**Managing Classroom Procedures and Student Behavior**

**DPAS-II for Teachers: Criteria 2a and 2b**

**Interactive Handout**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Session Objectives:**

* Teachers will develop a deeper understanding of Criterion 2a: Managing Classroom Procedures and 2b: Managing Student Behavior
* Teachers will experience strategies for managing classroom procedures and student behavior

|  |  |
| --- | --- |
| **Routines and Procedures** | **Behavior Expectations and Management** |
|  |  |

|  |
| --- |
| What do you see and hear in a classroom with strong routines and behavior management? |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion 2a. Managing Classroom Procedures** | | | |
| **Ineffective** | **Needs Improvement** | **Effective** | **Highly Effective** |
| Classroom routines and procedures are either nonexistent or inefficient, resulting in the loss of much instructional time. | Classroom routines and procedures have been established but function unevenly or inconsistently with some loss of instructional time. | Classroom routines and procedures have been established and function smoothly for the most part, with little loss of instructional time. | Classroom routines and procedures are seamless in their operation, and students assume considerable responsibility for their smooth function. |

|  |
| --- |
| **Big Ah-has from the Critical Attributes for 2a** |
|  |

|  |  |  |  |
| --- | --- | --- | --- |
| **Criterion 2b. Managing Student Behavior** | | | |
| **Ineffective** | **Needs Improvement** | **Effective** | **Highly Effective** |
| Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate responses to student misbehavior. | Teacher makes an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful. | Teacher is aware of student misbehavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students. | Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior. Teacher’s monitoring of student behavior is subtle and preventative, and teacher’s response to student misbehavior is sensitive to individual student needs. |

|  |
| --- |
| **Big Ah-has from the Critical Attributes for 2a** |
|  |

**Independent Reflection**

|  |  |
| --- | --- |
| What will I do to establish classroom procedures early in the year? |  |
| What will I do to set clear behavior expectations at the start of the school-year, and to manage those expectations throughout the year? |  |
| What support do I have available? What additional support will I need? |  |

**Next Steps**

|  |  |
| --- | --- |
| Next Step | Accountability Plan |
|  |  |
|  |  |

**Managing Classroom Procedures and Student Behavior**

**DPAS-II for Teachers: Criteria 2a and 2b**

**SURVEY (for use if not using online tool)**

**Name**: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**School:**

1. How effective was the facilitation of today’s training?
   1. Extremely effective
   2. Very effective
   3. Somewhat effective
   4. Slightly effective
   5. Not at all effective
2. How helpful was this session in supporting your understanding of managing classroom procedures and student behavior?
   1. Extremely helpful
   2. Very helpful
   3. Somewhat helpful
   4. Slightly helpful
   5. Not at all helpful
3. What would have made this session more helpful?
4. What additional trainings and/or opportunities would make you feel more comfortable in your ability to manage classroom procedures and student behavior?
5. Do you have any other comments, questions, or suggestions?