

# Classroom Management

## Expectations



10A – Creates and communicates clear expectations and consequences

Clear expectations and consequences encourage positive behaviors and increase students' self-efficacy. They create a safe, structured, and stable learning environment. Consistent communication of these expectations and consequences fosters success and improves student achievement.

### Instructional Indicators

- ▶ Development of appropriate and measurable behavioral and academic expectations and consequences
- ▶ Articulation of requirements for meeting expectations
- ▶ Articulation of consequences for not meeting expectations

EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>Continuously develops differentiated expectations and consequences based on anticipated student behaviors and academic performances.</p> <p>Expectations and consequences are always age-appropriate, observable, and measurable for all students.</p> <p>Students may identify appropriate behaviors and classroom expectations.</p>	<p>Develops expectations and consequences based on anticipated student behaviors and academic performances.</p> <p>Expectations and consequences are often age-appropriate, observable, and measurable for all students.</p>	<p>Sometimes develops expectations and consequences that may be based on anticipated student behaviors and academic performances.</p> <p>Expectations and consequences are occasionally age-appropriate, observable, and measurable for some students.</p>	<p>Rarely or never develops expectations and/or consequences.</p> <p>Expectations and consequences that are developed are rarely or never age-appropriate, observable, and measurable for any student.</p>
<p>Clearly articulates behavioral and academic expectations to all students using multiple modalities.</p> <p>Deconstructs and discusses how to achieve expectations with all students.</p> <p>Students may set and assess their own academic and behavioral goals.</p>	<p>Articulates behavioral and academic expectations to all students.</p> <p>Deconstructs and discusses how to achieve expectations with all students.</p>	<p>Occasionally articulates behavioral and academic expectations to students.</p> <p>Sometimes deconstructs and discusses how to achieve expectations with some students.</p>	<p>Rarely or never articulates behavioral and academic expectations to students.</p> <p>Rarely or never deconstructs and discusses how to achieve expectations with students.</p>
<p>Routinely articulates natural and logical consequences to students.</p> <p>Analyzes behaviors and facilitates discussions about appropriate consequences with individual students.</p> <p>Students are a part of this decision-making process.</p>	<p>Articulates natural and logical consequences to students.</p> <p>Analyzes behaviors and facilitates discussions about appropriate consequences with individual students.</p>	<p>Occasionally articulates consequences to students.</p> <p>Sometimes analyzes behaviors and/or facilitates discussions about consequences with individual students.</p>	<p>Rarely or never articulates consequences to students.</p> <p>Rarely or never analyzes behaviors nor facilitates discussions about consequences with individual students.</p>

# Classroom Management

## Expectations



### 10B – Creates and communicates clear routines and procedures

Clear and detailed routines and procedures create a structure for repeatable tasks. These routines and procedures maximize instructional time, significantly reduce negative behaviors, and foster success.

#### Instructional Indicators

- Development and implementation of clear routines and procedures for arrival, transitions, and dismissal
- Development and implementation of clear routines and procedures for instructional and work time expectations
- Development and implementation of clear routines and procedures for materials and supplies management
- Articulation and modeling of systematic routines and procedures

EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>Develops and implements clear and detailed routines and procedures for arrival, transitions, and departure.</p> <p>Routines and procedures are strategically differentiated and accessible for all students.</p> <p>Students may have helped to develop the systems.</p>	<p>Frequently develops and implements clear and detailed routines and procedures for arrival, transitions, and departure.</p> <p>Routines and procedures are differentiated and accessible for all students.</p>	<p>Sometimes develops and/or implements routines and procedures for arrival, transitions, and/or departure.</p> <p>Routines and procedures are occasionally differentiated and/or accessible for some students.</p>	<p>Rarely or never develops or implements routines or procedures for arrival, transitions, and/or departure.</p> <p>Routines and procedures are rarely or never differentiated nor accessible for some students.</p>
<p>Develops and implements clear and detailed routines and procedures for instructional and student work time.</p> <p>Routines and procedures are strategically differentiated and accessible for all students.</p> <p>Students may have helped to develop the systems.</p>	<p>Frequently develops and implements clear and detailed routines and procedures for instructional and student work time.</p> <p>Routines and procedures are often differentiated and accessible for all students.</p>	<p>Sometimes develops and/or implements routines and procedures for instructional and/or student work time.</p> <p>Routines and procedures are occasionally differentiated and may be accessible for some students.</p>	<p>Rarely or never develops nor implements routines or procedures for instructional and/or student work time.</p> <p>Routines and procedures are rarely or never differentiated or accessible for students.</p>
<p>Develops and implements clear and detailed routines and procedures for materials and supply management.</p> <p>Routines and procedures are strategically differentiated and accessible for all students.</p> <p>Students may have helped to develop the systems.</p>	<p>Frequently develops and implements clear routines and procedures for materials and supply management.</p> <p>Routines and procedures are often differentiated and accessible for all students.</p>	<p>Sometimes develops and/or implements routines and procedures for materials and/or supply management.</p> <p>Routines and procedures are occasionally differentiated and may be accessible for some students.</p>	<p>Rarely or never develops or implements routines or procedures for materials and/or supply management.</p> <p>Routines and procedures are rarely or never differentiated and may not be accessible for any students.</p>
<p>Routinely articulates and models systematic routines and procedures for students using multiple modalities.</p> <p>Adapts teaching and modeling of routines and procedures to meet the needs of diverse learners.</p>	<p>Frequently articulates and models systematic routines and procedures for students.</p> <p>Often adapts teaching and modeling of routines and procedures to meet the needs of diverse learners.</p>	<p>Sometimes articulates and/or models systematic routines and procedures for students.</p> <p>Occasionally adapts teaching and/or modeling of routines or procedures for some students.</p>	<p>Rarely or never articulates or models systematic routines and procedures for students.</p> <p>Rarely or never adapts teaching or modeling of routines or procedures for any students.</p>

# Classroom Management

## Expectations



### 10C – Develops and maintains a documentation system for student behavior

Documentation of student behavior conveys behavior patterns to teachers, students, and educational stakeholders. Documentation also provides data for feedback and development of measurable improvements and interventions. Documentation systems help students reflect, foster student success, and improve student achievement.

#### Instructional Indicators

- ▶ Development of documentation systems for observable and measurable student behaviors and interventions
- ▶ Use of documentation systems to record and analyze behavior patterns and interventions
- ▶ Maintenance of behavior and intervention records
- ▶ Communication of documented and analyzed behaviors with teachers, support staff, and other stakeholders

EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>Develops and continuously updates systems for documenting measurable, observable student behaviors and interventions.</p> <p>Documentation systems meet the specific behavioral needs and intervention plans for each student.</p>	<p>Develops and frequently updates systems for documenting measurable, observable student behaviors and interventions.</p> <p>Documentation systems frequently meet the specific behavioral needs and intervention plans for each student.</p>	<p>Attempts to develop and occasionally update systems for documenting measurable and/or observable student behaviors and/or interventions.</p> <p>Documentation systems sometimes meet the specific behavioral needs and intervention plans for some or a few students.</p>	<p>Rarely or never develops or updates systems for documenting measurable, observable student behaviors or interventions.</p> <p>Documentation systems rarely or never meet the specific behavioral needs and intervention plans for any student.</p>
<p>Consistently uses documentation systems to record and analyze patterns of each student's behavior.</p> <p>Supports all students routinely with strategically differentiated interventions and opportunities for reflection and discussion.</p>	<p>Frequently uses documentation systems to record and analyze patterns of each student's behavior.</p> <p>Often supports all students with differentiated interventions and opportunities for reflection and discussion.</p>	<p>Occasionally uses documentation systems to record and/or analyze patterns of each student's behavior.</p> <p>Occasionally supports students with differentiated interventions and/or opportunities for reflection and discussion.</p>	<p>Rarely or never uses documentation systems to record or analyze patterns of each student's behavior.</p> <p>Rarely or never supports students with differentiated interventions or opportunities for reflection and discussion.</p>
<p>Behavior documentation is consistently organized, routinely reviewed, and stored in a protected manner.</p>	<p>Behavior documentation is organized, frequently reviewed, and stored in a protected manner.</p>	<p>Behavior documentation is somewhat organized, occasionally reviewed, and may or may not be stored in a protected manner.</p>	<p>Behavior documentation is rarely or never organized, rarely or never reviewed, and may not be stored in a protected manner.</p>
<p>Routinely uses the documentation system to communicate analyzed data with other teachers, support staff, and parents/guardians.</p>	<p>Frequently uses the documentation system to communicate analyzed data with other teachers, support staff, and parents/guardians.</p>	<p>Occasionally uses the documentation system to communicate data with other teachers, support staff, and/or parents/guardians.</p>	<p>Rarely or never uses the documentation system to communicate data with other teachers, support staff, or parents/guardians.</p>

