>Evidence of Practice</b><br/><i>Serves as a resource to other colleagues on effective classroom management</i></p> <p><b>Evidence of Impact</b><br/><i>Colleagues improve their use of classroom management techniques</i></p> |   |   |   |   |
| Score = 0  | 1   | 2  | 3  | 4 | 5 | 6 | 7 |

## Possible Sources of Evidence

### **Standard 5: Positive Classroom Environment**

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

| <b>Professional Commitment</b>  |   |   |  |
|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Posted classroom procedures/routines               <ul style="list-style-type: none"> <li>• Classroom norms</li> </ul> </li> <li>• Parent/community outreach</li> </ul>  |   |   |  |
| <b>Professional Practice</b>  |   |   |  |
| <ul style="list-style-type: none"> <li>• Designs classroom routines and procedures</li> <li>• Communicates classroom routines, procedures, and expectations for behavior to parents/guardians</li> <li>• Uses motivation and engagement strategies in the classroom</li> <li>• Organizes classroom and routines with regard to management of time, space, transitions and activities</li> </ul> | <ul style="list-style-type: none"> <li>• Maintains student engagement by managing time, space, transitions and activities</li> <li>• Self-reflects on the effectiveness of motivation and engagement strategies</li> <li>• Uses effective classroom management techniques preserving instructional time</li> <li>• Engages in practices to learn the culture of the school and community</li> </ul> | <ul style="list-style-type: none"> <li>• Work with students and parents to build a positive, supportive classroom culture</li> <li>• Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community</li> <li>• Adapts strategies to address unique student behaviors</li> <li>• Attends community and school events</li> </ul> | <ul style="list-style-type: none"> <li>• Gathers and implements new research-based strategies for positively managing student behavior</li> <li>• Engages students in strategies to think about and provide input into building positive relationships and culture</li> <li>• Models, coaches, or shares with colleagues strategies to address student behavior</li> </ul> |
| <b>Professional Impact</b>  |   |   |  |
| <ul style="list-style-type: none"> <li>• Observation/examples of Student feedback/comments</li> <li>• Students respond to teacher prompts (observable)</li> <li>• Student to student and student to teacher interactions are positive (observable verbal and non-verbal cues)</li> <li>• Classroom discipline/incident report analysis trend data</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Parent/community outreach and engagement summary</li> <li>• Completed homework/projects trend data</li> <li>• Student reflections/journal data</li> <li>• Students/parents survey summary data</li> <li>• Students quickly respond to the teacher's cues and prompts</li> </ul>  | <ul style="list-style-type: none"> <li>• Students maintain high levels of engagement</li> <li>• Students understand expectations and automatically follow the procedures, routines, and norms-- self directed</li> <li>• Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)</li> </ul>                                  | <ul style="list-style-type: none"> <li>• Students participate in forming the classroom environment</li> <li>• Staff survey</li> <li>• Attendance data</li> <li>• IEP reports</li> </ul>  |