

Classroom Management Performance-Based Assessment

Initial/Professional Teacher Education
University of Colorado at Denver

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What is the purpose and importance of classroom management?

A central purpose of classroom management is to establish and maintain a learning environment that fosters both effective and efficient instruction while maintaining a positive social culture for students. Importantly, the multiple dimensions of classroom life, including the dimension of classroom management, behavioral management, environmental management, and instructional management are directly influenced by the social and cultural backgrounds of students. Consequently, contemporary classroom management practices should be viewed not only from a behavioral perspective, but also from social and cultural perspectives. Thus, students' explicit classroom behaviors must be understood as a function of their socio-cultural backgrounds. As a result you can create a foundation for building and maintaining a positive classroom culture by learning about and attending to the relationship between students' socio-cultural backgrounds and their classrooms behaviors.

The relationship between classroom management and instruction is strong and interdependent. Therefore, the development of a variety of approaches and techniques is critical to helping students learn academic content. In addition, it is critical to students' implicit learning about positive social interaction, democratic principles, and socio-cultural differences.

During your internships, you will manage classrooms for all learners, those considered learners with average abilities as well as students identified with special needs, students learning English as a second language, students identified with gifted abilities, students with non-identified but recognizable academic, physical, emotional, and social needs, and students whose socio-cultural backgrounds vary. Seek opportunities to practice classroom management skills in a wide range of contexts with an emphasis on differentiating classroom management strategies for the wide range of students in your school.

What is the nature of the Classroom Management PBA?

The vehicle for the Classroom Management PBA consists of on-campus course work and skill demonstrations during your internships. This integrated approach to teaching and learning is intended to help you expand your thinking and problem solving skills about specific aspects of school and

classroom life; it also provides you with opportunities to explore life in schools from a number of different perspectives in order to gain proficiency in your own knowledge of the skills students need to be successful in schools and throughout their lives.

Where does the Classroom Management PBA fit into my studies to become a teacher?

The Classroom Management Performance Based Assessment (PBA) includes both on-campus assignments (completed in either IPTE 5120: Negotiating the Classroom Culture with Children or IPTE 5121: Negotiating the Classroom Culture with Adolescents) and demonstrated skills in the field completed during your final internship experience. All assignments will require you to seek opportunities to practice the identified management skills in a wide range of contexts with an emphasis on demonstrating differentiated strategies for the whole range of students in your school. The required products for the IPTE 5120/5121 course will be completed during your first two internships and will serve as the formative evaluative measure on this Classroom Management PBA. Your daily performance in your final internship will serve as a summative evaluative measure on this Classroom Management PBA. This PBA will serve to distinguish between your working knowledge of classroom management skills in the course and practical knowledge demonstrated in your internship experiences.

What standards are addressed by the Classroom Management PBA?

This PBA supports the following Colorado Department of Education Teacher Standards:

Standard 5: Knowledge of Classroom and Instructional Management

- 5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.
- 5.2 Apply sound disciplinary practices in the classroom.
- 5.3 Apply appropriate intervention strategies and practices to ensure a successful learning environment.
- 5.4 Raise the academic performance level of a group of students, over time, to a higher level.

5.5 Understand the cognitive processes associated with various kinds of learning and ensure attention to these learning processes so that students can master content standards.

5.6 Work in cooperation with library media and other resources specialists in providing student instruction on how to access, retrieve, analyze, synthesize and evaluate information, and integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.

5.8 Communicate with parents and guardians effectively in order to involve them as participants and partners in student learning.

Standard 6: Knowledge of Individualization of Instruction

6.1 Employ a wide range of teaching techniques to match the intellectual, emotional, and social level of each student, and choose alternative teaching strategies and materials to achieve different curricular purposes.

6.2 Design and/or modify standards-based instruction in response to diagnosed student needs, including the needs of exceptional learners and English language learners.

Standard 7: Knowledge of Technology

7.2 Use technology to increase student achievement.

7.3 Utilize technology to manage and communicate information.

Standard 8: Democracy, Educational Governance and Careers in Teaching

8.1 Model and articulate democratic ideals to students.

8.2 Develop, on the part of students, positive behavior and respect for rights of others, and those moral standards necessary for personal, family and community well-being.

How does the Classroom Management PBA help me learn the teaching roles that are the foundation of the IPTE program?

This PBA helps you to become a:

“Professional” by giving you opportunities to communicate and collaborate with a variety of resources, to begin thinking about the legal aspects of education, analyzing practice and making revisions based on analysis.

“Learning Facilitator” by using a variety of resources within and outside the school building to meet the needs of all learners, encouraging self-advocacy,

self-determination and self-reflection, developing management skills for creating a positive classroom climate, and allows for reflection and evaluation of professional choices and actions.

"Scholar" by giving your opportunities to understand content areas, embed and apply inquiry into your professional practice, and make connections among ideas within and between disciplines.

"Leader" by attending to democratic practices in working with students and adults in order to build a positive school and classroom climate.

"Student Advocate" by offering students appropriate social, emotional, physical and academic challenges, respects students as individuals, involving others, including students in activities that will increase learning and/or their well being in and out of school.

What do I need to do?

The Classroom Management PBA is two fold process. First, you are responsible for the successful completion of all product requirements for IPTE 5120/5121. Directions and grading criteria for all products will be provided by the professor of this course. Your final project for this course, a classroom management plan will serve as the formative review of your PBA. The second aspect of your performance evaluation will be documented on the accompanying Classroom Management checklist. During your final internship, you should be prepared to submit the accompanying Classroom Management checklist for a summative review to your site coordinator and/or site professor. Revised copies of each of the course assignments and the PBA must be safely kept for inclusion in your portfolio.

