

*FEAP 2b.- Manages individual and class behaviors through a well-planned management system*

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>Students are talking among themselves, with no attempt by the teacher to silence them. <b>(D)</b></p> <p>An object flies through the air without apparent teacher notice. <b>(D)</b></p> <p>Students are running around the room, resulting in a chaotic environment. <b>(D)</b></p> <p>Students' electronics distract students and teacher. <b>(D)</b></p>	<p>Classroom rules are posted, but neither teacher nor students refers to them. <b>(D)</b></p> <p>The teacher repeatedly asks students to take their seats; they ignore him/her. <b>(D)</b></p> <p>To one student: "Where's your late pass? Go to the office." To another: You don't have a late pass? Come in and take your seat; you've missed enough already." <b>(D)</b></p> <p>The students monitor their behavior with colored markers.</p>	<p>Upon a non-verbal signal from the teacher, students correct their behavior. <b>(D)</b></p> <p>The teacher moves to every section of the classroom, keeping a close eye on student behavior. <b>(D)</b></p> <p>The teacher gives a student a "hard look," and the student stops talking to his/her neighbor. <b>(D)</b></p> <p>Teacher uses classroom meetings to review and process rules and procedures established rules and procedures. <b>(M)</b></p> <p>The teacher has a timer on the board while students transition to math centers.</p> <p>The teacher motions to a student to go the "time out" chair and she responds right away without incident.</p>	<p>A student suggests a revision to one of the classroom rules. <b>(D)</b></p> <p>The teacher notices that some students are talking among themselves, and without a word, moves nearer to them; the talking stops. <b>(D)</b></p> <p>The teacher asks to speak to a student privately about misbehavior. <b>(D)</b></p> <p>A student reminds his/her classmates of the class rule about chewing gum. <b>(D)</b></p> <p>The student turns off the lights and gently asks his classmates to please lower their voices so he and all his classmates can concentrate better.</p> <p>The teacher dismisses the student to the "time out" desk where the student then quietly takes out the "Time Out Planning Sheet" and writes about the reason he/she was sent there.</p> <p>The teacher rarely reminds students of misbehavior because the classroom is well-organized and managed. <b>(M)</b></p>

*FEAP 2b.- Manages individual and class behaviors through a well-planned management system*

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:**

Classroom management plans

<http://www.smartclassroommanagement.com/2011/08/06/effective-classroom-management-plan/>

[http://www.lessonplansinc.com/classroom\\_management\\_strategies.php](http://www.lessonplansinc.com/classroom_management_strategies.php)

<http://www.wikihow.com/Make-a-Classroom-Management-Plan>

<http://www.pgcps.org/~elc/gameplan.htm>

Introducing rules and procedures

<http://www.scholastic.com/teachers/article/teaching-classroom-routines-and-procedures>

<http://k6educators.about.com/od/classroommanagement/qt/Introducing-Your-Class-Rules.htm>

General classroom management

[https://www.teachingchannel.org/videos?landing\\_page=Classroom+Culture+Behavior+Landing+Page&gclid=CMLG087Z2LACFYje4AodDCLtzQ](https://www.teachingchannel.org/videos?landing_page=Classroom+Culture+Behavior+Landing+Page&gclid=CMLG087Z2LACFYje4AodDCLtzQ)

<http://www.kean.edu/~tpc/Classroom%20Management/THE%20WHY%20AND%20HOW%20OF%20CLASSROOM%20MANAGEMENT.htm>