# Classroom Management

## Relationship Building



### 11A – Builds rapport and positive relationships with students

Building relationships and rapport with students creates trust. Modeling care, positivity, and genuine interest improves student-to-teacher and teacher-to-student relationships. This optimizes student engagement and motivation.

#### Instructional Indicators

- ▶ Dedication of time and space to build appropriate interpersonal relationships
- ▶ Demonstration of genuine interest and care for students' well-being
- ▶ Demonstration of engaging and connecting with students through intellectual enthusiasm relevant to student interests and experiences

EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>Creates and provides opportunities for appropriate personal and open communication with each student.</p> <p>Routinely offers available times to meet with students for additional support.</p>	<p>Provides opportunities for appropriate personal and open communication with all students.</p> <p>Frequently offers available times to meet with students for additional support.</p>	<p>Sometimes provides opportunities for appropriate personal and/or open communication with some students.</p> <p>Occasionally offers available times to meet with students for additional support.</p>	<p>Rarely or never provides opportunities for appropriate personal or open communication with individual students.</p> <p>Rarely or never provides time to meet with students for additional support.</p>
<p>Continuously demonstrates interest in and value of individual students' diverse backgrounds and experiences.</p> <p>Routinely demonstrates genuine care for the academic and social-emotional needs of individual students.</p>	<p>Generally demonstrates interest in and value of individual students' diverse backgrounds and experiences.</p> <p>Frequently demonstrates genuine care for the academic and social-emotional needs of individual students.</p>	<p>Occasionally demonstrates interest in and/or value of individual students' diverse backgrounds and/or experiences.</p> <p>Sometimes demonstrates genuine care for the academic and/or social-emotional needs of individual students.</p>	<p>Rarely or never demonstrates interest in or value of individual students' diverse backgrounds or experiences.</p> <p>Rarely or never demonstrates genuine care for the academic or social-emotional needs of individual students.</p>
<p>Routinely demonstrates enthusiasm for content and learning processes.</p> <p>Continuously engages students in deeper connections between learning and students' individual interests and experiences.</p> <p>Students are often asked to lead topics or themes based on their individual interests and experiences.</p>	<p>Frequently demonstrates enthusiasm for content and learning processes.</p> <p>Engages students in deeper connections between learning and students' individual interests and experiences.</p>	<p>Occasionally demonstrates enthusiasm for content and/or learning processes.</p> <p>Sometimes engages students in connections between learning and students' individual interests and/or experiences.</p>	<p>Rarely or never demonstrates enthusiasm for content or learning processes.</p> <p>Rarely or never engages students in connections between learning and students' individual interests or experiences.</p>

# Classroom Management

## Relationship Building



11B – Creates and maintains an environment of respect

Respectful classroom interactions foster a caring and equitable learning environment for diverse learners. High expectations encourage all learners to reach their full potential. Positive reinforcements promote trust and build student self-confidence.

