

## Appendix B

### Rubric for Classroom management

Total Points: \_\_\_\_\_

#### **Level 4 (4 points)**

- Provides for large group and individual instruction:** Teachers demonstrates a well-planned and well-organized lesson plan providing for all ability levels and applies multiple student-centered teaching methodologies. Teachers applies multiple explanations and/or scaffolding when necessary. Teachers uses multiple methods of checking and assessing student understanding and learning on a large group and individual scale.
- Develops routines and procedures to increase academic learning time:** Routines and procedures are clearly evident in the classroom, they are well-thought, purposeful, and functional. Routines and procedures appear to happen effortlessly in the classroom. There are no issues or problems for students with any of the routines or procedures.
- Provides and environment conducive to learning:** The environment appears to be safe, respectful, and pleasant for all participants; all essential resources are provided for all tasks; seating or activities are planned to maximize learning. The environment is extremely functional for learning.
- Recognizes conditions that may lead to discipline problems:** Conditions that may lead to discipline problems have been conceived of prior to the classroom activity and have been intentionally removed and/or mechanism have been pre-created to deal with discipline problems. Teacher is mindful and aware of all activities taking place in the classroom.
- Responds appropriately when problems occur:** Teacher acts or reacts to possible discipline problems in a timely and efficient manner before they become large problems and avoids conflicts or disruptions.
- Assists students towards self-discipline:** Demonstrates a student-centered environment where students have input and some control of rules, activities, and consequences; provides for intrinsic motivation which assists self-discipline and self-control. Teacher is a self-disciplined role-model.

#### **Level 3 (3 points)**

- Provides for large group and individual instruction:** Teachers demonstrates a well-planned and well-organized lesson plan providing for all ability levels and applies multiple student-centered teaching methodologies, but without as much breadth and depth as level 4. Teacher uses explanations and/or scaffolding when necessary. Teachers checks and assesses student understanding and learning on a large group and individual scale, but not as in depth as level 4.
- Develops routines and procedures to increase academic learning time:** Routines and procedures are evident in the classroom, they are well-thought, purposeful, and functional. Routines and procedures appear to happen effortlessly in the classroom, but not as smoothly as level 5 above. Perhaps only 1-2 students may have an issue or are confused with any of the routines or procedures.
- Provides and environment conducive to learning:** The environment appears to be safe, respectful, and pleasant for all participants; most essential resources are provided for all tasks; seating or activities appear to be planned in advance. The environment is very functional for learning.
- Recognizes conditions that may lead to discipline problems:** Conditions that may lead to discipline problems have been conceived of prior to the classroom activity and have been intentionally

removed and/or mechanism have been pre-created to deal with discipline problems. Teacher is aware of most activities taking place in the classroom.

**Responds appropriately when problems occur:** Teacher acts or reacts to possible discipline problems in a timely and efficient manner before they become large problems and avoids conflicts or disruptions, but not as smoothly or timely as level 4.

**Assists students towards self-discipline:** Demonstrates a student-centered environment where students have some input and some control of rules, activities, and consequences; provides some opportunities for intrinsic motivation which assists self-discipline and self-control. Teacher is an appropriate role-model most of the time.

### **Level 2 (2 points)**

**Provides for large group and individual instruction:** Teachers has a lesson plan that provides for different ability levels, but not for all levels. Teacher may use explanations, but they are not clear or do not provide satisfaction for students. Teacher uses a simple or inefficient check of student understanding and learning on a large group scale only.

**Develops routines and procedures to increase academic learning time:** Routines and procedures are evident in the classroom, they are purposeful and functional, but may not be time or task efficient. Routines and procedures appear to take effort on the part of the teacher or students in the classroom. More than a few students appear to have issues with or are confused by some of the routines or procedures.

**Provides and environment conducive to learning:** The environment appears to be comfortable for most participants; some essential resources are provided for all tasks; seating or activities appear to be created on the spot by the teacher or students. The environment is functional for learning.

**Recognizes conditions that may lead to discipline problems:** Some conditions that may lead to discipline problems have been conceived of prior to the classroom activity and have been intentionally removed.

**Responds appropriately when problems occur:** Teacher only acts or reacts to discipline problems when they occur and become disruptive, but in an efficient manner.

**Assists students towards self-discipline:** Students are aware of rules and consequences. Teacher is a role-model most of the time.

### **Level 1 (1 point)**

**Provides for large group and individual instruction:** Teachers has a poorly conceived lesson plan that doesn't provide learning for many students. Teacher may use explanations, but they are not clear or do not provide satisfaction for many students. Teacher uses inefficient methods of checking student understanding and learning.

**Develops routines and procedures to increase academic learning time:** Routines and procedures are not always evident in the classroom; they may not be purposeful and functional, but may not be time or task efficient. Routines and procedures appear to take effort on the part of the teacher or students in the classroom. Several students appear to have issues with or are confused by some of the routines or procedures.

- Provides and environment conducive to learning:** The environment does not appear to be comfortable for several participants; most essential resources are not provided for tasks; seating or activities appear to be created on the spot by the teacher or students. The environment is functional for learning.
- Recognizes conditions that may lead to discipline problems:** Most conditions that may lead to discipline problems have not been conceived of prior to the classroom activity. Teacher is not aware of many activities taking place in the classroom.
- Responds appropriately when problems occur:** Teacher only acts or reacts to discipline problems when they occur and become disruptive, but not in a timely or efficient manner.
- Assists students towards self-discipline:** Students may or may not be aware of rules and consequences. Teacher is not a role-model most of the time.

### **Level 0 (0 points)**

- Provides for large group and individual instruction:** Teachers has no lesson plan prepared. Teacher does not offer explanations for students. Teacher does not check for student understanding and learning.
- Develops routines and procedures to increase academic learning time:** Routines and procedures are not really evident in the classroom or do not exist; they are not purposeful, functional, or time or task efficient. Routines and procedures appear to take great effort on the part of the teacher or students in the classroom. Many students appear to have issues with or are confused by some of the routines or procedures.
- Provides and environment conducive to learning:** The environment does not appear to be comfortable for most participants; essential resources are not provided for tasks; seating or activities are created by students. The environment is dysfunctional for learning.
- Recognizes conditions that may lead to discipline problems:** Conditions that lead to discipline problems have not been conceived of prior to the classroom activity. Teacher is not aware of most activities taking place in the classroom.
- Responds appropriately when problems occur:** The teacher does not act or react to discipline problems when they occur.
- Assists students towards self-discipline:** Students do not appear aware of rules and consequences. Teacher is not a role-model.

Aaron David Mermelstein, Reflective Teaching as a Form of Professional Development