

FEAP 2a- Organizes, allocates, and manages the resources of time, space, and attention

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>When moving into small groups, students are confused as to where they are supposed to go, whether they should take their chairs, etc. (D)</p> <p>There are long lines for materials and supplies or distributing supplies is time-consuming. (D)</p> <p>Students bump into one another lining up or sharpening pencils. (D)</p> <p>Roll-taking consumes much time at the beginning of the lesson and students are not working on anything. (D)</p> <p>Most students ask what they are to do or look around for clues from others. (D)</p> <p>The students bump into desks while lined up at the door for recess.</p>	<p>Some students not working with the teacher are not productively engaged in learning. (D)</p> <p>Transitions between large and small group activities are rough but they are accomplished. (D)</p> <p>Students are not sure what to do when materials are being distributed or collected. (D)</p> <p>Students ask some clarifying questions about procedures. (D)</p> <p>The attendance or lunch count consumes more time than it would need if the procedure were more routinized. (D)</p> <p>There is plenty of room for students to line up at the door.</p>	<p>Students get started on an activity while the teacher takes attendance. (D)</p> <p>Students move smoothly between large and small group activities. (D)</p> <p>The teacher has an established timing device, such as counting down, to signal students to return to their desks. (D)</p> <p>Teacher has an established attention signal, such as raising a hand, or dimming the lights. (D)</p> <p>One member of each small group collects materials for the table. (D)</p> <p>There is an established color-coded system indicating where materials should be stored. (D)</p> <p>The teacher says, "Before we leave for the assembly, can someone please review our class rules for being a nice audience." (M)</p> <p>The students line up in an orderly manner at the door before the end of a song.</p> <p>In small group work, students have established roles, they listen to one another, summarizing different views, etc.(D)</p>	<p>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. (D)</p> <p>A student reminds classmates of the roles that they are to play within the group. (D)</p> <p>A student re-directs a classmate to the table s/he should be at following a transition. (D)</p> <p>Students propose an improved attention signal. (D)</p> <p>Students respond to a daily question on the graph board that also allows the teacher to take attendance. (D)</p> <p>The assigned "table leader" passes out the letters for word study without causing a loss of time or confusion.</p> <p>The teacher has a class discussion saying, "Our lines have been a bit sloppy and I am afraid we are distracting others when we walk down the hall. Does anyone have any ideas how we can improve them?"</p>

Where noted, examples based on:

“(D)” – Danielson C. (1996). *Enhancing professional practice: A framework for teaching*. Alexandria, Va: Association for Supervision and Curriculum Development.

“(M)” – Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction*. Alexandria, Va: Association for Supervision and Curriculum Development.

Resources:

General classroom environment

https://www.teachingchannel.org/videos?landing_page=Classroom+Culture+Behavior+Landing+Page&gclid=CMLG087Z2LACFYje4AodDCLtzQ

<http://education.odu.edu/esse/research/series/environments.shtml>

<http://www.learner.org/workshops/teachreading35/session1/sec3p3.html>

<http://classroom.4teachers.org/>

Transitions

<http://www.responsiveclassroom.org/article/teaching-transitions>

http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=10&ved=0CLkBEBYwCQ&url=http%3A%2F%2Fwww.ccplus.org%2Fnewsletters%2F17_3.pdf&ei=XJffT9uqM4-m8gSI2YX4Cg&usq=AFQjCNEIUfDxaHsFwRCIO7ZRX83uX24JCg&sig2=OIPHZUBNdyjl-yAMq_UMHg

Passing out Materials

<http://www.proteacher.net/discussions/showthread.php?t=224531>

<http://www.teachercreated.com/blog/2008/12/returning-work-and-distributing-classroom-materials/>