

CLASSROOM MANAGEMENT: Effective teachers establish an organized system of routines and procedures in order to maximize instructional time and create a well-managed academic environment. (AQTs 2.1)

	Ineffective	Developing	Effective	Exemplary
T E A C H E R	<ul style="list-style-type: none"> ● <u>Procedures:</u> provides no evidence of established classroom rules, routines, and procedures ● <u>Monitoring:</u> does not appropriately monitor or respond to student behaviors ● <u>Organization:</u> lacks organization of classroom materials and resources ● <u>Time management:</u> wastes instructional time ● <u>Safety:</u> does not provide a physically safe environment 	<ul style="list-style-type: none"> ● <u>Procedures:</u> establishes rules, routines, and procedures ● <u>Monitoring:</u> monitors and responds to student behaviors, but not in a timely manner ● <u>Organization:</u> arranges classroom materials and resources ● <u>Time management:</u> minimizes loss of instructional time ● <u>Safety:</u> maintains a physically safe environment 	<ul style="list-style-type: none"> ● <u>Procedures:</u> establishes and equitably enforces rules, routines, and procedures ● <u>Monitoring:</u> appropriately monitors and responds to student behaviors in a timely manner ● <u>Organization:</u> arranges classroom materials and resources to facilitate group and individual activities ● <u>Time management:</u> maximizes instructional time ● <u>Safety:</u> maintains both a physically and emotionally safe environment 	<ul style="list-style-type: none"> ● <u>Procedures:</u> adapts rules, routines, and procedures to address the needs of students ● <u>Monitoring:</u> provides structures whereby students monitor their own behaviors ● <u>Organization:</u> empowers students to take responsibility for maintaining organization of classroom materials and resources ● <u>Time management:</u> maximizes instructional time and allows for student input into the management plan ● <u>Safety:</u> advocates for a physically and emotionally safe environment for the entire school campus
S T U D E N T S	<ul style="list-style-type: none"> ● <u>Engagement:</u> appear off task ● <u>Procedures:</u> shows no understanding of classroom rules, routines, and procedures ● <u>Response:</u> does not respond to cues and/or signals from the teacher ● <u>Disruptions:</u> disrupt instruction often 	<ul style="list-style-type: none"> ● <u>Engagement:</u> appear on task but not engaged/compliant ● <u>Procedures:</u> ask minimal questions about classroom rules, routines, and procedures ● <u>Response:</u> inconsistently respond to verbal cues and/or signals from teacher ● <u>Disruptions:</u> rarely disrupt instruction 	<ul style="list-style-type: none"> ● <u>Engagement:</u> stay on task and engaged ● <u>Procedures:</u> follow established classroom rules, routines, and procedures with minimal reminders from the teacher ● <u>Response:</u> recognize and respond to verbal cues and/or signals from the teacher ● <u>Disruptions:</u> only disrupt instruction when unavoidable 	<ul style="list-style-type: none"> ● <u>Engagement:</u> stay on task and engaged, both individually and in teams/partner work ● <u>Procedures:</u> show ownership of established classroom rules, routines, and procedures ● <u>Response:</u> respond to nonverbal cues from the teacher without procedural questions ● <u>Disruptions:</u> do not let disruptions interrupt the flow of instruction