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| Stage 3: Acquiring Evidence of Instructional PracticesTask 3: Classroom Environment and Management FEE self-score and reflection |

Using the same video as Stage 3, Task 2, complete a self-assessment on the Classroom Environment and Management FEE indicators (chart below). Complete a self-reflection based on the prompts provided.

**Task 3a: Classroom environment and management FEE self-score**

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| **Domain II:**  Classroom Environment | Ineffective  (1) | Effective: Emerging  (2) | Effective: Proficient  (3) | Highly Effective  (4) | Rating |
| **2.1.1** Management  of instructional groups | Students not working with the teacher are not productively engaged in learning. | Students in only some groups are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher. | Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity. |  |
| **2.1.2** Management  of transitions | Transitions are chaotic, with much time lost between activities or lesson segments. | Only some transitions are efficient, resulting in some loss of instructional time. | Transitions occur smoothly, with little loss of instructional time. | Transitions are seamless, with students assuming responsibility in ensuring their efficient operation. |  |
| **2.1.3 (other than 2.1.2)** Management of materials  and supplies | Materials and supplies are handled inefficiently, resulting in significant loss of instructional time. | Routines for handling materials and supplies function moderately well, but with some loss of instructional time. | Routines for handling materials and supplies occur smoothly, with little loss of instructional time. | Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation. |  |
| **2.1.4** Performance of non-instructional duties | Considerable instructional time is lost in performing non-instructional duties. | Systems for performing non-instructional duties are only fairly efficient, resulting in some loss of instructional time. | Efficient systems for performing non-instructional duties are in place, resulting in minimal loss of instructional time. | Systems for performing non-instructional duties are well established, with students assuming considerable responsibility for efficient operation. |  |
| **2.2.1** 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. |  |
| **2.2.2** 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 their peers’ behavior, correcting one another respectfully. |  |
| **2.2.3** 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. |  |
| Domain Average Rating  Submit evidence from video with time stamp for each score earned.  EVIDENCE for 2.1.1:  EVIDENCE for 2.1.2:  EVIDENCE for 2.1.3:  EVIDENCE for 2.1.4:  EVIDENCE for 2.2.1:  EVIDENCE for 2.2.2:  EVIDENCE for 2.2.3: | | | | |  |

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Task 3b: Classroom Environment and Management FEE reflection

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| **Respond to the prompts below.** |
| **Identify *one* indicator, from the Classroom Environment and Management Domain of the FEE rubric (above), which you think was an area of *reinforcemen*t (strength). Provide a rationale that explains what you did to demonstrate a strength in the indicator and the *impact it had on student learning*. *Cite example(s)* from the video with time stamp to support your reflection.** |
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| **Identify *one* indicator, from the Classroom Environment and Management Domain of the FEE rubric (above), which you think was an area *of refinement* (area for improvement). Provide a rationale that explains your practice requiring improvement and the *impact it had on student learning*. *Cite example(s)* from the video to support your reflection.** |
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| **Based on the Classroom Environment and Management Domain FEE indicator you identified as your area of refinement (needing improvement), explain the *actionable next steps* you can take to improve your practices in Classroom Environment and Management. Provide a *rationale* for how these actionable next steps will lead to *increased student achievement.*** |
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