

Domain 2: The Classroom Environment



Component 2d. Managing Student Behavior

Arkansas TESS Training

Based on:

The Framework for Teaching by Charlotte Danielson

Overview...

The purpose of this training is to provide access for Arkansas educators who wish to create or add to understanding of the content of the Arkansas Teacher Excellence and Support System Rubric.

The TESS Rubric is based on The Framework for Teaching Rubric by Charlotte Danielson. The Rubric of this presentation is used to guide Classroom Educators. Other rubrics for this system exist for Specialty Educators.

For further assistance:

Office of Educator Effectiveness

Arkansas Department of Education

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Components of Domain 2: The Classroom Environment

- 2a. Creating an Environment of Respect and Rapport
- 2b. Establishing a Culture for Learning
- 2c. Managing Classroom Procedures
- 2d. Managing Student Behavior**
- 2e. Organizing Physical Space

Learning Outcomes:

2d. Managing Student Behavior

- Understand the elements of 2d
- Distinguish the difference in levels of performance
- Review examples of 2d evidence
- Identify my level of performance on 2d
- Create next steps to improve my level of performance in 2d

Understanding 2d. Managing Student Behavior

- Every teacher knows students who misbehave are not able to engage in the process of learning. Every teacher may learn that students who are engaged in relevant and meaningful learning activities are too busy to misbehave.
- Educators know in a well-run classroom: behavior expectations are clear; standards are age appropriate; the system is implemented with fairness and fidelity; teacher tempers are not involved; correction is consistent and respectful with reasonable success; students are encouraged to share responsibility for student behavior.

Elements of 2d

1. Expectations

- ▶ Standards of conduct are clear to all students.*

*Proficient Level of Performance

Elements of 2d

2. Monitoring of student behavior

- ▶ Teacher is alert to student behavior at all times.*

*Proficient Level of Performance

Elements of 2d

3. Response to student misbehavior

- ▶ Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.*

*Proficient Level of Performance

Planning for 2d Evidence

If the teacher's goal is to have standards of student conduct which are clear to all students, then

1. What strategies should be used to communicate clear expectations for student conduct?
2. Is it a good idea for students at your level of instruction to participate in this process? Do you have a plan for that?
3. What professional resources might help with this process?

Planning for 2d Evidence

If the teacher's goal is to be alert to student behavior at all times, then

1. Reflect on the place of behavior monitoring among all of your instructional responsibilities.
2. Are there shortcuts for behavior documentation?
3. What is behavior feedback?
4. What do you know about student re-direction? Do you need to add to your knowledge and strategy bank for this work? How should that be done?

Planning for 2d Evidence

If the teacher's goal is to respond to misbehavior appropriately and successfully with respect, then

1. Take time to think about your experiences with students and behavior standards. Did students do what they should or not? Would you change what you did in those situations?
2. How can you ensure referring to the expectations is done consistently?
3. Do you have experience with a behavior strategy for students? How might you prepare for possible and probable student behavior?

Which 2d element does this Observation evidence address?

Student behavior rules are posted in on the bulletin board at the front of the room. Teacher approaches student and speaks quietly: “R., I am sad that you made a bad decision about following the rules. Tell me what you should have done to follow the rule.”

- a. Expectations**
- b. Monitoring of student behavior**
- c. Response to student misbehavior**

Answer is b.

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Which 2d element does this Observation evidence address?

The students complied with established classroom procedures and routines. Students did not talk unless it pertained to the content of the lesson. When the teacher addressed the students, they were attentive to the instruction. While the teacher was giving verbal instruction and completing math calculations, the students were attentive.

- a. *Expectations***
- b. *Monitoring of student behavior***
- c. *Response to student misbehavior***

Answer is a.

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Which 2d element does this Observation evidence address?

Teacher: “Stay quiet for me, please. Very good listening. Yes, and please raise your hand. Quickly and quietly, please. Don’t get yourself a mark. I would hate that for you. Thank you for listening.” Students are all engaged and behavior is appropriate throughout the lesson.

