Q4.9  CLASSROOM ENVIRONMENT AND MANAGEMENT  1=Unacceptable  2=Learning  3=Competent  
4=Exemplary  For rubric explanation click here: Classroom Environment and Management Rubric

<table>
<thead>
<tr>
<th>Rubric aligns with each objective and provides additional detail</th>
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<tbody>
<tr>
<td>601.5.3: Demonstrate positive, supportive, respectful interaction with students. (1)</td>
</tr>
<tr>
<td>601.5.4: Model standards of appropriate social behavior. (2)</td>
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<tr>
<td>601.5.10: Provide behavior-specific timely responses to students for specific behaviors. (3)</td>
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<tr>
<td>601.5.11: Teach a whole-class lesson in an academic area in a manner that maintains a high level of active student engagement from all students -- Teaching Behaviors (4)</td>
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<tr>
<td>601.5.11: Teach a whole-class lesson in an academic area in a manner that maintains a high level of active student engagement from all students -- Student Behaviors (5)</td>
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Q4.10 Please make specific and detailed comments about teacher candidate's performance.
## Classroom Environment and Management

### Performance Observations Rating Rubric with Behaviors

<table>
<thead>
<tr>
<th>Objective</th>
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<th>General Behavior</th>
<th>Specific Behaviors</th>
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</table>
| 601.5.3-03 | 1 | Unacceptable | Teacher makes **significant errors** in respectful or supportive interactions | - Teacher does not have rules.  
- Teacher does not execute rules and expectations or does not refer to rules.  
- Teacher rarely praises students’ behavior.  
- Teacher embarrasses or humiliates students (e.g. yells, demeans, is sarcastic, etc.)  
- Teacher does not analyze student’s misbehavior to find what is reinforcing the student.  
- Teacher does not teach students replacement behaviors.  
- Teacher aggravates students into power struggles and conflicts.  
- Teacher makes individuals feel disrespected or unsafe. |
| Demonstrate positive, supportive, respectful interaction with students | Learning | Needs Minor Improvement | Teacher makes **minor errors** in respectful or supportive interactions | - Teacher has poorly written rules – negatively stated, too many, too vague, etc.  
- Teacher inconsistently executes rules and expectations.  
- Teacher applies rules differentially to different students.  
- Teacher sometimes praises students’ behavior.  
- Teacher sometimes relates students’ behaviors to rules and expectations.  
- Teacher corrects student behaviors more than praises good behavior.  
- Teacher incorrectly analyzes student’s misbehavior to find what is reinforcing the student.  
- Teacher implements a poorly designed individual behavior plan.  
- Teacher teaches student replacement behaviors poorly.  
- Teacher sometimes allows student to “save face” and cool off when appropriate.  
- Teacher permits students to make individuals feel disrespected or unsafe. |
| 2 | Competent | Needs Minor Improvement | Teacher exhibits positive, supportive, respectful interaction with students | - Teacher usually executes rules and expectations fairly and consistently.  
- Teacher usually praises students’ behavior in relation to rules and expectations.  
- Teacher praises good behavior (but not specifically).  
- Teacher analyzes student’s misbehavior to find what is reinforcing the student.  
- Teacher implements an individual behavior plan when necessary.  
- Teacher teaches student replacement behaviors adequately.  
- Teacher usually allows student to “save face” and cool off when appropriate.  
- Teacher does not allow other students to make individuals feel disrespected or unsafe. |
| 4 | Exemplary | (Pass with Commendation) | Teacher provides a safe, fair, respectful, caring, and cooperative environment that supports students’ needs | - Teacher has well written rules – specific, positively stated, etc.  
- Teacher executes rules and expectations fairly and consistently.  
- Teacher praises students’ behavior in relation to rules and expectations.  
- Teacher specifically praises good behavior.  
- Teacher correctly analyzes student’s misbehavior to find what is reinforcing the student.  
- Teacher teaches student replacement behaviors.  
