

**1.3 Establishes and consistently applies accepted disciplinary practices in the school environment that promote positive student growth. (CO: 5.2)**

	<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>Developing Rules &amp; Consequences</b>	No evidence of classroom rules OR rules are any of the following: 1) invalid -- developmentally inappropriate or inappropriate for a classroom, 2) written as goals that cannot be directly monitored (e.g., "the golden rule")	Develops classroom rules that are written with expectations that include enough description that they would allow, with only a few exceptions, the teacher to monitor compliance with each rule	Rules meet "developing criteria" and are written to meet the developmental needs of an actual group of students	Meets criteria for "proficient" and demonstrates advanced understanding in establishing rules and consequences; some examples might include:
	No evidence of consequences for behavior OR consequences are poorly defined (e.g., conceptually unclear, difficult to implement, inappropriate)	Develops positive and negative consequences for following/not following the rules that are appropriate for a classroom	Can develop consequences, both positive and negative, to implement a discipline system for a specific group of students, modifying the system to meet typical challenges that occur	1) Collaborates with others to develop PBS rules and expectations for the school (outside the classroom) or may modify existing rules to meet unmet serious challenges, documenting effects on student behavior
	Discipline system consists of rules for inappropriate behaviors; no emphasis on positive student growth AND/OR all consequences are teacher-constructed	Develops discipline system which includes rules for both inappropriate and appropriate student behavior and both teacher-constructed and natural consequences for a "typical" classroom	Develops discipline system which includes rules for both inappropriate and appropriate student behavior and both teacher-constructed and natural consequences for an actual classroom, modifying the system to meet typical challenges that occur	2) Modifies the discipline system to meet the needs of a serious behavior problem of an individual student or the group, documenting the effects of the change
<b>Disciplinary Practices</b>	<i>Based on feedback of others and direct observation, ANY of the following describes her/his disciplinary practices:</i>  1. Does not consistently implement the rules and discipline system of the school or classroom	<i>Based on feedback of others and direct observation, ANY of the following describes her/his disciplinary practices:</i>  1. Is generally consistent in implementing the existing classroom discipline system, including rules and expectations but may need some support to implement consistently	<i>Based on feedback of others and direct observation, ALL of the following describes her/his disciplinary practices:</i>  1. Is consistent and fair in implementing management (expectations and consequences)	<i>Based on feedback of others and direct observation, the following describes her/his disciplinary practices:</i>  Meets criteria for "proficient" and demonstrates advanced understanding in implementing disciplinary practices by modifying existing strategies to meet an "untypical" challenge, utilizing research and other resources and documenting effects on student(s)
	2. Appears unaware of students' developmental levels or mistakes developmentally appropriate behavior for misbehavior	2. Usually appears aware of students' developmental levels and doesn't mistake developmentally appropriate behavior for misbehavior	2. Consistently aware of students' developmental levels and doesn't mistake developmentally appropriate behavior for misbehavior	

<b>Disciplinary Practices, cont.</b>	3. Frequently resorts to punishment to manage the classroom and/or deal with inappropriate behavior AND/OR rarely maintains appropriate behavior through positive means	3. May resort to punishment to manage the classroom and/or deal with inappropriate behavior at times but does demonstrate use of positive means to maintain appropriate behavior; requires feedback and mentoring to develop alternatives to deal with typical inappropriate behavior; not consistent performance	3. Generally maintains appropriate behavior through positive means, seldom resorting to punishment to manage the classroom	
	4. Rarely gives positive feedback to students	4. Gives positive feedback for appropriate behavior but feedback may not be varied or individual	4. Consistently gives frequent positive feedback to the group and to each student for positive behavior; feedback is varied and individual	
	5. When disruptions, student inattention, or unacceptable behavior occur, s/he needs others to intervene to establish control	5. Holds students accountable for their own behavior but may need support at times; when disruptions, student inattention, or unacceptable behavior occurs, seldom requires others to intervene to establish control	5. Usually holds students accountable for their own behavior; when disruptions, student inattention, or unacceptable behavior occur can establish control without intervention by others	
	<i>Evaluated when teaching:</i> Does not hold students accountable for their own behavior (evaluated when he/she is lead teacher if co-teaching) When routine classroom misbehavior occurs, a) does not follow the principle of "least intervention" (using the simplest, least intrusive intervention that will work first) or b) does not exhibit any effective interventions (See "developing" for examples)	<i>Evaluated when teaching:</i> Gives frequent positive feedback to each student When routine classroom misbehavior occurs, a) may not always follow the principle of "least intervention" (using the simplest, least intrusive intervention that will work first) or b) has limited understanding of different interventions and needs assistance for ideas (exs.: removing distractions, providing signals or cues, redirecting, altering the lesson, proximity control, signal interference, I-messages, rule reminders, etc.)	<i>Evaluated when teaching:</i> Gives frequent positive feedback to each student When routine classroom misbehavior occurs, usually follows the principle of "least intervention" (using the simplest, least intrusive intervention that will work first); needs no support to implement interventions to manage minor misbehavior, demonstrating a number of the types of strategies listed in "developing"	<i>Evaluated when teaching:</i> Individualizes feedback to all children, promoting positive growth in all When routine classroom misbehavior occurs, s/he follows the principle of "least intervention" (using the simplest, least intrusive intervention that will work first) AND utilizes a variety of interventions to meet individual student and group needs
<b>ary Practices, cont.</b>	When moderate misbehavior occurs, does not exhibit effective understanding or does not exhibit effective strategies (See "developing" for examples)	When moderate misbehavior occurs, has limited understanding of different interventions and needs assistance for ideas (exs.: logical consequences, loss of privileges, effective reprimands, overcorrection, etc.)	When moderate misbehavior occurs, may need some support for selecting and implementing interventions of the types of strategies listed in "developing"	When moderate misbehavior occurs, successfully exhibits a number of the types of strategies listed in "developing"

