

1.1 Organizes, allocates, and manages resources of time, space, activities, and attention, as well as establishing routines and procedures to create a learning environment characterized by developmentally appropriate student behavior, efficient use of time, and active and equitable acquisition of knowledge, skills, and understanding. (CO: 5.1)

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Time	Any of the following is documented in written plans or through observation:	All of the following are documented in written plans or through observation:	All of the following are documented in written plans AND through observation:	The following are documented in written plans AND through observation:
	<p>1) No evidence of preparation to manage time resources OR observations indicate that s/he is not consistently prepared for lessons and/or implements lessons with too much "down time"</p> <p>2) Order of activities within a lesson are not planned to maximize involvement (e.g., alternating quiet/activities)</p> <p>3) Pacing within activities and lessons is <u>consistently</u> too slow/too fast and not responsive to students' attention span and/or may result in off-task, disruptive behavior</p>	<p>1) Is well-prepared and/or plans so that there is limited "down time;" preparation may, at times, result in lessons that are too brief or too long; may not be prepared with additional activities</p> <p>2) Prepares lessons in which the order and timing of activities within a lesson will maximize active involvement and learning</p> <p>3) Pacing within activities and lessons is <u>inconsistent</u>; may at times be too slow/too fast and not responsive to students' attention span and/or results in off-task, disruptive behavior</p>	<p>1) s/he is consistently well prepared for lessons, resulting in little "down time" during the lessons; implements lessons that meet the time requirements; if lessons are too brief, is prepared with appropriate additional activities</p> <p>2) Plans schedule of activities and timing of activities in order to maximize learning (e.g., alternating active/quiet, high interest/low interest, difficulty, etc.)</p> <p>3) Consistently paces activities and lessons to maximize engagement but may at times be unresponsive to individual students' attention spans</p>	<p>Meets criteria for "proficient" and demonstrates flexibility in either 1) changing timing and sequencing of activities and/or schedule in order to maximize learning and documenting changes in student behavior OR</p> <p>2) Without the prompting of others, documents changes and/or refines pacing of activities and lessons to maximize engagement and to be responsive to individual students' attention spans</p>
Space	No evidence is available OR s/he appears consistently unaware of aspects of physical settings that minimize disruption (e.g., visual distractions, noise); physical setting promotes inattention and/or disruptive behavior	Understands/can describe aspects of setting which are disruptive and explain effective alternatives; lesson plans may describe aspects of physical setting to strengthen learning	Consistently implements activities/ lessons in which the physical setting is organized to minimize disruptions and maximize communication	Meets criteria for "proficient" and provides evidence of changing physical setting based on analysis of student behavior and improving active learning to 1) minimize disruptions, 2) improve monitoring, and/or 3) maximize environment for specific educational purposes
	No evidence is available OR appears unaware of aspects of settings which inhibit monitoring of student behavior AND/OR plans environments in which student behavior cannot be effectively monitored throughout classtime	Describes aspects of setting which assure appropriate monitoring of students in reflections or discussions but does not consistently plan environments so that students can be monitored without prompting	Consistently implements lessons and activities in physical settings that allow teacher to monitor all students	

Space	No evidence is available OR appears unaware of relationship between physical setting and learning goals; setting configuration does not change to support different instructional and/or educational purposes	Describes changes in physical settings which promote different learning goals and may plan lessons that describe different physical settings (e.g., physical settings for discussions differ from direct instruction)	Consistently changes physical setting for different educational purposes: discussions, group work, independent seatwork	
Routines	No evidence that can define basic routines OR descriptions of routines do not provide sufficient detail to indicate that they would, if followed, result in an effective environment for learning (see below)	Evidence that the student can 1) list the essential routines that must be developed for a classroom and 2) describe the student behaviors in a routine in sufficient detail; if followed these routines would result in an effective environment for learning	Meets criteria for "developing" and provides evidence of developing at least one new routine or making significant changes to an existing routine that improve learning for students	Meets criteria for "proficient" and provides evidence of developing multiple routines or making significant changes to existing routines that improve the learning of students
Teacher Attention	No evidence or rarely uses non-verbal signals, signs, etc., to help students independently follow routines and classroom rules	Can describe/understands approaches to using signals, signs, etc. to help students independently follow routines and classroom rules	Utilizes a variety of cues to communicate various information/directions to students to facilitate routines and active student learning	Meets the criteria for "proficient" and documents flexibility in using teacher attention by changing strategies to meet an identified need (challenging student, disruptive group), locating information and resources, implementing changes, and documenting effects
	No evidence OR rarely uses teacher attention to manage on-task behavior, including proximity control	Understands strategies for using teacher attention appropriately to manage on-task behavior, including proximity control	Consistently uses teacher attention appropriately to manage on-task behavior, individualizing attention at times to meet different student needs	
	No evidence OR rarely uses positive feedback and/or positive consequences to create a positive classroom climate and strengthen on-task behavior	Uses positive feedback and positive consequences to manage the environment	Consistently uses positive feedback and positive consequences to manage the environment	
	No evidence of using active listening skills or evidence that s/he uses them ineffectively	No evidence of using active learning skills ineffectively, but limited direct observation evidence to determine effective use	Evidence that uses active listening skills to promote communication with groups and individuals	
Student Impact	No evidence OR consistent evidence exists that any of the following occur: 1) Classroom environment often includes student disruptions and sometimes conflicts that affect student learning	Evidence exists for all of the following; however, these occur during co-teaching, or with another educator in the classroom, or with support: 1) The classroom is free from undue interruptions and disruptive behavior	Without the physical support/presence of another teacher and across a variety of lessons/activities: 1) the classroom is consistently free from undue interruptions and disruptive behavior	Meets the criteria for "proficient" and documents changes in management strategies (teacher attention, routines, timing, etc.) that demonstrate meaningful improvement of student on-task behavior and/or decreases in disruptive behavior of a challenging student or group of students