### Instructional Indicators

- ▶ Creation and maintenance of a respectful and equitable learning environment
- ▶ Demonstration of the expectation that all learners can reach their full potential
- ▶ Use of positive reinforcements that promote trust and build self-confidence

EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>Creates and routinely maintains a respectful and equitable learning environment.</p> <p>Routinely identifies, acknowledges, and validates individual students' feelings, skills, and attributes.</p> <p>Students may be asked to develop criteria for what a respectful and equitable learning environment looks like.</p>	<p>Creates and frequently maintains a respectful and equitable learning environment.</p> <p>Often identifies, acknowledges, and validates individual students' feelings, skills, and attributes.</p>	<p>Occasionally maintains a respectful and equitable learning environment.</p> <p>Sometimes identifies, acknowledges, and/or validates students' feelings, skills, and attributes.</p>	<p>Rarely or never maintains a respectful or equitable learning environment.</p> <p>Rarely or never identifies, acknowledges, or validates students' feelings, skills, and attributes.</p>
<p>Demonstrates the expectation that all learners can reach their full potential.</p> <p>Students may be asked to reflect upon and define what this looks like to them.</p>	<p>Frequently demonstrates the expectation that all learners can reach their full potential.</p>	<p>Occasionally demonstrates the expectation that all or some learners can reach their full potential.</p>	<p>Rarely or never demonstrates the expectation that learners can reach their full potential.</p>
<p>Continuously uses positive reinforcement and caring communication with all students.</p> <p>Strategically builds a community of respect through routine encouragement, continuous esteem-building, and mutual acceptance.</p> <p>Students may be asked to reflect upon and define what this looks like to them.</p>	<p>Uses positive reinforcement and caring communication with all students.</p> <p>Builds a community of respect through routine encouragement, esteem-building, and mutual acceptance.</p>	<p>Occasionally uses positive reinforcement and/or caring communication with students.</p> <p>Attempts to build a community of respect through occasional encouragement, esteem-building, and mutual acceptance.</p>	<p>Rarely or never uses positive reinforcement or caring communication with any students.</p> <p>Rarely or never builds a community of respect through encouragement, esteem-building, or mutual acceptance.</p>

# Classroom Management

## Relationship Building



### 11C – Maintains self-control in challenging situations

Maintaining self-control in challenging situations preserves and develops positive relationships with students. Teacher composure in challenging situations models acceptable adult behavior and productive problem-solving skills.

#### Instructional Indicators

- ▶ Maintenance of self-control and composure when faced with opposition or hostility from others
- ▶ Maintenance of self-control and composure when faced with opposition or hostility between others
- ▶ Demonstration of positive and professional behavior in stressful situations

EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>Routinely maintains self-control and composure when faced with opposition or hostility from others.</p> <p>Continuously demonstrates professional behavior to project stability and confidence to encourage de-escalation.</p>	<p>Maintains self-control and composure when faced with opposition or hostility from others.</p> <p>Demonstrates professional behavior to project stability and confidence to encourage de-escalation.</p>	<p>Sometimes maintains self-control and/or composure when faced with opposition or hostility from others.</p> <p>Occasionally demonstrates professional behavior and sometimes avoids escalation.</p>	<p>Rarely or never maintains self-control or composure when faced with opposition or hostility from others.</p> <p>Rarely or never demonstrates professional behavior and rarely or never avoids escalation.</p>
<p>Routinely maintains self-control and composure when faced with opposition or hostility between others.</p> <p>Continuously demonstrates professional behavior to project stability and confidence to encourage de-escalation between others.</p>	<p>Frequently maintains self-control and composure when faced with opposition or hostility between others.</p> <p>Demonstrates professional behavior to avoid escalation between others.</p>	<p>Sometimes maintains self-control and composure when faced with opposition or hostility between others.</p> <p>Sometimes demonstrates professional behavior when trying to avoid escalation between others.</p>	<p>Rarely or never maintains self-control or composure when faced with opposition or hostility between others.</p> <p>Rarely or never demonstrates professional behavior and may escalate the situation.</p>
<p>Continuously models positive and professional behavior in stressful situations.</p> <p>Routinely seeks to help solve problems rather than escalate them.</p>	<p>Frequently models positive and professional behavior in stressful situations.</p> <p>Seeks to help solve problems rather than escalate them.</p>	<p>Occasionally models positive and/or professional behavior in stressful situations.</p> <p>Sometimes seeks to help solve problems rather than escalate them.</p>	<p>Rarely or never models positive or professional behavior in stressful situations.</p> <p>Does not seek to help solve problems and may escalate the situation.</p>

