

**FEAP 2f.- Maintains a climate of openness, inquiry, fairness and support**

UNSATISFACTORY	DEVELOPING	ACCOMPLISHED	EXCEPTIONAL
<p>A student slumps in his/her chair following a negative comment by the teacher. <b>(D)</b></p> <p>Students roll their eyes at a classmate's idea; the teacher does not respond. <b>(D)</b></p> <p>Many students talk when the teacher and other students are talking; the teacher does not correct them. <b>(D)</b></p> <p>Some students refuse to work with other students and are vocal about their preference. <b>(D)</b></p> <p>Teacher does not call students by their names. <b>(D)</b></p> <p>Teacher's body language is clearly negative when a student offers a related comment.</p>	<p>Students attend passively to the teacher, but tend to talk, pass notes, etc. when other students are talking. <b>(D)</b></p> <p>A few students do not engage with others in the classroom, even when put together in small groups. <b>(D)</b></p> <p>Students applaud half-heartedly following a classmate's presentation to the class. <b>(D)</b></p> <p>Teacher says: "Don't talk that way to your classmates," but student shrugs his/her shoulders. <b>(D)</b></p> <p>Students ignore what their peers say and simply wait until it is their turn to speak.</p>	<p>Teacher greets students by name as they enter the class or during the lesson. <b>(D)</b></p> <p>The teacher gets on the same level with students, kneeling, for example, beside a student working at a desk. <b>(D)</b></p> <p>Students attend fully to what the teacher is saying. <b>(D)</b></p> <p>Students wait for classmates to finish speaking before beginning to talk. <b>(D)</b></p> <p>Students applaud politely following a classmate's presentation to the class. <b>(D)</b></p> <p>Teacher smiles at student when returning his test paper.</p> <p>Teacher passed out an "I Blew It" card when she introduced a new pottery skill she knew would be difficult for students to master, and the students struggled.</p>	<p>Teacher inquires about a student's soccer game last weekend (or extracurricular activities or hobbies). <b>(D)</b></p> <p>Students hush classmates causing a distraction while the teacher or another student is speaking. <b>(D)</b></p> <p>Students clap enthusiastically after one another's presentations for a job well done. <b>(D)</b></p> <p>The teacher says: "That's an interesting idea, Josh, but you're forgetting ..."<b>(D)</b></p> <p>Teacher gives student "high five" when returning his paper.</p> <p>Teacher applauded Le'Quan for using his "I Blew It" card after trying to a new pottery skill.</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.

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**Resources:**

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

[http://sitemaker.umich.edu/mclaughlin\\_portfolio/creating\\_a\\_positive\\_classroom\\_environment](http://sitemaker.umich.edu/mclaughlin_portfolio/creating_a_positive_classroom_environment)

<http://www.pearsonhighered.com/samplechapter/0132272350.pdf>

<http://cte.udel.edu/publications/handbook-graduate-assistants/getting-started/positive-classroom-climate.html>

<http://www.dominicanu.com/masters-in-education-resources/climate-education/>

<http://www.slideshare.net/kstashuk/creating-a-positive-classroom-environment>