

in their work. Student work may be displayed, but whether it is on the wall or in a portfolio, students are eager to explain it to a visitor.

A culture for learning is also evident—or not—in the school as a whole. In many schools, particularly at the secondary level, athletes receive the most recognition for their accomplishments. The school's athletic trophy case is mounted in the front hall, and sports letters are awarded in an assembly. No such acknowledgment is generally given to the editors of the literary magazine; students who participate in and excel at other activities, such as music, drama, or writing, receive little public acknowledgment for their work. Students who represent the school in the "Math Olympics" or the state chess tournament may labor in obscurity. And students whose grades place them on the honor roll or dean's list may actually be ridiculed by other students, referred to as "nerds" or "geeks." Alternatively, schools with a culture for learning are purposeful and exciting places. Such schools demonstrate high levels of intellectual energy, extending beyond the specific demands of the school curriculum.

Of course, school cultures can be changed; there are schools where the academic trophies enjoy prominent space in the school's main entrance corridor, with the athletic trophies in an attractive and important location near the gym. Students whose grades place them on the honor roll or who demonstrate other important academic qualifications, such as hard work or significant improvement, are acknowledged publicly.

But even if the school culture does not support such recognition, every teacher has an important role to play within his or her classroom. High-quality work can and must be valued; students must recognize that what they do in their classes, every

day, will influence their futures. The fact that such a culture for learning is difficult to effect in some situations does not mean it is not an important responsibility of every teacher. And when working with students whose families do not value education, the teacher's work is correspondingly more challenging.

But the benefits are palpable. When a culture for learning has been established, other aspects of teaching become easier and more rewarding. Students enter the classroom ready to get to work; they assume responsibility for their learning; they have confidence in their abilities. Students come to recognize important academic learning, and the intellectual challenges that accompany it, as fun. And when they master complex material, they enjoy the satisfaction that comes only from demonstrated competence in important work.

Demonstration

Evidence of a culture for learning is found primarily in the classroom itself, where it's evident from the look of the room (which may display student work), the nature of the interactions, and the tone of the conversations. The teachers' instructional outcomes and activities, as described in their planning documents, also demonstrate high expectations of all students for learning. Conversations with students reveal that they value learning and hard work. (See Figure 4.8.)

COMPONENT 2C: MANAGING CLASSROOM PROCEDURES

Rationale and Explanation

For new teachers, the challenge of managing the activities of a large number of students is a daunting one; there is only

FIGURE 4.9

DOMAIN 2: THE CLASSROOM ENVIRONMENT**Component 2c: Managing Classroom Procedures**

Elements: Management of instructional groups • Management of transitions • Management of materials and supplies •
Performance of noninstructional duties • Supervision of volunteers and paraprofessionals

ELEMENT	LEVEL OF PERFORMANCE			
	UNSATISFACTORY	BASIC	PROFICIENT	DISTINGUISHED
Management of instructional groups	Students not working with the teacher are not productively engaged in learning.	Students in only some groups are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and most students are productively engaged in learning while unsupervised by the teacher.	Small-group work is well organized, and students are productively engaged at all times, with students assuming responsibility for productivity.
Management of transitions	Transitions are chaotic, with much time lost between activities or lesson segments.	Only some transitions are efficient, resulting in some loss of instructional time.	Transitions occur smoothly, with little loss of instructional time.	Transitions are seamless, with students assuming responsibility in ensuring their efficient operation.
Management of materials and supplies	Materials and supplies are handled inefficiently, resulting in significant loss of instructional time.	Routines for handling materials and supplies function moderately well, but with some loss of instructional time.	Routines for handling materials and supplies occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies are seamless, with students assuming some responsibility for smooth operation.
Performance of noninstructional duties	Considerable instructional time is lost in performing noninstructional duties.	Systems for performing noninstructional duties are only fairly efficient, resulting in some loss of instructional time.	Efficient systems for performing noninstructional duties are in place, resulting in minimal loss of instructional time.	Systems for performing noninstructional duties are well established, with students assuming considerable responsibility for efficient operation.
Supervision of volunteers and paraprofessionals	Volunteers and paraprofessionals have no clearly defined duties and are idle most of the time.	Volunteers and paraprofessionals are productively engaged during portions of class time but require frequent supervision.	Volunteers and paraprofessionals are productively and independently engaged during the entire class.	Volunteers and paraprofessionals make a substantive contribution to the classroom environment.

time before they can focus on instructional techniques. One of the marks of expert teachers is that they take the time required to establish their routines and procedures at the outset of the school year. In fact, when experts take over a class in the middle of a school year, for example, replacing a teacher on leave, they set aside time to get the routines established before embarking on the teaching.

