Self-Reflection Exercise:
Standard 1: Effective Teaching 1(c) Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment.

Final products: 1. Article(s) with margin notes
                    2. Continuum – completed with right margin notes
                    3. Summaries of what you are doing and what you feel you need to learn more about
                    4. Comments from a colleague on your continuum and your summaries.

Directions:

1. **Examine Effective Teaching: 1c – descriptors of practice**

2. **Read article provided**.- note best practice ideas for your classroom in margin.
   - Locater additional research if required if your context is unique and does not match with articles provided.
     - *i.e. – If you teach all ELL – you may have more specific research into managing students who are not fluent in the language used for instruction*

3. After basic research- **Determine for each descriptor**:
   o What you look at within your unique classroom to determine whether or not students demonstrate behavior?
     o **Name what work or behavior are you observing in right margin**
     o **Rate your classroom by placing an "X" on the continuum depending on quality and frequency behavior is demonstrated**

4. After completing your review of each descriptor –
   - For the descriptors where students are consistently and with quality demonstrating the behavior – **Summarize in 3-4 sentences what you have put into place that has led to the desired behaviors.**
   - **Select 1 or a combination of up to 3 descriptors in which you gave yourself the lowest rating**
     o **State in 3-4 sentences what you think YOU NEED TO LEARN in order to help your specific students be capable of this behavior.**

5. Once completed
   o **Request feedback and input from a colleague** who you believe can provide you with insight into your identified target area(s).
   o **Ask them to help you review if any of the any of the following impact this particular criteria:**
     o the priorities of your current job assignment
     o school's data and school's improvement plan
     o district initiatives

Standard 1: Effective Teaching

1(c) Using appropriate classroom management principles, processes and practices to foster a safe, positive, student-focused learning environment

	← →	
	Students have a voice regarding classroom standards, rules, and consequences. Classroom standards are evident as demonstrated by student behavior.	Students are aware of the posted behavior expectations and consequences.
	← →	
	Students consistently accept responsibility for their behavior individually and as group members. Students positively respond to teacher suggestions and corrections in order to make adjustments to behaviors.	Students are easily distracted and demonstrate little response to corrections. Students respond ineffectively to boundaries
	← →	
	Students are actively engaged in productive learning interactions and activities. They move between learning tasks in an efficient fashion and manage materials effectively	Students use classroom space, materials, and learning time with little regard for order, for others, or for learning.
	← →	
	Students contribute individually and as group members to a positive, safe, and supportive learning environment. Students and teachers demonstrate mutual respect, sincerity, warmth, and humor while interacting positively.	Some students are not contributing in the classroom and are hesitant to take learning and interpersonal risks.
	← →	
	Students receive individually-directed specific feedback. All students receive assistance, encouragement, and recognition that promote an equitable and inclusive learning environment.	Students accept practices of exclusion and/or over-attention as a normal part of the learning environment.
	← →	
	Students display the skills needed to take a leadership role in some part of collaborative work.	Students work in groups to complete various tasks without special training in how to work collaboratively. Students take either leadership or passive roles, depending on their comfort level.

After completing continuum -type summaries on a separate page and attach for next class session.