

**1.2 Monitors & analyzes the classroom environment and applies appropriate intervention strategies and practices to enhance social relationships, student motivation and engagement, and productive work (CO: 5.3)**

	<b>Basic (1.0 - 1.9)</b>	<b>Developing (2.0 - 2.9)</b>	<b>Proficient (3.0 - 3.9)</b>	<b>Advanced (4.0)</b>
<b>a. Assessing &amp; Monitoring</b>	Consistently appears unaware of important student activity occurring in the classroom (e.g., off-task or disruptive behavior), even with feedback and support of others	May be inconsistent in monitoring student activity occurring in the classroom (e.g., off-task or misbehavior); may require support from others to point out student behavior	Consistent in monitoring student activity occurring in the classroom (e.g., off-task or misbehavior) across a range of classroom activities and teacher responsibilities, without additional support	Meets all of the criteria for "proficient" and demonstrates advanced skills in assessing and monitoring; demonstration should be typical of a well-prepared teacher after at least a year of experience (e.g., a teacher could identify unmet needs through structured observation, monitor a student's behaviors using structured observations and use the information to develop an intervention, etc.). A description of this teaching skill should be listed in the Inventory
	When queried, is consistently either unaware of possible causes for unacceptable behavior and/or blames students and/or their backgrounds	Reflections and other observations indicate s/he is aware of possible causes for unacceptable behavior	Reflections and other observations indicate s/he is aware of possible causes for unacceptable behavior; investigates classroom causes, rarely blaming students and/or their backgrounds	
	Consistently appears only to respond to one classroom event at a time, ignoring important behavior/multiple events/classroom dimensions; this occurs even with feedback and support of others	Sometimes able to respond to multiple events simultaneously; may require support from others to point out how to respond (but can change based on feedback)	Consistently demonstrates skills at responding to multiple events and classroom dimensions simultaneously without additional support	
<b>b. Adapts Teaching</b>	Consistently fails to adapt environment or own teaching to changing student needs and changes in the environment, even with support of others	Understands events that may affect student engagement and social relationships and can plan strategies to change environment to enhance student activity; evidence may not exist of follow-through with changes and adaptations	Demonstrates skills at acting proactively by planning and implementing at least one change in the social and/or learning environment to promote student engagement and/or student social relationships	Meets all of the criteria for "proficient" and demonstrates "advanced" skills in adapting own behavior based on ongoing assessment information (e.g., multiple examples of changes in the environment that occur immediately within activities based on student behavior)
<b>c. Group &amp; Ind. Settings</b>	Assignment to groups is haphazard or not planned, resulting in ineffective group membership	Plans group assignment to develop heterogeneous groups (in written plans)	Meets criteria for "developing" and consistently implements grouping strategies with students, creating heterogeneous groups	Meets criteria for "proficient" and demonstrates flexibility and creativity in planning individual and/or group activities in the following 3 ways:
	Expectations for group work are unclear and do not require interdependence	Written/verbal expectations for group work are clear; these expectations promote cooperation by structuring activities which require interdependence, individual accountability, and simultaneous interactions	Meets criteria for "developing" and consistently implements clear expectations that promote cooperation	1) Applies a variety of strategies for group work that result in high levels of active participation

<b>c. Group &amp; Ind. Settings (cont.)</b>	Few students dominate group activities; many students do not participate	Plans activities in large and small group activities that promote equal participation	Consistently plans and implements activities in large and small groups that promote equal participation; majority of students actively volunteer to participate without teacher prompting; monitors participation and provides input to ensure equal participation	<p>2) Uses independent work time for a variety of purposes, including providing opportunities for student individualization, student research and projects, and acquisition of independent learning skills</p> <p>3) Uses a variety of strategies for independent work to assure all students will learn independently (e.g., centers, buddy systems)</p>
	Unable to engage students in sustained discussion	Develops activities and lessons that plan to engage students in sustained discussion	Demonstrates that s/he can engage students in sustained discussion	
	<i>Any of the following describes performance related to individual activities:</i> 1) Assigns seatwork activities which many students cannot do independently	<i>Any of the following describes performance related to individual activities:</i> 1) May be inconsistent in assigning seatwork activities which all students can do independently	<i>ALL of the following describes performance related to individual activities:</i> 1) Consistently assigns seatwork/ individual activities which students can complete independently	
	2) Consistently does not monitor students effectively during seatwork to assure all are engaged and completing tasks accurately	2) Usually monitors students effectively during seatwork to assure all are engaged and completing tasks accurately but sometimes needs support of others	2) Consistently monitors students effectively during seatwork to assure all are engaged and completing tasks accurately	
	3) Expectations for behavior during independent work are unclear or inconsistently applied (e.g., how or who to ask for assistance, how to turn in work)	3) Expectations for behavior during independent work assure student engagement but may need support to be planned or implemented effectively	3) Expectations for behavior during independent work assure student engagement and learning and are applied consistently without support of others	
	4) Consistently does not assure all students are prepared to complete tasks independently	4) Assures most students are prepared to complete tasks independently by checking for understanding and giving clear expectations	4) Consistently assures all students are prepared to complete tasks independently	
	5) Often uses seatwork extensively as free time; little learning occurs	5) Usually uses independent activities as learning opportunities rather than free time in which academic learning does not occur	5) Consistently uses independent activities as learning opportunities not as free time	

