

Teacher Growth Guide 5.2

Standard 5: Positive Classroom Environment

Quality Indicator 2: Management of time, space, transitions, and activities

Emerging	Developing	Proficient	Distinguished				
<p>5E2) The emerging teacher...</p> <p>Manages time, space, transitions, and activities in their classroom.</p>	<p>5D2) The developing teacher also...</p> <p>Effectively manages time, space, transitions, and activities to create an environment that enhances student engagement.</p>	<p>5P2) The proficient teacher also...</p> <p>Organizes, allocates, and manages time, space, transitions and activities to promote continuous student engagement and high levels of productivity.</p>	<p>5S2) The distinguished teacher also...</p> <p>Shares with others effective strategies for managing time, space, transitions and activities to promote continuous student engagement and high levels of productivity.</p>				
Professional Frames							
<p>Evidence of Commitment <i>Designs routines that support effective management of time, space, transitions and activities</i></p> <p>Evidence of Practice <i>Demonstrates a basic understanding of the value of managing time, space, transitions, and activities to increase student engagement and self-direction</i></p> <p>Evidence of Impact <i>Students are generally engaged and somewhat responsive to the teacher's classroom management strategies</i></p>	<p>Evidence of Commitment <i>Routines and structures support effective management of time, space, transitions and activities</i></p> <p>Evidence of Practice <i>Maintains student engagement by effectively managing time, space, transitions, and activities</i></p> <p>Evidence of Impact <i>Students are engaged and respond to the teacher's effective management of time, space, transitions, and activities</i></p>	<p>Evidence of Commitment <i>Routines and structures are modified as necessary to enhance effective management</i></p> <p>Evidence of Practice <i>Engagement data indicates a strong impact from the management of time, space, transitions and activities</i></p> <p>Evidence of Impact <i>Students are engaged and see the importance of self direction and control</i></p>	<p>Evidence of Commitment <i>Routines and structures are modified based on student input</i></p> <p>Evidence of Practice <i>Is able to serve as a resource to others on strategies for managing time, space, transitions, and activities</i></p> <p>Evidence of Impact <i>Colleagues improve their own management of time, space, transitions, and activities</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.

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