Student Impact	2) S/he needs support of cooperating teacher or others to maintain control	2) High rates of on-task, productive activity occur for all students (>75% on-task consistently)	2) High rates of on-task, productive activity occurs for all students (>75% on-task consistently)	
	3) Classroom routines are ineffective and frequently result in off-task, disruptive behavior	3) Classroom routines (such as transitions) are implemented with limited disruptive behavior and maximal learning	3) Sufficient routines are implemented to ensure orderly, effective learning environments	
	4) Students rarely follow classroom routines without teacher intervention	4) Students follow classroom routines without teacher intervention	4) Students usually follow classroom routines without teacher intervention	

Operationalization/Criteria:

Guidelines for Admission to Education:

1. Benchmarks for admission require meeting the criteria for "developing" for the following dimensions: Routines, Time, and Impact (row one only):
Student demonstrates an understanding of classroom routines and can manage pacing of instruction and teacher attention to create a positive learning environment.
2. To determine the rating: 1) review the classroom management paper for information on routines and 2) review the field experience teacher's evaluation and any comments on the lesson evaluations for information on pacing of instruction and teacher attention.
3. Average the ratings on these three dimensions to determine an OVERALL rating.
4. Any score in the "basic" range may be followed up with a recommendation of admission with reservations and a support plan to address deficiencies.

Evidence to be evaluated: Field experience teacher's evaluation form, evaluations of lessons by teacher, classroom management plan assignment, possible videoclip

Guidelines for Admission to Student Teaching:

1. Benchmarks for admission require meeting the criteria for "developing" for all dimensions.
Student demonstrates an understanding of how to organize, allocate, and manage resources of time, space, activities, and attention, as well as establishing routines to create a learning environment characterized by developmentally appropriate student behavior and efficient use of time.
2. To determine the rating: 1) review the classroom management paper for information on routines and 2) review the field experience teachers' evaluation and any comments on the lesson evaluations for information on pacing of instruction and teacher attention.
3. Average the ratings on these three dimensions to determine an OVERALL rating.
4. Any score in the "basic" range may be followed up with a recommendation of admission with reservations and a support plan to address deficiencies.

Evidence to be evaluated: Field experience evaluations, evaluations of lessons by teacher, classroom management plan assignment, possible videoclip, lesson plans

Guidelines for Program Completion/Student Teaching:

1. Required for program completion is a rating of "proficient" on all dimensions.
2. Supervisors should observe both teacher behavior and K-12 student behavior and participation during a variety of activities: during formal lesson plans, in 1:1 situations, at informal times (e.g., before and after class); during various routines and transitions
3. Supervisors should evaluate group and individual student participation and behavior -- observe a variety of students, including challenging students.
4. Supervisors should observe teacher's ability to manage the class in different situations, as well as the strategies s/he uses (pacing, teacher attention, signals).
5. Supervisors should observe for teacher consistency and the teacher's ability to be proactive.
6. Supervisors should observe for teacher's ability to promote positive engagement independently.
7. Supervisors should evaluate the overall climate in the room and the teacher's use of positive vs. punishment strategies.

8. Supervisors should evaluate the teacher's written routines and other documents in the portfolio.
9. Supervisors should consult with cooperating teacher and/or mentor or principal about consistency of management strategies and student behavior.

The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Students in large and small groups consistently demonstrated high rates of on-task behavior, >80% on-task in data collected at 4 different observations over one month.*

Examples of Evidence:

Records of evaluation forms of previous field experience teachers and those of university faculty/coaches; direct observation of management and student behavior; interviews with school personnel; videotape of teaching; reflections; student data; TWS (lesson plans)

Rationale:

- Cotton, K. (2001). Schoolwide and classroom discipline. *School Improvement Research Series*. Northwest Regional Educational Laboratory. Available at <http://www.nwrel.org/sepd/sirs/5/cu9.html>.
- Doyle, W. (1986). Classroom organization and management. In Wittrock (Ed.), *Handbook of research on teaching* (3rd ed.) (pp. 392-431). New York: Macmillan.
- Emmer, E. (1987). Classroom management and discipline. In V. Richardson-Koehler (Ed.), *Educators' handbook* (pp. 233-256). New York: Longman.
- Emmer, E., Evertson, C., & Worsham, M. (2006) *Classroom management for secondary teachers*. New York: Longman.
- Evertson, C. (1987). Managing classrooms: A framework for teachers. In D. Berliner & B. Rosenshine (Eds.), *Talks to teachers* (pp. 57-74). New York: Random House.
- Evertson, C. (1995). Classroom rules and routines. In L. Anderson (Ed.), *International encyclopedia of teaching and teacher education* (2nd ed., pp. 215-219). Tarrytown, NY: Elsevier Science.
- Fenwick, D. Managing space, energy, and self: Junior high teachers' experiences of classroom management. *Teaching and teacher education*, 14, 619-631.
- Good, T.L., & Brophy, J.E. (2000). *Looking in classrooms* (8th ed.). New York: Longman.
- Jones, V.F., & Jones, L.S. (1998). *Comprehensive classroom management: Creating communities of support and solving problems* (5th ed.). Boston: Allyn & Bacon.
- McCaslin, M., & Good, T. (1998). Moving beyond the conception of management as sheer compliance: Helping students to develop goal coordination strategies. *Educational Horizons*, 76(4), 169-176.
- Rohrkemper, M., & Corno, L. (1988). Success and failure on classroom tasks: Adaptive learning and classroom teaching. *Elementary School Journal*, 88, 299-312.