Teacher: “Let’s bring it back. Talk quietly with your group. Are we on task? Are we talking about our data?” Students all smile and respond in a pleasant manner to the teacher. Teacher says, “Thank you for being on task.” One student asks if he could eat the Jolly Rancher candy now. Teacher responds, “No, you may not eat the candy now, but thank you for asking. We will have them after lunch.” Teacher continues to respond to students’ questions with respect throughout lesson. Teacher: “Thank you for working quietly together. Please write in your journals without looking at others’ journals.”

- a. Expectations**
- b. Monitoring of student behavior**
- c. Response to student misbehavior**

Answer is c.

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Arkansas TESS has 4 levels of performance. . . .

Distinguished

- Master Teacher
- Contributes to the field in and out of school
- Instructs for a 'community of learners'
- Facilitates motivated students: engaged and responsible for learning

Arkansas TESS has 4 levels of performance. . . .

Proficient

- Understands rubric component and proves competent implementation of concepts
- Possesses Professional and Decisional Capacity and commitment to them
- Constantly improving his/her practice through self-motivated learning and willingness to seek best practice for student growth

Arkansas TESS has 4 levels of performance. . . .

Basic

- Appears to understand concepts of a component and works to implement the elements
- Practice may not be consistent or entirely successful
- Willingness to learn from professional resources and other educators in seeking personal professional improvement

Arkansas TESS has 4 levels of performance. . . .

Unsatisfactory

- Doesn't appear to understand concepts of rubric component
- Exhibits little or no commitment for improving professional practice
- May be inappropriate in instruction and/or communication with students

Rubric Levels of Performance Vocabulary

Unsatisfactory	Basic	Proficient	Distinguished
<p>Not</p> <p>No</p> <p>Not clear</p> <p>Unaware</p> <p>Does not respond</p> <p>Poor</p> <p>Not congruent</p>	<p>Some</p> <p>Attempts to</p> <p>Limited</p> <p>Moderate</p> <p>Uneven</p> <p>Inconsistent</p> <p>Rudimentary</p>	<p>Consistent</p> <p>High quality</p> <p>Timely</p> <p>Accurate</p> <p>Appropriate</p> <p>Clear</p> <p>Effective</p> <p>High expectations</p>	<p>All students</p> <p>Highly effective</p> <p>Entirely appropriate</p> <p>Adapted for individual students</p> <p>Fully aligned</p> <p>Extensive</p>

This is which level of performance for 1f?

1. It appears that the teacher has made an effort to establish standards of conduct for students. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1f?

2. Standards of conduct appear to be clear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respects the students' dignity.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1f?

3. Standards of conduct are clear, with evidence of student participation in setting them. The teacher's monitoring of student behavior is subtle and preventive, and the teacher's response to student misbehavior is sensitive to individual student needs. Students take an active role in monitoring the standards of behavior.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

This is which level of performance for 1f?

4. There is no evidence that standards of conduct have been established and little or no teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity.

- Distinguished
- Proficient
- Basic
- Unsatisfactory

Level of Performance Answers

- 1) Basic
- 2) Proficient
- 3) Distinguished
- 4) Unsatisfactory

Any surprises?

How is 2d successfully demonstrated?

When observing a lesson, an observer/rater may look for the following:

- Standards of student conduct. They may be posted. They may be inferred from student behavior and actions.
- Teacher responses to student misbehavior: demonstration of consistent and respectful responses.
- It is possible to have student behavior that is consistently appropriate during an observation.

Remember

Target *Proficient* performance because
“Our performance goal is to LIVE in 3...
And vacation in 4.”

Think about it. . .

- After reviewing the Performance Levels for **Component 2d: Managing Student Behavior**, how would you rate on the rubric?
- What have your classroom experiences taught you about student behavior?
- If you are new to education or new to the district, how will you learn about managing student behavior in your classes?
- When should student behavior standards be created, taught and implemented? Do you have a plan for that? What is age-appropriate behavior for your students?

Resources for Additional Learning

- **Enhancing Professional Practice: A Framework for Teaching**, 2nd Edition (Professional Development) by Charlotte Danielson
- **The Handbook for Enhancing Professional Practice: Using the Framework for Teaching in Your School** by Charlotte Danielson
- **Implementing the Framework for Teaching in Enhancing Professional Practice: An ASCD Action Tool** by Charlotte Danielson