A poorly managed classroom is easy to spot: it is chaotic. Time is wasted on noninstructional matters, students must wait for a teacher's attention, instructional groups are off task, materials are not at hand, and transitions are confused. In a well-managed classroom, procedures and transitions are seamless, and students assume responsibility for the classroom's smooth operation. Instructional groups are engaged at all times, and students function well in those groups. Even when the teacher is not directly monitoring their activities, students working in groups maintain their momentum, seeking help when they need it.

A hallmark of a well-managed classroom is that instructional groups are used efficiently. Most students enjoy small-group work; it permits them to interact with their friends, which for some students is an essential element of school life. And teachers find that by assigning small-group work, they can differentiate instruction while helping students develop important social skills. But a teacher cannot be everywhere at once. If the teacher is working with one group, the others must be able to work independently. Alternatively, if the teacher is circulating among groups, students must wait their turn before the teacher can get to them. Teaching students to work unsupervised is an important aspect of classroom management.

Another important aspect of classroom management relates to how a teacher handles transitions between activities. When

skillfully done, the directions are clearly explained, students know what to do and where to go, and momentum is maintained. As a consequence, little time is lost during the lesson. Different activities have clear beginnings and endings, and minimal time is lost as the teacher and students move from one lesson segment to another.

Furthermore, materials and supplies are well managed. They are stored such that traffic patterns are efficient, and students don't interfere with others when obtaining such things as lab chemicals or art supplies. When papers are to be distributed, the teacher has established routines that ensure efficient operation. They may be passed down rows of desks, or, if students are working in small groups, one member of each group might collect the materials for everyone in the group. These procedures have been deliberately established; if asked, students could state them.

Expert teachers make highly efficient use of time in their management of noninstructional tasks. Expert teachers can take attendance in 20 seconds, whereas a novice might need 5 minutes. Actually, an expert teacher might take attendance while the students are engaged in an activity. Other noninstructional activities are accomplished in a similarly efficient manner. Procedures for lunch counts, the return of permission slips for a field trip, or the distribution of newsletters for students to take home are streamlined and carried out with little expenditure of energy. In fact, the procedures for noninstructional duties may have evolved such that students themselves play an important role in carrying them out.

Another aspect of noninstructional tasks relates to teachers' familiarity with and successful execution of school emergency procedures. They know how to handle a fire alarm, a disaster

evacuation, or a situation in which strangers are in the building, and they will have practiced with students what to do in such cases. Everyone is familiar with procedures for a school lockdown, should that become necessary.

Not all teachers are so fortunate as to have classroom volunteers and paraprofessionals at their disposal. However, although these assistants greatly enhance the quality of a program, they generally require a considerable amount of supervision before they can make much of a contribution. Experienced teachers devote the necessary time to providing guidance to their assistants. They determine an appropriate role, with written directions if necessary. They might actually teach their assistants skills; as a result, they ensure that those assistants can make a substantial contribution to the class.

Demonstration

Evidence for how teachers manage classroom procedures is obtained through classroom observation. If asked, students would be able to describe the classroom procedures. In addition, teachers can explain their procedures, how they have been developed, and how students were involved in their creation and maintenance. (See Figure 4.9.)

COMPONENT 2D: MANAGING STUDENT BEHAVIOR

Rationale and Explanation

Learning cannot occur in an environment where student behavior is out of control. If students are running around, defying the teacher, or picking fights, they cannot also engage deeply with content. Of course, the reverse is also true: when

students are engaged deeply with content, they are less likely to pick fights, defy a teacher, or run around a classroom.

Most classrooms are crowded places, with students sharing space and materials. This proximity, exacerbated by other elements, can cause students to be disruptive. Students can easily barge into one another, for example, or inadvertently knock a classmate's pottery creation off a table. Therefore, in the event of a classroom conflict, it is essential to establish intent: did the student *mean* to cause harm?

Experienced teachers recognize that much of what appears to be student misbehavior is actually a result of other causes, such as these:

- Students who are not prepared attempt to camouflage their situation by "acting out."
- Students who don't find a task engaging let their attention wander to more interesting matters. For example, high school students pass notes or discuss out-of-class events; a 2nd grader converts his pencil into an imaginary car and runs it around his desk, with appropriate sound effects.
- Students who have poorly developed social skills or low self-esteem find opportunities to initiate oral and physical confrontations with other students, disrupting a class. They might prefer being sent to the office to being ridiculed in front of other students.

A key to efficient and respectful management of student behavior lies in agreed-upon standards of conduct and clear consequences for overstepping the bounds. Such standards may encompass appropriate language (for example, no swearing); attire (for example, no hats); and various procedures, such as procedures for being recognized to speak during a discussion (raise