

## Component B: Classroom Management

*Elements    Introduction    Procedures    Directed Questions    Scoring Rubric*

### Elements

Component B of your portfolio will contain the following items:

1. A classroom management plan that addresses:
  - a. rules
  - b. daily protocols
  - c. levels of consequences
  - d. intervention strategies
  - e. preventive behavior management and motivation techniques
  - f. implementation plan
2. Responses to the Directed Questions.

### Introduction

One of the four requirements for teacher education candidates during the senior II internship semester is the documentation of your Classroom Management. This component will require developing and implementing a classroom management plan that will demonstrate your ability to create a climate conducive to learning, and establish clear expectations for student behavior.

This component will demonstrate your competency with the following INTASC Standards Indicators:

5.31 The teacher creates a smoothly functioning learning community in which students assume responsibility for themselves and one another, participate in decision making, work collaboratively and independently, and engage in purposeful learning activities.

5.33 The teacher organizes, allocates, and manages the resources of time, space, activities, and attention to provide active and equitable engagement of students in productive tasks.

5.34 The teacher maximizes the amount of class time spent in learning by creating expectations and processes for communication and behavior along with a physical setting conducive to classroom goals.

5.36 The teacher analyzes the classroom environment and makes decisions and adjustments to enhance social relationships, student motivation and engagement, and productive work.

## Procedures

1. Develop a classroom management plan that addresses the following elements and criteria:
  - a. *Rules* – few in number (5-7 maximum); stated positively; addresses key aspects for productive learning environment; “respect for others” permeates rules.
  - b. *Daily Protocols* – Inclusive of all routines necessary to conduct a productive classroom; assists in reducing management time.
  - c. *Levels of Consequences* – short-term techniques to stop inappropriate behavior immediately; 3-4 levels of consequences required; must be sequential and more rigorous for repeated misbehaviors; consequences must be developmentally appropriate.
  - d. *Intervention Strategies* – long-term techniques to reduce episodes of inappropriate behavior over an extended period of time specific to students who continually misbehave, and/or where consequences are ineffective; minimum of 3-4 positive and encouraging developmentally appropriate techniques provided; defer from negatively impacting student self-image.
  - e. *Preventive Behavior Management and Motivation Techniques* – used to facilitate appropriate student behavior while minimizing inappropriate behavior; a minimum of 2-3 individual and 2-3 whole-class techniques are required; incentives must reflect a combination of intrinsic and extrinsic rewards.
  - f. *Implementation Plan* – considers how well the plan addresses the varied needs and characteristics of students and the school context in order to facilitate a smooth implementation; anticipates problems and/or concerns in its establishment; and delineates how the management plan will be conveyed and introduced to students.
2. Write responses to all of the Directed Questions.

## **Directed Questions**

Below are the directed questions for the Classroom Management Component. Be sure to answer each question as completely as possible. You may answer the questions one-by-one or in a narrative form, but all questions must be answered. As you write, include information about the relevance of all evidence you have included and how that evidence addresses the key indicators of the INTASC Standards/Indicators for this component.

1. How have you managed your class time, classroom space, and learning activities to insure that your students are actively engaged in learning?
2. What guidelines and resources were used in the development of your classroom management plan?
3. How have you implemented your classroom management plan?
4. How effective has your classroom management plan been? Has it assisted you sufficiently in managing off-task student behavior so that learning could occur in your classroom? Is the plan manageable or cumbersome? Does it help you accomplish the behavior goals you have set for your students?
5. What kind of adjustments/changes have you made in your management plan over time to insure that students were more engaged in learning than inappropriate behavior? Provide 1-2 examples to illustrate. What changes do you anticipate making to your classroom management plan in the future? Why?
6. Describe one student whose behavior has been a particular discipline challenge for you. What actions did you take to correct the behavior? Which actions were effective? Which were not? Provide rationale to support your response.
7. How have you changed over time as a classroom manager? How will you continue to grow in this area?

## Component B – Classroom Management Scoring Rubric

Required Elements:

1. A classroom management plan that addresses:
  - a. rules
  - b. daily protocols
  - c. levels of consequences
  - d. intervention strategies
  - e. preventive behavior management and motivation techniques
  - f. implementation plan
2. Responses to the Directed Questions.

