Standard II
Element A

1 ***Maintains Safety and welfare of students and the environment.***

  According to Jensen (1998), "The human brain seeks pattern and desires daily events to be logical and predictable."

Teachers can provide a safe learning environment by establishing clear expectations and logical consequences for students that are implemented in a consistent and predictable manner.

Classroom environments need to be planned to suit the needs of the educational program they serve. The environment supports the learning process by physically providing equipment and setup to facilitate smooth implementation of student and teacher tasks. The environment should allow for easy access of resources, configuration of grouping arrangements, and movement by members of the classroom.

Clear traffic patterns for teacher and student movement within the classroom are essential to student safety. Ensuring clear pathways for movement, securing electrical equipment, and organizing storage of supplies and students' belongings can create an environment that is safe and maintains the welfare of students.

Cleanliness is an important characteristic of a safe environment. Periodically clearing the surfaces of workspaces can reduce the risk of student injuries and illnesses. Keeping the classroom free of clutter can reduce distractions and accidents.

Tips for a safe environment:
- Electrical cords should be properly secured so that students will not trip over them. (Refer to building safety codes for specific regulations.)
- Evacuation maps should be displayed so they are visible to all members of the classroom.
- Trash cans and recycle bins should be available to reduce excess paper and avoid clutter.
- Make Disinfectant wipes or other cleaning supplies accessible by the teacher and students to clean common surface areas.

When supplies, equipment, and resources are organized and accessible, students are more likely to be independent learners. When students are able to work independently, behavior management issues decline and student engagement increases. Therefore, it is advantageous to everyone when students can help themselves to frequently used supplies so that learning is not interrupted and instructional time is maximized. Consistently displaying visual supports in the same place for each lesson not only makes them easily accessible, but also increases the likelihood students will use them.

  When wall space and the overall appearance of the classroom are aligned with the learning goals and instructional priorities, students receive reinforcement for the value of what they are learning and why they are learning it. (Marzano, 2009, p. 202)

Visuals displayed on walls should have strong instructional purposes and not just serve as decorations.

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- [Purposeful Use of Visuals](#)
   > Document identifies benefits from the use of visuals and suggestions for how to create and utilize visuals in a purposeful manner.

2   ***Maintains Clear expectations for student behavior.***

> According to Marzano, Gaddy, Foseid, Foseid, & Marzano (2005), "Establishing rules and shared expectations for general conduct helps to lay a solid foundation for effective classroom management." (p. 9)

> It is important to use effective management strategies to facilitate learning and avoid disruptions. In a smoothly running classroom, standards of conduct must be inferred because an observer may not witness explicit attention to those standards. Rather, student behavior indicates that a teacher has established those standards at the beginning of the year and has maintained them consistently. In a well-managed classroom, students are able to explain the agreed-upon standards of conduct and monitor their own behavior. (Danielson, 2007, p. 57)

Just as the teacher takes time to plan instruction of academic content, the teacher should plan for the teaching and reinforcing of classroom rules. Unfortunately, many teachers make the mistake of limiting their "teaching" to reading or stating the rules for acceptable behavior and fail to actually teach them. Students do not learn writing skills from just hearing them stated, but rather from seeing them taught and modeled with opportunities for practice. Similarly, students need to see and hear the teacher model behavioral expectations and have opportunities to practice in order to internalize them and take responsibility for their own actions.

> The most effective classroom management comes in the form of strategies that prevent acting out before it occurs. And those strategies arise from assuming that our students want to be here, want to participate, and specifically, want to learn good behavior. (Smith & Lambert, 2008, p. 16)

> When establishing rules and consequences, it is useful to keep in mind that typically the goal is to have students be responsible for their own behaviors—this way they will learn the life skill of self-management. Therefore, students must understand the reasoning behind each rule and know the potential consequences if the rule is violated. The consequences should be logical and student-based—not labor intensive for the teacher. For example, if a parent is to be called about an infraction, make the child responsible for making that phone call and explaining his or her actions. (Erlauer, 2003)

Teachers may enlist students in setting and maintaining standards of **classroom behavior**. By soliciting student participation, teachers can contribute to students' feelings of ownership and increase the likelihood of students following behavioral expectations.

- Excerpt from *Educator's Guide to Preventing and Solving Discipline Problems* by Mark Boynton and Christine Boynton
   http://www.ascd.org/publications/books/105124/chapters/Establishing-Clearly-Defined-Parameters-of-Acceptable-Classroom-Behaviors.aspx

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Excerpt provides guidelines and questions to support teachers in the establishing of rules to guide classroom behavior.
- Article: "Keys to Classroom Management" by Robert and Jana Marzano
  http://www.ascd.org/publications/educational-leadership/sept03/vol61/num01/The-Key-to-Classroom-Management.aspx Article describes research-based strategies for establishing effective classroom management.
- Article: "Assuming the Best" by Rick Smith and Mary Lambert
  http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Assuming-the-Best.aspx
  Article describes strategies for teaching behavior expectations.
- Website
  http://www.adprima.com/managing.htm
  Website provides a variety of tips for establishing classroom management.

3   ***Maintains Procedures and routines to guide instruction and transitions.***

> It's just not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines…inefficient procedures and the absence of routines for common aspects of classroom life…can waste large amounts of time and cause students' attention and interest to wane. (Emmer, Evertson, & Worsham, 2003, p. 17)

Teachers should spend time at the beginning of the year teaching and practicing classroom procedures. To make the best use of instructional time, there should be a consistent and smooth execution of procedures and routines throughout the lesson, which is evidenced by student behavior. Students should practice and/or be aware of procedures and routines for daily expectations as well as for special circumstances that disrupt the normal flow of class.

The following generalizations should guide the design and implementation of classroom procedures:
- Procedures should be established at the beginning of the school year with the understanding that students will need reminders and practice, especially when procedures are altered based on changing classroom needs.
- Procedural expectations should describe specific behaviors students are expected to display so they can be understandable to all students.
- Students should have opportunities to assess and modify their performance of the procedures.
  (*Eagle County Schools Professional Practices Rubric*, 2012, p. 83, Used with permission).

Within the course of a school day, there can be numerous procedures teachers need to implement in order to create a safe and orderly learning environment and maximize instructional time for all students.

Refer to this internal resource for additional information:
- Establishing and Teaching Procedures
  Document provides examples of procedures that should be established in the classroom and ideas for the effective use of visuals to teach procedures.

Refer to this external resource for additional information:
- Article: "Maximizing the Efficiency and Structure of Your Classroom" published by Teaching as Leadership
  http://teachingasleadership.org/sites/default/files/Related-Readings/CMC_Ch3_2011.pdf
  Article provides examples of procedures that can lead to efficiency and structure within the classroom.

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Planning/Coaching Questions

- **How did you establish a caring relationship with all students?**
- How did you communicate and teach expectations for student behavior?
- How were you able to consistently hold students accountable for adherence to school and class rules?
- In what ways did you reinforce positive behaviors?
- How did you respond to misbehavior respectfully and appropriately?
- How did you encourage students to monitor their own behavior?
- What procedures need to be established to ensure instructional time is maximized?
- How do you find ways to collaborate with students on the development of behavior expectations and procedures?
- How do students demonstrate that they understand behavior expectations and procedures in my classroom?
- How do you maintain an environment that is safe?
- How do you ensure resources are organized and accessible to all students?
- How do you support students in being safe and organized?

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