

Component	Unsatisfactory	Basic	Proficient	Distinguished
2d: Managing Student Behavior	There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Critical Attributes	The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.	Standards of conduct appear to have been established and implemented successfully. Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior. The teacher's response to student misbehavior is effective.	Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
Elements	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear to have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored, and teacher is unaware of what the students are doing.	Teacher is generally aware of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to students' individual needs or student behavior is entirely appropriate.

Managing Student Behavior

Element	Level of Performance			
	Unsatisfactory	Basic	Proficient	Distinguished
Expectations	No standards of conduct appear or have been established, or students are confused as to what the standards are.	Standards of conduct appear to have been established, and most students seem to understand them.	Standards of conduct are clear to all students.	Standards of conduct are clear to all students and appear to have been developed with student participation.
Monitoring of Student Behavior	Student behavior is not monitored and teacher is unaware of what the students are doing.	Teacher is generally of student behavior but may miss the activities of some students.	Teacher is alert to student behavior at all times.	Monitoring by teacher is subtle and preventive. Students monitor their own and their peers' behavior, correcting one another respectfully.
Response to Student Misbehavior	Teacher does not respond to misbehavior, or the response is inconsistent, is overly repressive, or does not respect the student's dignity.	Teacher attempts to respond to student misbehavior but with uneven results, or there are no major infractions of the rules.	Teacher response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.	Teacher response to misbehavior is highly effective and sensitive to student's individual needs, or student behavior is entirely appropriate.

Expectations

Proficient

Standards of conduct are clear to all students.

- Teacher posts rules that visible to all students.
- Teacher shares standards of conduct with families of students.
- Teacher explains and models expectations of classroom behavior for the students.
- Teacher states rules in a positive manner.
- Teacher provides a manageable number of classroom rules.
- Teacher reviews rules with students as necessary as activities in the classrooms change, such as before a group learning activity, before individual work while the teacher is working with a small group, or before a special program or speaker.

Distinguished

Standards of conduct are clear to all students and have been developed with student participation.

- Students contribute to the classroom code of conduct.
- Students are able to explain the standards of conduct to their families and why they are important.
- When rules need revising or are not working, teachers includes students in choosing possible solutions.
- Students propose ideas for how their conduct could change so that thee classroom environment is more productive and better supports learning.

Monitoring Student Behavior

Proficient

The teacher is alert to student behavior at all times.

- Teacher is alert for potential problems in the classroom.
- Teacher walks around, spending time in each quadrant of the classroom.
- Teacher scans the faces of the students, making eye contact.
- Teacher devises nonverbal signals for individual students to redirect their efforts.
- Teacher makes eye contact with the students potentially misbehaving.

Distinguished

Monitoring by the teacher is subtle and preventive. Students monitor their own and their peer's behavior, correcting one another respectfully.

- Teacher uses proximity to alert a student who has not responded to eye contact. Teacher talks to the student privately if proximity isn't sufficient.
- Students work with the teacher to devise a nonverbal signal to help monitor student behavior.
- Students devise a system for monitoring their own behavior.
- Students apply a system for monitoring their own behavior.
- Students regularly acknowledge the appropriate behavior of each student.

Response to Student Misbehavior

Proficient

Teacher's response to misbehavior is appropriate and successful and respects the student's dignity, or student behavior is generally appropriate.

- Teacher talks to the student privately to remove the audience of the other students.
- Teacher makes a conscious effort to improve relationships with the student, for example by discussing topics other than school with the student.
- Teacher involves families in respectful ways that enlist their help with the student.
- Teacher puts a sticky note on the student's desk as a reminder of the desired behavior.
- Teacher enlists the help of other student services staff, such as a school counselor, social worker, or school psychologist, for assistance with the student.
- Teacher explains the student's behavior in objective, observable terms free of generalities or emotions.

Distinguished

The teacher response to misbehavior is highly effective and sensitive to student's individual needs, or student behavior is entirely appropriate.

- Teacher asks the student for input about what would help prevent undesirable behavior.
- Teacher asks the student to write a letter explaining the misbehavior to the student's family.
- Teacher directs the student to call home in the teacher's presence to explain the misbehavior.
- Teacher reflects on the intervention: Did the misbehavior stop? Did the intervention prevent the reoccurrence of the misbehavior? Did it allow the student to return to learning?
- Teacher asks the student to explain or write about the misbehavior in objective terms.

Guiding Questions:

- What approaches do you use to set clear expectations for student conduct?
- How can you ensure that students themselves participate in creating such standards?
- How can you write a classroom rule in a positive manner: No pushing- Keep hands and feet to yourself.
- Describe the challenge of monitoring student behavior while attending to all the other tasks of teaching. How do you meet that challenge?
- What strategies can you use to enlist student participation in ensuring that their classmates' behavior is appropriate?
- Consider several recent student interactions of classroom rules. How do you consistently refer to the classroom expectations in your response?
- To what extent can you explain some student misbehavior being caused by other factors, such as boredom or insecurity? Would a different instructional design improve the situation?

Scan the classroom

Walk around the classroom

Provide feedback to students on appropriate behavior

Look for signs of frustration or confusion

Move to the students needing redirection