

Cluster 3: Classroom Management

- Efficient procedures for non-instructional activities: taking roll, distributing and collecting materials, making transitions, etc. (2c)
- Clear guidelines for student work when it is unsupervised, e.g., in small groups (2c)
- Evidence of clear standards of conduct, understood by the students, monitored by the teacher, corrected successfully (when necessary) by teacher or students, or both (2d)
- Physical environment supportive of learning activities (2e)
- Productive contribution to the class by volunteers and paraprofessionals (2c)

Cluster 3 Considerations:

- In what ways are classrooms well run and organized?
- How might classroom routines and procedures be clearer or carried out more efficiently to prevent loss of instructional time?
- How might students themselves take a more active role in ensuring a productive classroom?
- In what ways do students not only understand and comply with standards of conduct but also play an active part in setting the tone for maintaining those standards?
- How does the physical environment in classrooms support learning and engagement?

UNSATISFACTORY

The classroom environment is disorganized and chaotic.

- Classroom procedures for transitions and other non- instructional duties are either absent or ineffective, resulting in the loss of significant instructional time.
- Small groups not working with the teacher are not involved in productive work.
- No standards of conduct appear to have been established, the teacher does not monitor student behavior, or, when noticing student misbehavior, appears helpless to do anything about it.
- There are physical hazards in the classroom, endangering student safety.

BASIC

The classroom is at times disorganized.

- Procedures for transitions, materials, and other non- instructional duties seem to have been established, but their operation is rough or inconsistent, resulting in some loss of instructional time.
- 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 are uneven, or the teacher's response to student misbehavior is inconsistent.
- The physical environment is not an impediment to learning but does not enhance it.

PROFICIENT

The classroom functions smoothly and efficiently.

- Effective and efficient procedures have been established for non- instructional activities, such as distribution and collection of materials and supplies and transitions to other grouping patterns, resulting in minimal to no loss of instructional time. Students carry out procedures with little or no teacher direction.
- Most 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's response to misbehavior is effective.
- The classroom is arranged to support the instructional goals and learning activities.

DISTINGUISHED

The classroom functions seamlessly.

- Students take the initiative with their classmates to ensure non-instructional routines run smoothly; productive classroom norms are well established, and students as well as the teacher act to maintain them.
- Students ensure productive small-group work by, for example, assigning roles.
- The teacher's monitoring of student behavior is seamless and preventative, accomplished through nonverbal means; student behavior is entirely appropriate.
- Students take the initiative to contribute to and adjust the physical environment to support learning for all students.