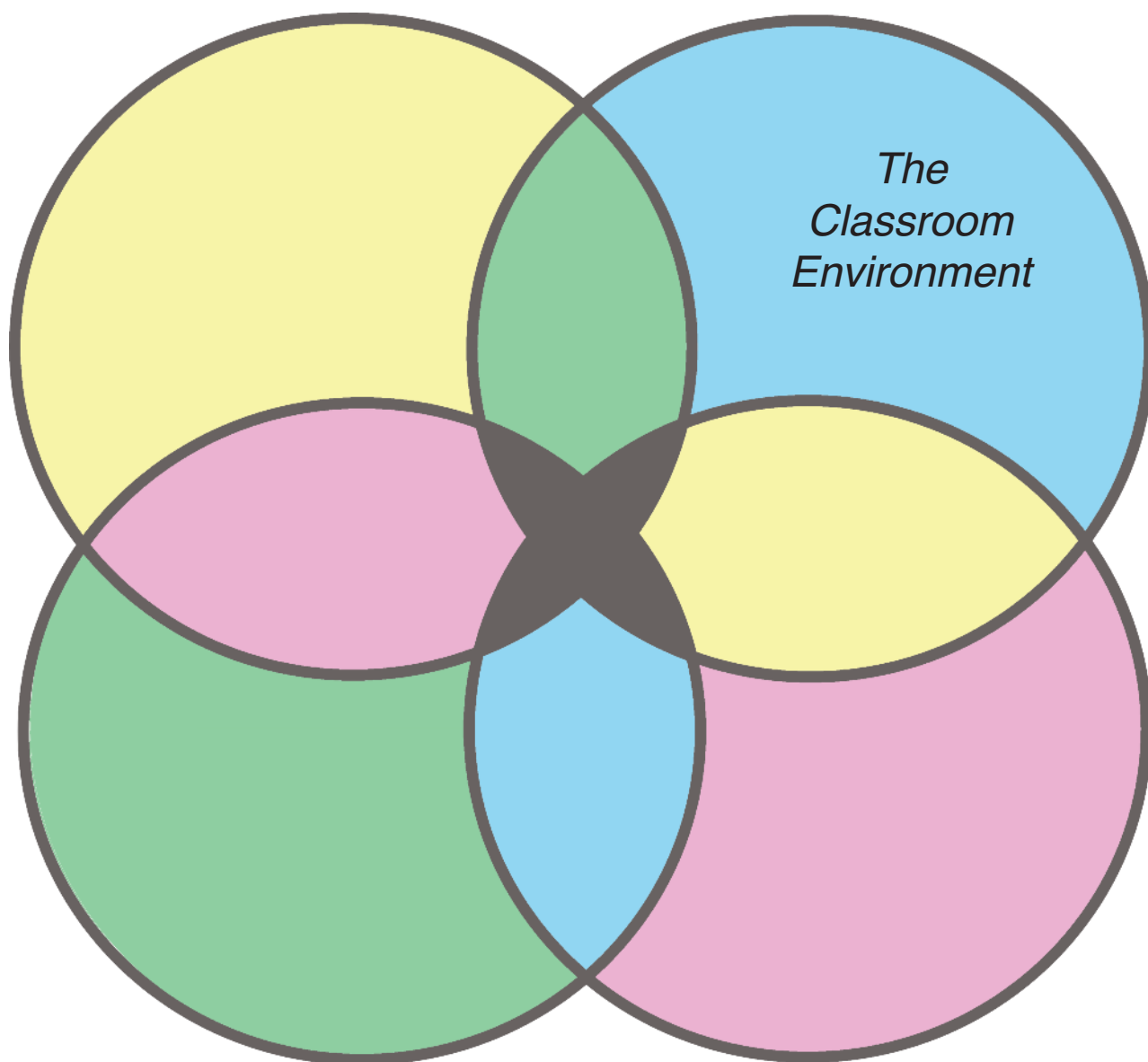


The Framework for Teaching Evaluation Instrument

DOMAIN 2

The Classroom Environment



2c Managing Classroom Procedures

A smoothly functioning classroom is a prerequisite to good instruction and high levels of student engagement. Teachers establish and monitor routines and procedures for the smooth operation of the classroom and the efficient use of time. Hallmarks of a well-managed classroom are that instructional groups are used effectively, noninstructional tasks are completed efficiently, and transitions between activities and management of materials and supplies are skillfully done in order to maintain momentum and maximize instructional time. The establishment of efficient routines, and success in teaching students to employ them, may be inferred from the sense that the class “runs itself.” Elements of component 2c:

Management of instructional groups

Teachers help students to develop the skills to work purposefully and cooperatively in groups, with little supervision from the teacher.

