

GUIDING QUESTIONS

Component Two - Classroom Environment

The questions below are suggestions for stems related to each of the elements of the components. It is not expected that all questions would be asked during a conference. However, it is expected that information about each of the components be sought during the formative process. There are times when administrators infer how and why something occurred. These questions provide guidance in how to seek clarification and move toward true evidence to record.

2a. Managing Classroom Procedures

- How did the teacher decide what routines, rules, and timelines are needed and when they are needed?
- How did the teacher develop a daily schedule, timelines, classroom routines, and rules? How do these management tools promote and maintain a climate of fairness and respect?
- How did the teacher involve the students in the development of classroom procedures and rules? How did the teacher introduce them to the class? How does the teacher support students to internalize classroom procedures and rules to become self-directed learners?
- How does the teacher determine whether students are working? What does the teacher do if they are not working?

2b. Managing Student Behavior

- How does the teacher (*with the students*) establish standards for behavior? How are the standards communicated? Maintained? Changed?
- Given any situation when student behaviors do not meet agreed-upon standards, how does the teacher decide when to intervene? What does the teacher do? What do other students do? What does the student who misbehaved do?
- How does the teacher communicate approval when standards are met?
- How does the teacher deal with students who are a challenge behaviorally?
- How does the teacher help all students learn to participate in decision-making, problem-solving and conflict resolution?
- How and when does the teacher involve families or others to maintain standards for student behavior?

2c. Creating an Environment to Support Learning

- How does the teacher model and promote fairness, equity, and respect?
- How does the teacher encourage students to interact with each other in a respectful manner and assume responsibility for their interactions?
- How does the teacher encourage students to take risks and be creative?
- How does the teacher respond to inappropriate behavior in a fair and equitable way? How do students respond to inappropriate behaviors from other students?
- How does the teacher group students for various assignments to promote social development?
- How does the teacher help students take responsibility for themselves (*behavior and learning*) and one another?

2d. Organizing Physical Space

- How does the room arrangement take into account safety issues? What things make it a safe and accessible environment?
- How is the room arranged to facilitate classroom interactions?
- How is the room arranged to accommodate individual and group learning needs?
- How is the room arranged to assure that all students have access to learning (*seeing, hearing, and interacting with lesson materials*)?