	<b>Below Expectations</b>	<b>Meets Expectations</b>	<b>Above Expectations</b>
<b>1. Rules</b>	Rules exceed 5-7 in number, or are so few in number that they fail to reflect aspects necessary to ensure a classroom environment conducive to learning.	No more than 5-7 rules in number are provided that reflect aspects necessary to ensure a classroom environment conducive to learning.	No more than 5-7 rules in number are provided that fully reflect aspects necessary to ensure an effective and productive classroom environment conducive to learning.
	Some rules are not stated in positive terms.	All rules are positively stated.	All rules are positively stated. Respect for others permeates these rules.
<b>2. Daily Protocols</b>	A limited number of daily protocols are established, thereby minimizing the potential to produce a fairly well-managed classroom.	Daily protocols are sufficient in both number and quality to address aspects necessary to provide for a well-managed classroom, thereby reducing some management time.	Daily protocols are comprehensive in nature, establishing efficient classroom routines, thereby reducing management time while increasing learning opportunities.
<b>3. Consequences</b>	Less than 3 levels of consequences are provided to stop inappropriate behavior immediately.	At least 3-4 levels of consequences are provided to stop inappropriate behavior immediately.	N/A
	Consequences do not reflect developmental levels of students.	Most consequences reflect developmental levels of students.	All consequences reflect student developmental levels.
	Levels of consequences are not sequential; and thereby fail to provide more rigorous consequences for repeated misbehaviors.	Levels of consequences provide for sequential and more rigorous consequences for repeated misbehaviors.	Levels of consequences are highly effectively, logically sequenced, and provide more rigorous consequences for repeated misbehaviors.
<b>4. Intervention Strategies</b>	Less than 3 positive and encouraging long-term techniques are provided that reduce episodes of misbehavior of students who demonstrate recurrent behavioral problems. Techniques provided are rarely developmental in nature, with the potential to negatively impact student self-image.	At least 3-4 positive and encouraging long-term techniques are provided that appropriately reduce episodes of misbehavior of students who demonstrate recurrent behavioral problems. These techniques are developmental in nature and defer from negatively impacting student self-image.	N/A

<b>5. Preventive Behavior Management &amp; Motivation</b>	Less than 2 individual and/or 2 whole-class techniques are provided.	At least 2-3 individual and 2-3 whole-class techniques are provided.	N/A
	Techniques fail to facilitate appropriate student behavior while minimizing inappropriate behavior.	Techniques facilitate appropriate student behavior while minimizing inappropriate behavior.	Techniques effectively facilitate appropriate student behavior while minimizing inappropriate behavior.
	No incentives are offered and/or fail to reflect a combination of intrinsic and extrinsic rewards.	Some incentives are offered and include a combination of intrinsic and extrinsic rewards.	Several incentives are offered and include a variety of intrinsic and extrinsic rewards.
<b>6. Implementation Plan</b>	The plan does not take into consideration the characteristics of students and the school context; and thereby fails to provide for a smooth implementation.	The plan adequately addresses the varied needs and characteristics of students and the school context, allowing for a smooth implementation.	The plan skillfully addresses the varied needs and characteristics of students and the school context, allowing for a smooth implementation.
	The plan fails to anticipate problems and/or concerns that may emerge as a result of its implementation and/or no solutions are offered.	The plan anticipates problems and/or concerns that may emerge as a result of its implementation, while providing possible solutions.	The plan fully anticipates problems and/or concerns that may emerge as a result of its implementation and offers several effective solutions.
	Implementation plan lacks clarity in how the classroom management plan will be conveyed and introduced to students.	Implementation plan delineates how the classroom management plan will be conveyed and introduced to students.	Implementation plan fully delineates how the classroom management plan will be logically and sequentially conveyed and introduced to students.
<b>7. Directed Questions</b>	A minimal attempt is made to respond to directed questions. Responses are brief, and fail to provide support or rationale for contentions. No examples are provided to clarify responses.	Responses to directed questions are fairly thorough, and provide some rationale in support of contentions. Some examples are provided to clarify responses.	Responses to directed questions are comprehensive, thoughtful, and provide evidence of critical reflection. Strong rationale is provided in support of contentions. Detailed examples provide clear illustrations to clarify responses.