- Teacher implements a well-designed individual behavior plan when necessary.  
- Teacher consistently allows student to “save face” and cool off when appropriate.  
- Teacher consistently creates an environment where students feel safe and respected. |

While we have only highlighted language in the "exemplary" rating, note clear progression from "unacceptable" to "exemplary" for each objective.
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| 601.5.4-03   | 1                       | Teacher **does not model** standards of appropriate social behavior | • Teacher does not model appropriate standards of social behavior.  
• Teacher does not present material in a professional manner consistent with school/district policies and procedures.  
• Teacher is not sensitive to issues arising out of a diverse classroom.  
• Teacher is rude or impolite to students and colleagues.  
• Teacher does not show respect for students and colleagues. |
|              | **Unacceptable**        | (Needs Major Improvement)                             |                                                                                                                                                  |
|              | 2                       | Teacher **sometimes models** standards of appropriate social behavior | • Teacher sometimes models appropriate standards of social behavior.  
• Teacher is inconsistent with the professional presentation of material according to school/district policies and procedures.  
• Teacher is sometimes sensitive to issues arising out of a diverse classroom.  
• Teacher is often rude or impolite to students and colleagues.  
• Teacher often does not show respect for students and colleagues. |
|              | **Learning**            | (Needs Minor Improvement)                             |                                                                                                                                                  |
|              | 3                       | Teacher **regularly models** standards of appropriate social behavior | • Teacher regularly models appropriate standards of social behavior.  
• Teacher regularly presents material in a professional manner consistent with school/district policies and procedures.  
• Teacher consistently shows sensitivity to issues of diversity in the classroom.  
• Teacher consistently demonstrates a polite demeanor when dealing with students and colleagues.  
• Teacher consistently shows respect for students and colleagues. |
|              | **Competent**           | (Competency Met)                                      |                                                                                                                                                  |
|              | 4                       | Teacher **always models** standards of appropriate social behavior | • Teacher always models standards of appropriate social behavior.  
• Teacher always presents material in a professional manner consistent with school/district policies and procedures.  
• Teacher always shows sensitivity to issues of diversity in the classroom.  
• Teacher always demonstrates a polite demeanor when dealing with students and colleagues.  
• Teacher always shows respect for students and colleagues. |
<p>|              | <strong>Exemplary</strong>           | (Pass with Commendation)                              |                                                                                                                                                  |</p>
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| 601.5.10-02 | 1 Unacceptable (Needs Major Improvement) | Teacher provides very few responses to students overall OR only provides corrective feedback for negative behaviors | • Teacher positive to negative reinforcement ratio is < 1:1.  
• Teacher does not have a positive classroom management system in place, or has one in place that is not effective.  
• Teacher responds to students minor confronting or engaging in a power struggle.  
• Teacher embarrasses or humiliates students in front of others.  
• Teacher aggravates or escalates misbehaviors.  
• Teacher makes unreasonable demands, yells, or punishes |
| | 2 Learning (Needs Minor Improvement) | Teacher provides general responses to students OR provides roughly the same number of positive and negative responses to student behavior | • Teacher positive to negative reinforcement ratio is 1:1.  
• Teacher has a positive classroom management system in place, but does not implement it consistently or it is not motivating to students.  
• Teacher rarely responds to students minor misbehaviors by praising a different student for the correct behavior.  
• Teacher rarely uses discrete corrections (when appropriate).  
• Teacher sometimes redirects students rather than confronts.  
• Teacher sometimes ignores behavior when it does not interfere with learning. |
| | 3 Competent (Competency Met) | Teacher provides behavior-specific timely responses to students for specific behaviors AND provides more positive responses than negative ones | • Teacher positive to negative reinforcement ratio is 2:1.  
• Teacher has an effective positive classroom management system in place.  
• Teacher usually responds to students minor misbehaviors by praising a different student for the correct behavior.  
• Teacher usually uses discrete corrections (when appropriate).  
• Teacher usually redirects students rather than confronts.  
