

2d: Managing Student Behavior

Level 4

Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.

CRITICAL ATTRIBUTES

- Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled.
- The teacher silently and subtly monitors student behavior.
- Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.

Level 3

Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.

CRITICAL ATTRIBUTES

- Standards of conduct appear to have been established and implemented successfully.
- Overall, student behavior is generally appropriate.
- The teacher frequently monitors student behavior.
- The teacher's response to student misbehavior is effective.

Level 2

Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

CRITICAL ATTRIBUTES

- The teacher attempts to maintain order in the classroom, referring to classroom rules, but with uneven success.
- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

Level 1

There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior, and response to students' misbehavior is repressive or disrespectful of student dignity.

CRITICAL ATTRIBUTES

- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

2d MANAGING STUDENT BEHAVIOR

In order for students to be able to engage deeply with content, the classroom environment must be orderly; the atmosphere must feel business-like and productive, without being authoritarian. In a productive classroom, standards of conduct are clear to students; they know what they are permitted to do and what they can expect of their classmates. Even when their behavior is being corrected, students feel respected; their dignity is not undermined. Skilled teachers regard positive student behavior not as an end in itself, but as a prerequisite to high levels of engagement in content.

The elements of component 2d are:

- Expectations

It is clear, either from what the teacher says or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

- Monitoring of student behavior

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventive and subtle, which may make it challenging to observe.

- Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content? are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Indicators include:

- Clear standards of conduct, possibly posted, and possibly referred to during a lesson
- Absence of acrimony between teacher and students concerning behavior
- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Absence of misbehavior
- Reinforcement of positive behavior

Level 2

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CRITICAL ATTRIBUTES

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- The teacher attempts to keep track of student behavior, but with no apparent system.
- The teacher's response to student misbehavior is inconsistent: sometimes harsh, other times lenient.

POSSIBLE EXAMPLES

- Classroom rules are posted, but neither the teacher nor the students refer to them.
- The teacher repeatedly asks students to take their seats; some ignore her.
- To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already."
- And others...

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- The classroom environment is chaotic, with no standards of conduct evident.
- The teacher does not monitor student behavior.
- Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.

POSSIBLE EXAMPLES

- Students are talking among themselves, with no attempt by the teacher to silence them.
- An object flies through the air; apparently without the teacher's notice.
- Students are running around the room, resulting in chaos.
- Students use their phones and other electronic devices; the teacher doesn't attempt to stop them.
- And others...

Level 4

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CRITICAL ATTRIBUTES

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POSSIBLE EXAMPLES

- A student suggests a revision to one of the classroom rules.
- The teacher notices that some students are talking among themselves and without a word moves nearer to them; the talking stops.
- The teacher speaks privately to a student about misbehavior.
- A student reminds her classmates of the class rule about chewing gum.
- And others...

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POSSIBLE EXAMPLES

- Upon a nonverbal signal from the teacher, students correct their behavior.
- The teacher moves to every section of the classroom, keeping a close eye on student behavior.
- The teacher gives a student a "hard look," and the student stops talking to his neighbor.
- And others...