<b>d. Motivates Students</b>	No evidence OR discipline problems often occur because of routine, repetitive, and boring classes and /or activities	Plans lessons and activities that are not routine, repetitive, and/or boring to students but may not have opportunities to implement them	Consistently motivates student interest by planning and implementing lessons and activities that are not routine, repetitive, and/or boring	Meets all criteria for "proficient" and demonstrates advanced skills at motivating students. For example, s/he may systematically evaluate an individual student's interests and include them in student activities and daily lessons or develop and implement innovative strategies for allowing students to make choices in completing assignments
	No evidence OR plans and activities never/rarely vary in structure and do not include individual, cooperative, and healthy competitive learning activities	Plans activities that vary in structure, engaging students in individual, cooperative, and healthy competitive learning activities that help them develop the motivation to achieve	Consistently varies the structure of activities, engaging students in individual, cooperative, and healthy competitive learning activities that help them develop the motivation to achieve	
	Teaching plans and other evidence seem unaware of students' interests and these are not considered in planning activities	Sometimes embeds student interests in planned learning activities	Consistently motivates students by embedding student interests in activities	
	Students given few choices for learning	Plans some activities in which students are given choices for learning	Frequently allows students choices in completing activities	

### Operationalization/Criteria:

#### Guidelines for Admission to Education:

1. Benchmark for admission is: *Demonstrates developing knowledge and skills concerning planning and implementing activities that motivate students.*
2. Benchmark for admission is a rating of "developing" on dimension d (Motivates Students).
3. To rate this dimension, evaluate lesson plans, as well as peer and self evaluations, the teacher's evaluation, and a possible videoclip; additional information may also be included in the reflection for Goal 1 and/or a written paper or response to a case study that demonstrates understanding of the dimension.
4. Rate all four sub areas and average these for an OVERALL rating.
5. Ratings in the "basic" range may be followed up with a recommendation of admission with reservation and development of a support plan.

#### Evidence to be Evaluated:

Lesson plans, peer and self evaluations, the field experience teacher's evaluation; other possible evidence: a possible videoclip, reflection for Goal 1, a written paper or response to a case study that demonstrates understanding of the dimension

#### Guidelines for Admission to Student Teaching:

Benchmark for admission to student teaching = *Student has developing skills at monitoring and analyzing the classroom environment and applying appropriate strategies and in order to enhance social relationships, student motivation and engagement, and productive work.*

#### Evidence to be Evaluated:

Lesson plans, peer and self evaluations, the field experience teachers' evaluation; other possible evidence: a possible videoclip, reflection for Goal 1, a written paper or

response to a case study that demonstrates understanding of the dimension

### **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, and in group situations.
3. Supervisors should evaluate group and individual student participation and behavior -- observe a variety of students, including challenging students.
4. Supervisors should observe for teacher consistency and the teacher's ability to be proactive and flexible within lesson plans.
5. Supervisors should consult with cooperating teacher and/or mentor or principal about consistency of monitoring and teaching strategies and student behavior.
6. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Implemented lessons with highly motivating activities that varied from day to day; TWS allowed students to choose among high interest research activities to demonstrate learning.*

### **Examples of Evidence:**

Lesson plans, records of evaluation forms of previous field experience teachers and those of university faculty, direct observation of management and student behavior, interviews with school personnel, videotape of teaching, reflections, student data

### **Rationale:**

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- Gottfredson, D., Gottfredson, G., & Hybl, L. (1993). Managing adolescent behavior: A multiyear, multischool study. *American Educational Research Journal*, 30, 179-215.
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- Webb, N., & Palinscar, A. (1996). Group processes in the classroom. In D. Berliner & R. Calfee (Eds.), *Handbook of educational psychology* (pp. 841-876). New York: Macmillan.
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