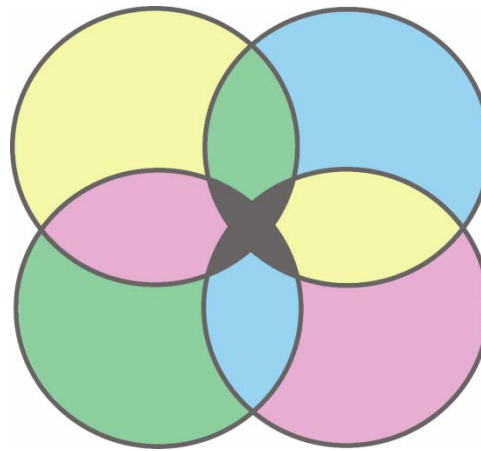


Domain 2: The Classroom Environment

d. Managing Student Behavior



The Framework for Teaching by Charlotte Danielson

Why is this an important component of effective teaching?

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do, and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.



The Elements

This component may be broken down into three distinct and important elements. As you review these elements, think about what they might look like in practice in the classroom.

- ▶ **Expectations**

It is clear, either from what the teacher says or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

- ▶ **Monitoring of student behavior**

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.

- ▶ **Response to student misbehavior**

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill and provides students with an indication of how seriously the teacher takes the behavior standards. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although this is not always possible

Determining a level of performance for a component must be grounded in evidence found during an observation of a lesson. The indicators below may be used as a guide for looking for evidence of this component in a classroom.

- ▶ Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- ▶ Absence of acrimony between teacher and students concerning behavior
- ▶ Teacher awareness of student conduct
- ▶ Preventive action when needed by the teacher
- ▶ Fairness
- ▶ Absence of misbehavior



Relevant because...

- Classroom rules are posted, but neither teacher nor students refer to them.

This evidence indicates that the teacher has attempted to set expectations for the classroom—an element for this component—but does little to actually enforce or uphold them

- The teacher asks to speak to a student privately about misbehavior.

*This is evidence of a teacher's response to student behavior, an element for **Managing Student Behavior**.*

- The teacher moves to every section of the classroom, keeping a close eye on student behavior.

*This observation shows that the teacher is monitoring student conduct and also taking action to prevent misbehavior; these are both indicators for **Managing Student Behavior**.*

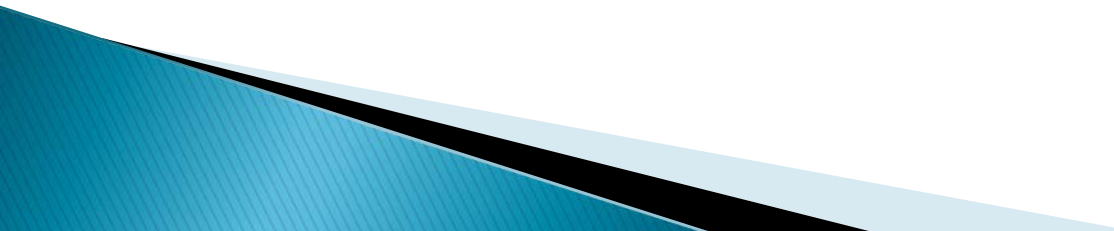
Activity: Level of Performance

You will read four classroom observation descriptions. They are numbered so that we can reference them and in no way reflect their performance level.

After each of the four description, jot down what performance level you would assign it and why.



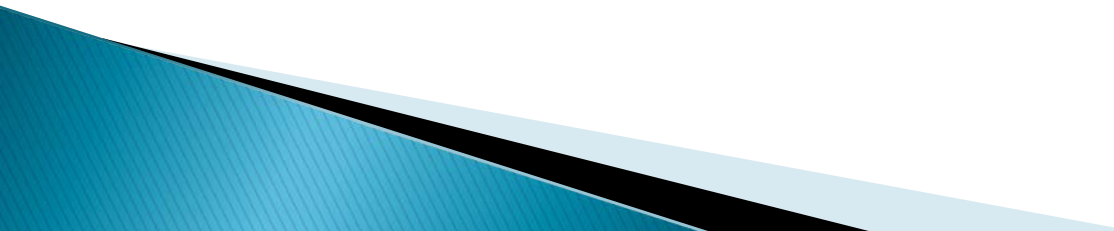
What's the Level of Performance?

1. Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior. There is inconsistent implementation of the standards of conduct.
- 

What's the Level of Performance?

2. Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. The teacher's response to student misbehavior is consistent, appropriate and respectful to students, and effective.

What's the Level of Performance?

3. Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and that of other students against standards of conduct. The teacher's monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects student dignity.
- 

What's the Level of Performance?

4. There appear to be no established standards of conduct and little or no teacher monitoring of student behavior. Students challenge the standards of conduct. Response to student misbehavior is repressive, or disrespectful of student dignity.

Level of Performance Answers

1. Partially Effective (Rubric Level 2)
2. Effective (Rubric Level 3)
3. Highly Effective (Rubric Level 4)
4. Ineffective (Rubric Level 1)

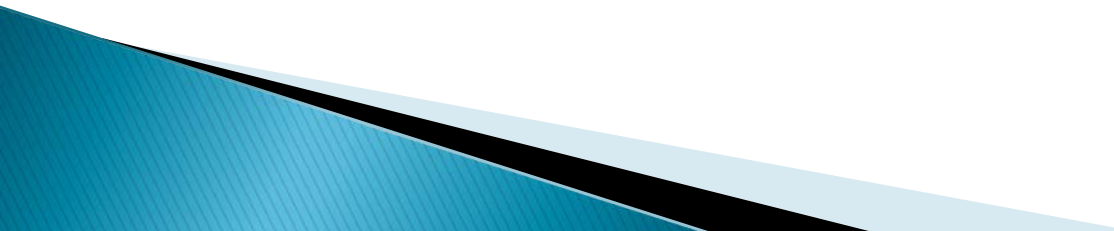
Any surprises?



Level 3: Critical Attributes

- ▶ Standards of conduct have been established.
- ▶ Student behavior is generally appropriate.
- ▶ The teacher frequently monitors student behavior.
- ▶ The teacher's response to student misbehavior is effective.
- ▶ The teacher acknowledges good behavior.

Level 3: Evidence

- ▶ Upon a nonverbal signal from the teacher, students correct their behavior.
 - ▶ The teacher moves to every section of the classroom, keeping a close eye on student behavior.
 - ▶ The teacher gives a student a hard look, and the student stops talking to her neighbor.
- 

Level 3 Sample Video

(ELEMENTARY: Insert High Rangefinder.... 3:52)

(MS: Insert Benchmark B...4.56)

Level 2: Critical Attributes

- ▶ The teacher attempts to maintain order in the classroom but with uneven success; standards of conduct, if they exist, are not evident.
- ▶ The teacher attempts to keep track of student behavior, but with no apparent system.
- ▶ The teacher's response to student misbehavior is inconsistent: sometimes very harsh, other times lenient.

Level 2: Evidence

- ▶ Classroom rules are posted, but neither teacher nor students refer to them.
- ▶ The teacher repeatedly asks students to take their seats; some ignore him or her.
- ▶ To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."

Level 2 Sample Video

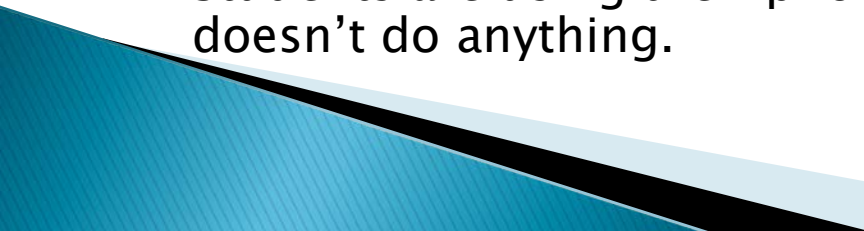
(ELEMENTARY: Insert Benchmark B.... 4:52)

(MS: Insert Benchmark A...4:22)

Level 1: Critical Attributes

- ▶ The classroom environment is chaotic, with no apparent standards of conduct.
- ▶ The teacher does not monitor student behavior.
- ▶ Some students violate classroom rules, without apparent teacher awareness.
- ▶ When the teacher notices student misbehavior, she/he appears helpless to do anything about it.

