



COMPETENCY 5: Learning Environments
(EDUCATOR ACCOMPLISHED PRACTICE 5: Learning Environments)

INDICATOR	OUTSTANDING	HIGH PERFORMING	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
<i>Fosters active engagement in learning</i>	<ul style="list-style-type: none"> ◆ Classroom is a demonstration model for active student engagement activities such as cooperative learning and student-directed groups ◆ Shares best practices with staff on cooperative and student-directed learning strategies ◆ Utilizes current research or books on student engagement and organizes a study/focus group within school/dept ◆ Designs and implements specific active learning strategies that are utilized by a grade level or department 	<ul style="list-style-type: none"> ◆ Organizes instruction to include cooperative student- directed groups ◆ Uses a variety of instructional strategies which are specific to the needs of students ◆ Designs and implements active instructional activities for individuals, small groups and whole group learning needs ◆ Effectively uses all instructional time and opportunities for student learning 	<ul style="list-style-type: none"> ◆ Maintains academic focus of students and on-task behavior with a variety of active learning strategies ◆ Provides specific, timely, feedback and positive reinforcement to students ◆ Organizes instruction to include centers or cooperative, student directed groups ◆ Most instructional time is used effectively ◆ Makes smooth, efficient transitions 	<ul style="list-style-type: none"> ◆ Inconsistently maintains focus of students and on-task behavior with some motivational strategies ◆ Feedback is not specific or is delayed ◆ Positive reinforcement is inconsistently practiced ◆ Students are sometimes actively engaged during instruction ◆ Momentum and transitions result in a loss of some instructional time and focus 	<ul style="list-style-type: none"> ◆ Loses momentum, over dwells ◆ Significant loss of instructional time caused by lack of engagement ◆ Feedback is negative and punitive. ◆ Students are not engaged or on-task during instruction
<i>Manages Students Behavior</i>	<ul style="list-style-type: none"> ◆ Creates and leads school-wide activities to improve student behavior ◆ Teaches class on student management activities for teachers ◆ Provides assistance to teachers on classroom management strategies ◆ Allows students to develop individual behavior goals and plan strategies to achieve their goals ◆ Allows students to develop individual mission statements, behavior goals and strategies ◆ Celebrates individual and group accomplishments 	<ul style="list-style-type: none"> ◆ Identifies the antecedent behavior of students and makes modifications for student success ◆ Consults with other professionals to develop individual plans and strategies specific to student needs and implements these strategies ◆ Attends workshops trainings or conferences to develop additional strategies for effective classroom management ◆ Allows the classroom group to develop classroom goals and plan strategies to achieve the goals ◆ Communicates behavior contracts to parents and encourages involvement. ◆ Provides methods for team or class recognition 	<ul style="list-style-type: none"> ◆ Manages student behavior in various learning environments ◆ Classroom expectations are posted, taught and upheld ◆ Consistently and positively redirects misbehavior ◆ Uses misbehavior as an opportunity for teaching the appropriate behavior ◆ Incentives for positive student behavior are implemented fairly and consistently ◆ Classroom mission statement, goals for behavior and strategies are created by the teacher for the class ◆ Includes parents in the discipline process 	<ul style="list-style-type: none"> ◆ Inconsistently redirects student behavior in various learning environments ◆ Incidences in student misbehavior increase during instructional time or transitions ◆ Discipline actions are punitive in nature an correct positive behavior is not taught ◆ Classroom behavior plan is posted but not followed ◆ Classroom incentive plan is not consistently used ◆ School-wide student discipline procedures are not followed consistently ◆ Discipline referrals are sent home but do not ensure that parents have signed the referral 	<ul style="list-style-type: none"> ◆ Fails to manage student behavior ◆ Negative or punitive disciplinary consequences are used ◆ Classroom behavior plan is not posted or followed ◆ Misbehavior is ignored or inconsistently addressed ◆ There are no classroom incentives for positive behavior ◆ School-wide student discipline procedures are not followed ◆ Discipline referrals are written inconsistently for the same behaviors and parents are not aware of the problem behavior
<i>Modifies physical environment to support learning</i>	<ul style="list-style-type: none"> ◆ Shares the learning environment design and management responsibilities with students ◆ The physical environment reflects student activities which are related to the curriculum 	<ul style="list-style-type: none"> ◆ The attractive physical environment reflects engaging student-centered activities related to the curriculum 	<ul style="list-style-type: none"> ◆ Modifies the physical environment to facilitate student learning ◆ The physical environment is attractive organized and developmentally appropriate 	<ul style="list-style-type: none"> ◆ The physical environment of the classroom is not modified ◆ The physical environment has some clutter and disorganization ◆ The physical environment is not attractive or engaging for student learning 	<ul style="list-style-type: none"> ◆ The physical environment of the classroom is not conducive or developmentally appropriate for student learning ◆ The physical environment is cluttered and disorganized ◆ Furniture arrangement poses safety hazard