

Teacher Quality Standard II

Teachers establish a safe, inclusive and respectful learning environment for a diverse population of students.

The most important action an effective teacher takes at the beginning of the year is creating a climate for learning.

—Mary Beth Blegan, former U.S. Department of Education teacher-in-residence

A positive classroom environment enhances the academic achievement of all students, promotes appropriate classroom behavior, and is welcoming to families and adults. A respect for diversity and the uniqueness of each individual is valued. A sense of community is created in which members encourage and promote the learning of each other through collaboration, communication, and mutual respect as they work to achieve individual and common goals.

Element F

Teachers create a learning environment characterized by acceptable student behavior, efficient use of time and appropriate intervention strategies.

Effective classroom management is essentially invisible, because when students are well-behaved and engaged, the focus is on instruction and learning.

—Rick Smith

Professional practices referenced under each element of the Rubric for Evaluating Colorado Teachers are cumulative. Therefore, for teachers to be proficient in creating a learning environment characterized by acceptable student behavior, they must communicate clear behavioral expectations and hold students accountable to adhere to their expectations. Teachers must also implement procedures that create a safe and orderly learning environment that results in instructional time being maximized by all students.

PARTIALLY PROFICIENT RATING LEVEL

PROFESSIONAL PRACTICES: THE TEACHER:

- ***Puts procedures in place to maximize instructional time.***

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).



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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 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.

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.



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