How will others help me?

Experiences, activities and products in the courses and internships are designed to provide teacher candidates with the information and opportunities needed to complete the Classroom Management PBA successfully. Course instructors will refer to the checklist as part of instruction and site professors, site coordinators and clinical teachers will

use it to coach and evaluate you. Teacher candidates can use the Classroom Management PBA as a reference in working with clinical staff.

However, it is your responsibility to reach the proficient level on the Classroom Management PBA and to keep the required documentation that shows your proficiency. It is also your responsibility to make arrangements for coaching and evaluation in a timely manner and to obtain opportunities for learning.

How will my performance be evaluated and scored?

Using the Classroom Management PBA documentation, course professors, site professors and site coordinators will record your demonstrated performance across an array of environmental, instructional, behavioral, and classroom management skills. Each skill will be evaluated using the following scoring rubric. You must be proficient in all skill areas by the completion of your final internship.

NOT APPLICABLE	<ul style="list-style-type: none"> ● Opportunities to practice an identified skill are not available at this time. ● An identified skill cannot be observed and evaluated at this time.
DEVELOPING	<ul style="list-style-type: none"> ● Acquiring background knowledge through university coursework ● Observing and attempting to teach in classrooms ● Understanding content ● Using vocabulary related to management ● Co-planning and co-teaching ● Initiation of some independent management interventions ● Working collaboratively on management issues with faculty and parents ● Implementing CTs classroom management system
PROFICIENT (INCLUDES ALL PREVIOUS)	<ul style="list-style-type: none"> ● Selects and implements appropriate activities taking into account all environmental, instructional, behavioral and classroom management components ● Classroom management plan is differentiated to reflect the diversity and needs of the students in the class

CLASSROOM MANAGEMENT PERFORMANCE-BASED ASSESSMENT

Teacher candidate's name: _____

Partner school: _____

Site Professor: _____

Site Coordinator: _____

Internship info (grade/teacher):

1st _____ 2nd _____

3rd _____ 4th _____

**Have all skills been demonstrated proficiently by the conclusion of the
4th internship? YES NO**

If proficiency has not been demonstrated, identify areas needing further development.

I have had a conference with my site professor and/or site coordinator and clinical teacher and am aware of my progress toward meeting the Classroom Management Performance-Based Assessment. I know the areas that I need to work on and have been involved in developing a specific plan for my continued development to reach proficiency. My plan is attached.

Teacher Candidate Signature: _____

Date: _____

Classroom Management Performance Based Assessment

Skill Components	Summative Review in IPTE 5913. Evaluator:	Evidence of skill proficiency
Environmental Management		
Physical environment supports learning and there is evidence of visual and auditory supports	D P	
Students are arranged effectively for the instructional intent	D P	
Teacher provides positive feedback that specifies the student's behavior	D P	
Teacher models rapport with students	D P	
Humor is used effectively	D P	
Social/emotional climate is positive	D P	
Self-expression is valued	D P	
Positive interaction between peers is facilitated	D P	
Students are motivated & meaningfully involved	D P	
Teacher is a good model for appearance, speech, behavior and enthusiasm	D P	
It is evident through teacher and peer interactions that student's basic needs (i.e. cognitive, affective, physical and communicative) are being supported	D P	
Opportunities for student choice are evident	D P	
Self-advocacy skills are taught and reinforced	D P	
Teacher demonstrates "person-first" language	D P	
Instructional Management		
Students are oriented to lesson and their attention is secured and maintained	D P	
Teacher states objective of lesson and provides meaningful purpose for students	D P	
Instruction is clear and focused	D P	
Teacher identifies targeted standard(s)	D P	
The learning task is modeled	D P	
Students are guided in practice learning	D P	
Students are given time for independent practice	D P	
Wait time of at least four seconds is provided	D P	
Creative thinking is encouraged through questioning and extension activities	D P	
Teacher accommodates different learning styles through instructional materials	D P	

Teacher accommodates different ability levels	D	P	
Instruction includes a specified, timely, sequenced closure	D	P	
Teacher incorporates summarizing activities	D	P	
Teacher monitors students' progress	D	P	
Behavioral Management			
Teacher understands students' basic needs (i.e. cognitive, affective, physical and communicative)	D	P	
Teacher uses preventative techniques to minimize off-task behaviors	D	P	
Teacher is sensitive to students' nonverbal behaviors	D	P	
Teacher uses appropriate nonverbal strategies	D	P	
Incentives are used to promote motivation and excellence for all students	D	P	
Students receive personalized and specific feedback	D	P	
Students are encouraged to be responsible for selves	D	P	
Teacher uses problem-solving strategies	D	P	
Affective skills are taught and reinforced	D	P	
Teacher collects observational data of students' targeted behavior(s)	D	P	
Teacher collaborates with other professionals regarding affective programming	D	P	
Teacher places an emphasis on intrinsic rewards	D	P	
Classroom Management			
Material and equipment are ready	D	P	
Class rules focus on facilitating positive student behavior vs. identification of negative behavior	D	P	
Class rules are taught to and understood	D	P	
Class rules are reinforced, consistently	D	P	
Discipline is appropriate and consistent	D	P	
Class routines are smooth and efficient	D	P	
Students are taught strategies for managing their behavior during transitions	D	P	
Teacher delegates activities to students in order to free his/her time for effective class monitoring and facilitation	D	P	
Class time is used effectively	D	P	
Seat work is used effectively and is monitored by the teacher on a class-wide basis	D	P	