• Teacher usually knows to ignore behavior when it does not interfere with learning. |
| | 4 Exemplary (Pass with Commendation) | Teacher praises positive behavior often, and corrects disruptive behavior with minimum disruption and ignores non-disruptive behavior | • Teacher positive to negative reinforcement ratio is 4:1.  
• Teacher has an effective positive classroom management system in place.  
• Teacher consistently responds to students minor misbehaviors by praising a different student for the correct behavior.  
• Teacher consistently uses discrete corrections (when appropriate).  
• Teacher consistently redirects students rather than confronts.  
• Teacher consistently knows to ignore behavior when it does not interfere with learning. |
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| 601.5.11-02 (a) | 1 Unacceptable (Needs Major Improvement) | Teacher takes the lesson off track OR does not use appropriate motivational strategies | • Teacher lectures with few opportunities for student engagement/responses (< 1 student responses per minute).  
• Rate of correct student(s) responses is < 60%.  
• Teacher makes more negative comments than positive (<50/50 + to -).  
• Teacher has a negative classroom management system, or does not have a classroom management system.  
• Teacher allows too much time for students to complete activities.  
• Teacher does not have a procedure for transitions between activities. |
| 601.5.11-02 (a) | 2 Learning (Needs Minor Improvement) | Teacher sometimes uses appropriate motivational strategies but does not keep the lesson moving at a satisfactory pace | • Teacher elicits fewer than 2 responses per minute.  
• Student (S) rate of correct responses is < 70%.  
• Teacher praises student performance at a rate of 1:1 (positive to negative).  
• Teacher uses a poorly designed classroom management system intermittently.  
• Transitions are not orderly or quick. |
| 601.5.11-02 (a) | 3 Competent (Competency Met) | Teacher keeps the lesson moving at an appropriate pace and regularly uses appropriate motivational strategies | • Teacher elicits a minimum of 3 student responses per minute.  
• Student (S) rate of correct responses is > 70%.  
• Teacher praises student performance at a rate of 2:1 (positive to negative).  
• Teacher usually uses a well-designed classroom management system.  
• Transitions are usually orderly and do not detract from instructional time. |
| 601.5.11-02 (b) | 1 Unacceptable (Needs Major Improvement) | Many students are off-task OR teacher fails to handle situations when students refuse to follow instructions | • Alternative or altered, activities are not assigned to students with special needs.  
• Activities unrelated to the task are assigned to students with special needs.  
• Work is not appropriate to students’ abilities <70% accuracy).  
• Low rate of academic engagement (at task rate is <70%).  
• Off task behaviors (e.g. out of seat, talk outs, etc) occur frequently and consistently throughout the lesson/class. |
| 601.5.11-02 (b) | 2 Learning (Needs Minor Improvement) | Many students are appropriately engaged but off-task students are disruptive | • Alternative or altered, but not related, activities are sometimes assigned to special needs students.  
• Work is not appropriate to students’ abilities <75% accuracy).  
• Low rate of academic engagement (at task rate is <75%).  
• Off task behaviors (e.g. out of seat, talk outs, etc) occur throughout the lesson/class. |
| 601.5.11-02 (b) | 3 Competent (Competency Met) | Most students are appropriately engaged and off-task students are NOT disruptive | • Alternative or altered related activities are usually assigned to special needs students.  
• Work is appropriate to students’ abilities (75%+ accuracy).  
• High rate of academic engagement (at task rate is 75%+).  
• Off task behaviors (e.g. out of seat, talk outs, arguing, etc.) are at a minimum. |
| 601.5.11-02 (b) | 4 Exemplary (Pass with Commendation) | All students are appropriately engaged | • Alternative or altered related activities are regularly assigned to special needs students.  
• Work is appropriate to students’ abilities (85%+ accuracy).  
• High rate of academic engagement (at task rate is 85%+).  
• Off task behaviors (e.g. out of seat, talk outs, etc.) do not occur. |