EDCI 301 & 556 Classroom Management and Learning Environments
Classroom Management Plan and Rationale (Key Assessment)

Candidates will develop a classroom management plan addressing the following standards: 1. learning focused classroom community 2. use of space, time, and resources 3. respectful environment 4. routines and transitions 5. teacher's response to student behavior.

Candidates will support their classroom management plan decisions by providing a rationale statement for each standard. Rational statements must include relevant classroom management theory (statement should not exceed 2 pages).

TGR Standards	Unacceptable 0	Needs Improvement 1	Meets Standard 2	Exceeds Standard 3
1.**The classroom management plan supports a learning-focused classroom community.** **TGR 5** **INTASC 3**	Creates inadequate and/or inconsistent routines and expectations for students to voice opinions and ask and answer questions. Inadequately monitors student behavior. Provides inadequate collaborative learning opportunities for students. Ensures some or few students are active participants in their learning.	Creates adequate routines and expectations for students to voice opinions and ask and answer questions. Monitors student behavior & redirects to maximize instructional time. Provides adequate collaborative learning opportunities whenever appropriate. Ensures students take ownership and are active participants in their learning.	Creates effective routines and expectations for students to safely voice opinions and ask and answer questions. Proactively monitors student behavior & redirects to maximize instructional time. Provides effective collaborative learning opportunities whenever appropriate. Ensures students take ownership and are active participants in their learning.	Creates effective routines and expectations for students to safely voice opinions and ask and answer questions. Proactively monitors student behavior & redirects to maximize instructional time. Provides effective collaborative learning opportunities whenever appropriate. Ensures students take ownership and are active participants in their learning. Provides opportunities for students to take on academic leadership roles that promote learning.
2. **The classroom management plan supports classroom space, time, and resources (including technology when appropriate) effectively for student learning.** **TGR 6** **INTASC 3**	Inadequately uses physical space or resources (including technology). Allows significant periods of time when students do not have something meaningful to do. Creates an environment where students do not execute transitions, routines, and procedures	Adequately uses physical space or resources (including technology). Allows brief periods of time when students do not have something meaningful to do. Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner	Effectively maximizes use of physical space and resources (including technology) Maximizes time Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with minimal direction or narration	Effectively maximizes use of physical space and resources (including technology) Maximizes time Creates an environment where students execute transitions, routines, and procedures in an orderly and efficient manner with minimal direction or narration Provides opportunities

	in an orderly and efficient manner.	only some of the time and require substantial direction from the teacher.		for students to share responsibility for leading classroom routines and/or procedures.
3. The classroom management plan addresses maintaining a classroom of respect for all students. **TGR 7** **INTASC 3**	Often communicates disrespectfully with students. Does not foster respectful relationships among students. Does not demonstrate a strong positive relationship with students.	Communicates respectfully to students with rare exceptions. Fosters respectful relationships among some students but not others. Demonstrates a strong positive relationship with some students but not others	Communicates respectfully to all students. Effectively fosters respectful relationships among all students. Demonstrates a strong positive relationship with all students.	Communicates respectfully to all students. Effectively fosters respectful relationships among all students. Demonstrates a strong positive relationship with all students. Fosters a classroom culture where students give unsolicited praise or encouragement to their peers.
4. Routines & Transitions **INTASC 3D** **CAEP K-6 4G** **TGR 6**	Plan does not account for individual students learning rates. No plan for distributing materials or transitions is evident.	Plan addresses distribution of materials & outlines basic practices for student transitions.	Plan addresses seamless routines for distributing materials ensuring no instructional time is lost during transitions.	Plan addresses opportunities for individual students who progress at different learning rates. Seamless classroom routines ensuring no instructional time is lost during transitions.
5. Managing Student Behavior (Response to Behavior) **INTASC 3F** **CAEP K-6 3E** **TGR 7**	The teacher stops instruction to address both inconsequential & major behaviors. The teacher addresses the entire class rather than students responsible. The teacher is indecisive on how to address behavioral issues.	The teacher may lose some instructional time due to addressing inconsequential behavior or improperly addressing disruptions.	The teacher overlooks inconsequential behavior. The teacher deals with students who have caused disruptions rather than the entire class. The teacher attends to disruptions quickly and firmly.	The plan outlines potential responses to inconsequential behavior such as use of body proximity & other nonverbal cues to address behavior. The plan addresses individual student behavior causing major disruptions in class and includes responses/behaviors designed to address the

				entire class when disruptions occur. The plan addresses disruptions quickly and firmly.
6. Rationale Supporting Management Choices	Rationale does not align with or contradicts candidate choices in terms of managing student behavior, keeping students on task, preventing disruptions, and cutting down on wasted academic time.	Rationale is partially aligned with candidate choices and/or partially supported by theory in terms of managing student behavior, keeping students on task, preventing disruptions, and cutting down on wasted academic time.	Rationale supports candidates choices citing relevant theorists & theories supporting **most of** their choices in terms of managing student behavior, keeping students on task, preventing disruptions, and cutting down on wasted academic time.	Rationale supports candidates choices citing relevant theorists & theories supporting their choices in terms of managing student behavior, keeping students on task, preventing disruptions, and cutting down on wasted academic time.