Management of transitions

Many lessons engage students in different types of activities—large-group, small-group, independent work. Little time should be lost as students move from one activity to another; students know the “drill” and execute it seamlessly.

Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

Performance of non-instructional duties

Overall, little instructional time is lost in activities such as taking attendance, recording the lunch count, or the return of permission slips for a class trip.

Indicators:

- Smooth functioning of all routines
- Little or no loss of instructional time
- Students playing an important role in carrying out the routines
- Students knowing what to do, where to move

2c Managing Classroom Procedures—Possible Examples

Unsatisfactory	Basic	Proficient	Distinguished
<p>When moving into small groups, students are confused about where they are supposed to go, whether they should take their chairs, etc.</p> <p>There are long lines for materials and supplies, or distributing supplies is time consuming.</p> <p>Students bump into one another lining up or sharpening pencils.</p> <p>Roll taking consumes much time at the beginning of the lesson, and students are not working on anything during the process.</p> <p>Most students ask what they are to do or look around for clues from others.</p>	<p>Some students not working with the teacher are not productively engaged in learning.</p> <p>Transitions between large- and small-group activities are rough, but they are accomplished.</p> <p>Students are not sure what to do when materials are being distributed or collected.</p> <p>Students ask some clarifying questions about procedures.</p> <p>The attendance or lunch count consumes more time than it would need if the procedure were more routinized.</p>	<p>Students get started on an activity while the teacher takes attendance.</p> <p>Students move smoothly between large- and small-group activities.</p> <p>The teacher has an established timing device, such as counting down to signal students to return to their desks.</p> <p>Teacher has an established attention signal, such as raising a hand, or dimming the lights.</p> <p>One member of each small group collects materials for the table.</p> <p>There is an established color-coded system indicating where materials should be stored.</p> <p>In small-group work, students have established roles, they listen to one another, summarize different views, etc.</p> <p>Cleanup at the end of a lesson is fast and efficient.</p>	<p>Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work.</p> <p>A student reminds classmates of the roles that they are to play within the group.</p> <p>A student redirects a classmate to the table s/he should be at following a transition.</p> <p>Students propose an improved attention signal.</p> <p>Students independently check themselves into class on the attendance board.</p>

UNSATISFACTORY	BASIC
<p>Much instructional time is lost through inefficient classroom routines and procedures.</p> <p>There is little or no evidence that the teacher is managing instructional groups, transitions, and/or the handling of materials and supplies effectively.</p> <p>There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost through only partially effective classroom routines and procedures.</p> <p>The teacher’s management of instructional groups, transitions, and/or the handling of materials and supplies is inconsistent, the result being some disruption of learning.</p> <p>With regular guidance and prompting, students follow established routines.</p>

Critical Attributes

<p>Students not working with the teacher are not productively engaged or are disruptive to the class.</p> <p>There are no established procedures for distributing and collecting materials.</p> <p>Procedures for other activities are confused or chaotic.</p>	<p>Small groups are only partially engaged while not working directly with the teacher.</p> <p>Procedures for transitions and for distribution/collection of materials seem to have been established, but their operation is rough.</p> <p>Classroom routines function unevenly.</p>
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PROFICIENT	DISTINGUISHED
<p>There is little loss of instructional time because of effective classroom routines and procedures.</p> <p>The teacher’s management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized because of efficient classroom routines and procedures.</p> <p>Students contribute to the management of instructional groups, transitions, and the handling of materials and supplies.</p> <p>Routines are well understood and may be initiated by students.</p>

<p>The students are productively engaged during small-group work.</p> <p>Transitions between large- and small-group activities are smooth.</p> <p>Routines for distribution and collection of materials and supplies work efficiently.</p> <p>Classroom routines function smoothly.</p>	<p>In addition to the characteristics of “proficient”:</p> <p>Students take the initiative with their classmates to ensure that their time is used productively.</p> <p>Students themselves ensure that transitions and other routines are accomplished smoothly.</p> <p>Students take initiative in distributing and collecting materials efficiently.</p>
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