Level 1: Evidence

- ▶ Students are talking among themselves, with no attempt by the teacher to silence them.
 - ▶ An object flies through the air without the teacher appearing to notice.
 - ▶ Students are running around the room, resulting in chaos.
 - ▶ Students are using their phones and other electronics; the teacher doesn't do anything.
- 

Level 1: Sample Video

(ELEMENTARY: Insert Benchmark B... 5:10)

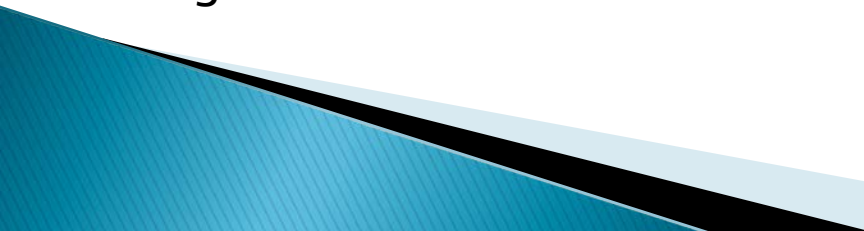
(MS: Insert Benchmark A... 4:43)

Level 4: Critical Attributes

In addition to the characteristics of a level of performance 3,

- ▶ Student behavior is entirely appropriate; there is no evidence of student misbehavior.
- ▶ The teacher monitors student behavior without speaking, just moving about the classroom.
- ▶ Students respectfully intervene with classmates as appropriate to ensure compliance with standards of conduct

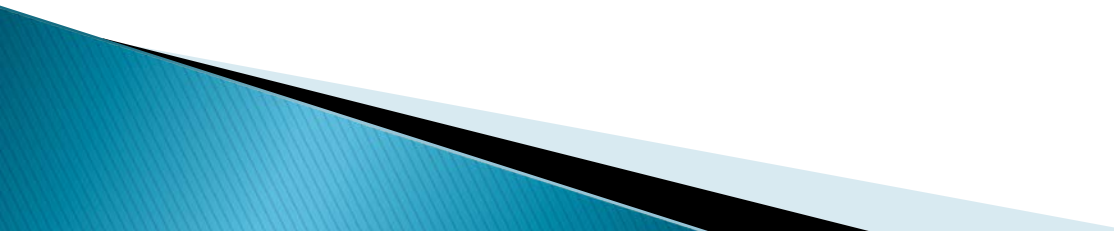
Level 4: Evidence

- ▶ A student suggests a revision to one of the classroom rules.
 - ▶ The teacher notices that some students are talking among themselves and, without a word, moves nearer to them; the talking stops.
 - ▶ The teacher asks to speak to a student privately about misbehavior.
 - ▶ A student reminds his classmates of the class rule about chewing gum.
- 

Level 4: Sample Video

(ELEMENTARY: Insert Benchmark B...2:19)

(MS: Insert Benchmark A...5:18)



Discussion

- ▶ After reviewing the Performance Levels for Domain 2d: Managing Student Behavior, do you think you could distinguish between them?
- ▶ Did the sample videos of each of the performance levels in this component help to provide clarity in what each of the performance levels looks like?
- ▶ Reflect on your classroom practices.... What would the performance level of your classroom on a typical day be as it relates to this component?



Remember...

Our performance goal
is to LIVE in 3...
and
vacation in 4.



Session Reflection & Exit Card

- ▶ An insight I had as a result of today's session is...
- ▶ Concepts from this session that are most applicable to my teaching practice are...
- ▶ A question I have related to today's session is...