<b>Discipline</b>	Fails to implement changes or interventions to maintain order or improve student behavior, even after prompting	When disruptions, student inattention, or unacceptable behavior occur, others sometimes must intervene to establish control	When disruptions, student inattention, or unacceptable behavior occur, establishes control without assistance	Meets criteria for "proficient consistently with observations and reports over a lengthy period of time (e.g., 2 months) or with different groups of students
	<b>Student Behavior</b>	When the s/he is teaching, even with support, the classroom environment often includes 1) student disruptions and sometimes conflicts AND/OR 2) high/inappropriate rates of rule infractions	With support of a classroom teacher/others, maintains students' positive behavior	Students remain on-task in groups and in independent learning activities with infrequent intervention needed
Understands the relationships between students' behavior and the classroom environment and can plan changes in an existing discipline system to support positive student growth		When typical problems occur, can troubleshoot management system and implements changes in discipline system, resulting in positive results		

**Operationalization/Criteria:**

**Guidelines for Admission to Education:**

- Benchmarks for admission include:  
*Develops a classroom management plan, including classroom rules and consequences and demonstrates developing knowledge and skills concerning consistently and positively implementing the classroom teacher's discipline system.*
- Benchmark for admission is a rating of "developing" on all three dimensions of the standard.
- To determine the rating, 1) review the classroom management paper for information on rules and consequences and 2) review the field experience teacher's evaluation and any comments on the lesson evaluations for information on dimensions two and three; 3) review lesson reflections and peer/self evaluations for all three dimensions. A videoclip may provide evidence for dimensions two and three.
- Average the ratings on these three dimensions to determine an OVERALL rating.
- 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, reflection for Goal 1, self and peer evaluations and lesson reflections

**Guidelines for Admission to Student Teaching:**

- Benchmarks for admission require meeting the criteria for "developing" for all dimensions: *S/he should meet "developing" criteria in all dimensions, with additional information from field experience/practicum evaluations.*
- To determine the rating, 1) review the classroom management paper for information on rules and consequences and 2) review the field experience teacher's evaluation and any comments on the lesson evaluations for information on dimensions two and three; 3) review lesson reflections and peer/self evaluations for all three dimensions. A videoclip may provide evidence of dimensions two and three.
- Average the ratings on these three dimensions to determine an OVERALL rating.
- 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 teachers' evaluations; evaluations of lessons by teacher, classroom management plan assignment, possible videoclip

**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, 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.
10. The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *Researched and implemented an intervention to decrease rude and inappropriate interactions among students in the classroom and improving cooperative behaviors >30% over initial levels.*

**Examples of Evidence:**

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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Emmer, E., Evertson, C., & Anderson, L. (1980). Effective classroom management at the beginning of the school year. *The Elementary School Journal*, 80(5), 219-231.

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Weinstein, C.S., & Mignano, A.J. Jr. (1997). *Elementary classroom management: Lessons from research and practice* (2nd ed.). New York: McGraw-Hill.

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