# Classroom Management

## Physical Space



### 12A – Designs an art room that is accessible for all students

An accessible physical space ensures inclusion and equality for all students. This includes seating options, room flow, and organization and labeling of tools and materials. Accessible physical spaces maximize engagement and independence for students. They also allow for the smooth functioning of daily routines.

#### Instructional Indicators

- ▶ Arrangement of a physical space that is accessible for all students
- ▶ Modifications of tools and materials based on student needs
- ▶ Multimodal organization and labeling of tools and materials

EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>Arranges the physical space to accommodate the accessibility needs of all students.</p> <p>Continuously addresses both physical and communicative accessibilities of the classroom environment.</p> <p>Routinely modifies spaces to meet the sensory and social-emotional needs of all students.</p>	<p>Arranges the physical space to generally accommodate the accessibility needs of students.</p> <p>Addresses both physical and communicative accessibilities of the classroom environment.</p> <p>Frequently modifies spaces to meet the sensory and social-emotional needs of students.</p>	<p>Arranges the physical space to occasionally accommodate the accessibility needs of some students.</p> <p>Sometimes addresses physical and/or communicative accessibilities of the classroom environment.</p> <p>Modifies spaces to occasionally meet the sensory and/or social-emotional needs of some students.</p>	<p>Rarely or never arranges the physical space to accommodate the accessibility needs of any student.</p> <p>Rarely or never addresses physical or communicative accessibilities of the classroom environment.</p> <p>Rarely or never modifies spaces to meet the sensory or social-emotional needs of any student.</p>
<p>Routinely modifies tools and materials to accommodate the needs of all students.</p>	<p>Frequently modifies tools and materials to accommodate the needs of students.</p>	<p>Occasionally modifies tools and materials to accommodate the needs of some students.</p>	<p>Rarely or never modifies tools and materials to accommodate the needs of any student.</p>
<p>Organizes tools and materials in predictable and student-accessible places to meet the needs of all students.</p> <p>Labels storage of tools and materials with both text and image.</p>	<p>Often organizes tools and materials in predictable and student-accessible places to meet the needs of students.</p> <p>Labels storage of tools and materials with both text and image.</p>	<p>Organizes some tools and/or materials in predictable and/or student-accessible places.</p> <p>Occasionally labels storage of tools and/or materials with both text and/or image.</p>	<p>Rarely or never organizes tools or materials in predictable or student-accessible places.</p> <p>Rarely or never labels storage of tools or materials with text or image.</p>

# Classroom Management

## Physical Space



### 12B – Promotes the safe use of equipment, materials, and supplies

Teaching and modeling the safe use of equipment, materials, and supplies in the art room protects the safety and health of everyone in the physical space. This sets a positive example for students and maximizes instructional time.

#### Instructional Indicators

- ▶ Compilation and establishment of researched safety procedures
- ▶ Demonstration of safe behavior
- ▶ Inspection of equipment, materials, and supplies
- ▶ Supervision during the use of hazardous materials

EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>Continuously researches, compiles, and establishes safety procedures and an emergency plan according to current best practices.</p> <p>Routinely emphasizes potential dangers and specific safety procedures using posted visual and systematic verbal reminders.</p> <p>Students may engage in researching and creating safety documents to display.</p>	<p>Researches, compiles, and establishes safety procedures and an emergency plan according to current best practices.</p> <p>Emphasizes potential dangers and specific safety procedures using posted visual and systematic verbal reminders.</p>	<p>Sometimes researches, compiles, and/or establishes safety procedures and/or an emergency plan according to current best practices.</p> <p>Occasionally emphasizes potential dangers and/or safety procedures using posted visual and/or systematic verbal reminders.</p>	<p>Sometimes researches, compiles, and/or establishes safety procedures and/or an emergency plan according to current best practices.</p> <p>Occasionally emphasizes potential dangers and/or safety procedures using posted visual and/or systematic verbal reminders.</p>
<p>Demonstrates and models safe behavior practices while using equipment, materials, and supplies.</p> <p>Students may demonstrate and teach other students while supervised.</p>	<p>Demonstrates and models safe behavior practices while using equipment, materials, and supplies.</p>	<p>Occasionally demonstrates and/or models safe behavior practices while using equipment, materials, and supplies.</p>	<p>Rarely or never demonstrates or models safe behavior practices while using equipment, materials, and supplies.</p>
<p>Routinely inspects all equipment, materials, and supplies.</p> <p>Discontinues the use of and properly disposes damaged and unsafe equipment, materials, and supplies.</p> <p>Creates an environment for students to be accountable for reporting damaged and unsafe equipment, materials, and supplies.</p>	<p>Frequently inspects equipment, materials, and supplies.</p> <p>Discontinues the use of and properly disposes damaged and unsafe equipment, materials, and supplies.</p>	<p>Occasionally inspects some equipment, materials, and/or supplies.</p> <p>Sometimes discontinues the use of damaged and/or disposes of unsafe equipment, materials, and/or supplies.</p>	<p>Rarely or never inspects equipment, materials, or supplies.</p> <p>Rarely or never discontinues the use of nor properly disposes of damaged and unsafe equipment, materials, or supplies.</p>
<p>Establishes a system to effectively supervise students while they are using hazardous equipment and materials.</p> <p>Ensures that students are always supervised when using hazardous equipment and materials.</p>	<p>Supervises individuals or groups of students while they are using hazardous equipment and materials.</p>	<p>Occasionally supervises groups of students or generally the whole class while they are using hazardous equipment and materials.</p>	<p>Rarely or never supervises students while they are using hazardous equipment or materials.</p>

# Classroom Management

## Physical Space



12C – Maintains the organization of supplies and student work

The organization of supplies and student work creates a predictable and accessible learning environment. This arrangement supports and encourages on-task behavior and maximizes instructional and work time. The organization of the space demonstrates respect for supplies and student work.

### Instructional Indicators

- › Creation and maintenance of organized spaces for supplies
- › Development and employment of a system for inventory of supplies
- › Creation and maintenance of organized spaces for student work

EXEMPLARY	ACCOMPLISHED	DEVELOPING	UNSATISFACTORY
<p>Continuously maintains organized and predictable spaces for supplies.</p> <p>Develops and routinely models routines for instructional accessibility as well as caring for an organized system for supply storage.</p> <p>Creates an environment for student accountability for an organized supply storage.</p>	<p>Maintains organized and predictable spaces for supplies.</p> <p>Develops and frequently models routines for instructional accessibility as well as caring for an organized system for supply storage.</p>	<p>Occasionally maintains organized and/or predictable spaces for supplies.</p> <p>Sometimes models routines for instructional accessibility and/or caring for an organized system for supply storage.</p>	<p>Rarely or never maintains organized or predictable spaces for supplies.</p> <p>Rarely or never models routines for instructional accessibility or caring for an organized system for supply storage.</p>
<p>Develops and continuously employs a systematic method for tracking inventory and maintenance of all supplies.</p> <p>Creates an environment for student accountability for reporting low supply.</p>	<p>Develops and frequently employs an organized method for tracking inventory and maintenance of most supplies.</p>	<p>Occasionally employs a method for tracking inventory and/or maintenance of some supplies.</p>	<p>Rarely or never tracks inventory nor maintains supplies.</p>
<p>Maintains organized and predictable spaces for all student work.</p> <p>Creates an environment of student accountability to engage with and utilize artwork storage spaces.</p>	<p>Maintains organized and predictable spaces for all student work.</p>	<p>Occasionally maintains organized and/or predictable spaces for student work.</p>	<p>Rarely or never maintains organized or predictable spaces for student work.</p>