

Entry Two: Reflective Conversation Guide



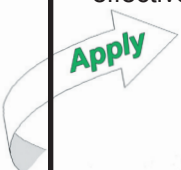
Date of conversation _____

Identify any elements which show your strength(s) as a classroom manager and explain how this assisted your class in acquiring the lesson goals.

Identify any elements which show a need to hone or revise your management skills and explain how that need may have hindered your class from acquiring the lesson goals.

Look back at Entry One's Reflective Conversation Guide. How did your classroom environment specifically support (or hinder) any three students in the categories you cited?

Now make a commitment. Considering your SPs evidence, your room's physical layout, your classroom rules, the COP and your responses above, what will be your next step(s) for further establishing or maintaining an effective classroom environment?



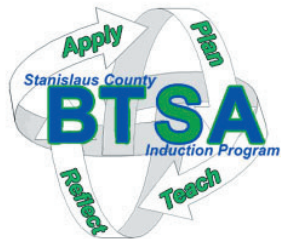
What aspect of your classroom environment, uncovered by the work in Entry Two, might you want to focus on for an extended investigation during your Individual Induction Plan (IIP)?

Follow up by SP Date: _____

Next Observation by SP Date: _____ Time: _____

Participating Teacher's requested focus for next observation: _____





ENTRY TWO: Continuum of Practice (COP)

Participating Teacher's Name: _____

School: _____ District: _____

Support Provider's Name: _____

ENTRY TWO

Continuum of Practice (COP): **Creating & Maintaining Effective Environments for Student Learning**

Continuum of Practice: The Participating Teacher & Support Provider look at, discuss, & mark appropriate levels of teacher performance on the Entry Two Continuum of Practice: Creating & Maintaining Effective Environments for Student Learning. Identify the language that best describes your current practice for each key element. Underneath the key element, the Participating Teacher needs to write the next step that will be taken to move along the continuum. Remember, the decisions made apply to the observation of **this lesson only** and reflect the evidence collected on this form.

KEY ELEMENT:

- **Creating a physical environment that engages all students.**
- **Establishing a climate that promotes fairness and respect.**
- **Promoting social development and group responsibility.**
- **Establishing and maintaining standards for student behavior.**
- **Planning and implementing classroom procedures and routines that support student learning.**
- **Using instructional time effectively.**

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p>2.1 Creating a physical environment that engages all students.</p> <p>Next step:</p>	<ul style="list-style-type: none"> • Uses seating arrangement without regard to learning activities, student interaction or well being of students • Does not make materials, supplies, and technology accessible to students • Structures room with no attention to physical and emotional well-being of students and staff • Displays outdated student work or student work is not evident 	<ul style="list-style-type: none"> • Uses seating arrangement to accommodate some individual and group work • Makes materials, supplies and technology accessible to students • Structures room to meet safety code but not emotional well-being of students and staff • Displays some student work 	<ul style="list-style-type: none"> • Uses seating arrangement to allow for collaborative as well as individual work • Makes materials, supplies and appropriate technology readily accessible for all students • Structures room to promote physical and emotional well-being of students and staff • Displays current student work 	<ul style="list-style-type: none"> • Uses seating as a teaching tool • Is familiar with and uses the latest technology and facilitates opportunities for students to utilize these skills with learning, too • Creatively structures room to promote physical and emotional well-being of students and staff • Consistently displays current student work through a variety of mediums and to a wide audience
<p>2.2 Establishing a climate that promotes fairness and respect.</p> <p>Next step:</p>	<ul style="list-style-type: none"> • Does not model fairness, equity, caring, and respect in the classroom • Is unaware of impolite and disrespectful behavior • Allows inappropriate attitudes and behaviors among students 	<ul style="list-style-type: none"> • Inconsistently models fairness, equity, caring and respect in the classroom • Recognizes polite and respectful student interaction • Responds to inappropriate attitudes and behaviors among students 	<ul style="list-style-type: none"> • Models and promotes fairness, equity, caring and respect in the classroom • Promotes and expects polite and respectful student interaction • Understands and responds to inappropriate attitudes and behaviors in a fair, equitable way 	<ul style="list-style-type: none"> • Consistently models and helps students to transfer concepts of fairness, equity, caring and respect into all aspects of the larger community • Promotes and has students demonstrate respect and politeness beyond the classroom • Works extensively with students to diminish inappropriate attitudes and develop appropriate behaviors
<p>2.3 Promoting social development and group responsibility.</p> <p>Next step:</p>	<ul style="list-style-type: none"> • Recognizes student diversity but does not promote acceptance or respect • Allows little communication and collaboration • Group structures are not evident 	<ul style="list-style-type: none"> • Inconsistently promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view • Allows communication and some collaboration • Uses group activities in limited ways 	<ul style="list-style-type: none"> • Promotes acceptance and respect for different experiences, ideas, backgrounds, feelings, and points of view • Facilitates communication and collaboration • Provides effective group structures with opportunities to assume varied roles 	<ul style="list-style-type: none"> • Extends learning opportunities for students to accept and respect different experiences, ideas, backgrounds, feelings and points of view • Is consistently involved in activities in and out of the classroom which facilitate communication and collaboration and provides effective group time to assume varied roles

Elements	Below Standard	Approaching Standard	Meets Standard	Exceeds Standard
<p>2.4 Establishing and maintaining standards for student behavior.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not establish and maintain appropriate guidelines for student behavior Discourages students from participating in classroom decision making, problem solving, and conflict resolution Does not make families aware of guidelines for student behavior 	<ul style="list-style-type: none"> Establishes guidelines for student behavior but inconsistently maintains them Occasionally involves students in classroom decision making, problem solving, and conflict resolution Informs families concerning guidelines for student behavior 	<ul style="list-style-type: none"> Establishes and maintains appropriate guidelines for student behavior Involves students in classroom decision making, problem solving, and conflict resolution Involves families in maintaining guidelines for student behavior 	<ul style="list-style-type: none"> Extends learning opportunities for students to understand and correct inappropriate behavior Extends learning opportunities for classroom decision making, problem solving and conflict resolution beyond the classroom Works extensively with families in maintaining guidelines for student behavior
<p>2.5 Planning and implementing classroom procedures and routines that support student learning.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Does not develop, communicate, or maintain daily schedule, timelines, classroom routines, and classroom rules 	<ul style="list-style-type: none"> Inconsistently develops, communicates, and maintains daily schedule, timelines, classroom routines, and classroom rules 	<ul style="list-style-type: none"> Develops, communicates, and maintains daily schedule, timelines, classroom routines, and classroom rules 	<ul style="list-style-type: none"> Creates multiple opportunities for students to design and regulate daily schedules, timelines, classroom routines and classroom rules
<p>2.6 Using instructional time effectively.</p> <p>Next step:</p>	<ul style="list-style-type: none"> Uses instructional time ineffectively Is ineffective in pacing and transition time Does not have materials prepared in a timely fashion 	<ul style="list-style-type: none"> Engages some students through pacing and adjustment of instructional time Is inconsistently effective in pacing and transition time Inconsistently prepares materials in a timely fashion 	<ul style="list-style-type: none"> Engages students in learning through pacing, adjustment of instructional time, and redirection Implements smooth pacing and transitions Prepares materials in a timely fashion 	<ul style="list-style-type: none"> Designs structures for different learning levels so that students are simultaneously challenged and given opportunities for success during instructional time Smooth pacing and transitions are part of the learning process Prepares relevant and quality materials in a timely fashion