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**Core Proposition 3:** Teachers are responsible for managing and monitoring student learning.

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## STANDARD INDICATOR 3.1

### MANAGING CLASSROOM ROUTINES AND EXPECTATIONS

**The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.**

Accomplished teachers diligently manage the systems, programs, and resources that support every educational endeavor—making sure classroom materials are used appropriately, maintaining schedules, ensuring student safety, and otherwise maintaining all aspects of a well-functioning learning environment. Accomplished educators teach efficiently, making the most of every instructional moment to maximize learning. They are dedicated to helping young people thrive by respecting, encouraging, and advancing student interests and student learning at all times.

Because students have diverse learning styles and educational settings offer distinct learning opportunities, accomplished teachers know how and when to alter the organizational structure of their classroom environments to support instructional objectives. They transition among teaching methods, social groupings, and physical layouts to customize their approach, and they develop strategies based on learning goals and student needs.

Accomplished teachers know how to work with different groups of students. They manage those interactions carefully, establishing social norms for constructive communication, helping students adopt productive roles vis-à-vis their teachers and their peers, and showing students how to assume responsibility for their learning and for that of their classmates. The environments that teachers create guide student behavior and support learning as it takes place in large or small groups, in pairs, independently, or one-on-one with the teacher or another adult.

The management techniques that accomplished teachers use are proactive rather than reactive, helping classroom participants focus on learning instead of controlling disruptive behavior. Educators thus develop classroom customs and practices based on their knowledge of students, social contexts, and learning objectives, as well as their prior experience.

Adapted from NBPTS, *What Teachers Should Know and Be Able to Do*, 2nd ed. (2016, 24–27).

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### **Key Elements of Teacher Practice Related to Standard Indicator 3.1**

- Clearly established and smooth functioning of routines and procedures;
- Space, resources, and schedules are efficiently organized and managed;
- Little or no loss of instructional time;
- Students playing an important role in establishing and carrying out the routines;
- Students knowing what to do and where to move in large-group, small-group, and individual settings;
- Clear standards of conduct that may be posted or referred to during a lesson;
- Teacher awareness of student misconduct and consistent follow-through in addressing it; and
- Positive reinforcement.

### **Questions for Reflection and Planning**

- What routines and procedures will I need to establish and reinforce in the classroom to maintain an efficient and productive learning environment?
- How will I work with my students to establish, communicate, and maintain these expectations, including consequences for nonadherence and the development of personal responsibility?
- Have I clearly explained and modeled routines and procedures and allowed students ample time for observation and practice before holding students accountable for applying the routines and procedures independently?
- Do I adapt my language as appropriate to **reinforce** student behavior when students are successful in employing classroom routines, procedures, and expectations; **remind** students when they are inconsistently or incorrectly applying those that have been taught; and clearly **redirect** students when they choose not to follow those they have learned and practiced?
- What procedures and expectations have I established for routine transitions such as the beginning and end of class time?
- What will I need to do to ensure student success, and enhance learning and engagement in settings and groupings that are less teacher-directed?
- Does the physical arrangement of my classroom support the learning and allow all students to see and hear the teacher and one another, and allow me to see and hear all students as they work?
- Have I considered how the materials, including space, resources, and schedules, and transitions involved in a particular lesson will need to be managed to maximize learning time?
- How might I vary the physical arrangement, groupings, and seating structure of my classroom on the basis of student needs, interests, and goals for student learning?

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**3.1 LEVEL 1**

**Standard Indicator 3.1. Managing Classroom Routines and Expectations.** The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

**Level 1, Ineffective**

**Performance-Level Descriptors**

*The teacher implements classroom management techniques that have little to no positive impact on redirecting student behavior and may be developmentally or contextually inappropriate. Rules and norms are not evident or are unclear to students. Incidents of misbehavior are frequently ignored or addressed without respect for individual students.*

*Routines for the use of classroom space and resources are not established, resulting in inefficient transitions.*

*Students require constant redirection when asked to work independently and in small groups. Disruptions are common and result in a loss of learning time.*

**Critical Attributes**

- The teacher is unaware of student behavior and disruptions, or students are unresponsive to teacher attempts at addressing the behavior.
- There is frequent off-task behavior from students who are not working directly with the teacher.
- Classroom rules are not established or clearly communicated to and understood by students.
- Transitions within the classroom are disorganized, and much of the instructional time is lost.
- Classroom organization of resources makes it difficult for students to access them, and established procedures for distributing and collecting materials are not apparent.
- The physical organization of seating and social organization for student interaction are not varied as appropriate to support student learning.

**Possible Examples**

- After the teacher states, "As you enter the room please go to your seats and begin work on the problem on the board," many students wander around socializing with their classmates.
- While providing whole-group instruction, the teacher ignores a disruptive group of students who are talking and laughing at what another student is showing them on his cell phone.
- The teacher's guided reading lesson is frequently interrupted by students with questions about the directions for the literacy centers in which they are to be working.
- As students work in groups, many disrespectful comments are heard and remain unaddressed by the teacher, despite the fact that a list of norms for group work is posted at the front of the room.
- Students wait in long lines to individually gather materials for the art project.
- Student desks are arranged in rows and students are not permitted to move them when asked to work with a partner.

**Implications for Professional Learning**  
(adapted from *INtASC Learning Progressions 1.0*)

*Develop the ability to:* Develop skills in establishing and monitoring clear routines, procedures, and expectations for productive learner behavior in a variety of group settings and structures.

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**Teaching practice is advanced through professional learning that will, for example:**

**Build skills in establishing rules, routines, and expectations for classroom behavior.**

- Use structured input (e.g., workshops, in-person or online courses, webinars) to learn and practice strategies for establishing, modeling, and consistently reinforcing clear classroom rules and routines.
- Observe colleagues who demonstrate effective classroom management techniques, followed by debriefing and considering how similar techniques might be incorporated into practice.

**Strengthen ability to reflect and analyze responses to student behaviors.**

- Work with a coach to gather data and examine student behavior issues and disruptions and develop a repertoire of effective strategies and a [hierarchy of interventions](#).

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**3.1 LEVEL 2**

**Standard Indicator 3.1. Managing Classroom Routines and Expectations.** The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

**Level 2, Developing**

**Performance-Level Descriptors**

*The teacher implements classroom management techniques that are developmentally and contextually appropriate for some students and situations. Rules or norms are clear to students but are applied inconsistently. Most incidents of misbehavior are addressed promptly and respectfully.*

*Organization of space and resources, and routines for their use, are evident and support teaching and learning. Transitions may be inefficient with some loss of learning time.*

*The teacher attempts to establish and structure routines, expectations, and the physical organization of student workspaces to enable productive student interactions. Some students have difficulty working independently and in small groups, resulting in some disruption of learning time and requiring teacher redirection.*

- Critical Attributes**
- The teacher is aware of student behavior and disruptions and addresses such behaviors by employing one or two strategies for student redirection, with inconsistent follow-through.
  - The teacher must frequently stop instruction to address behaviors of students who are not working directly with the teacher.
  - The teacher writes the rules with little to no student input and only refers to them when they are broken by the students.
  - Routines for transitions and materials distribution are evident, but students are neither consistently independent nor efficient in accomplishing them.
  - The teacher establishes work groups and seating arrangements that are adjusted to support some student learning activities, but often only when behavior or personality issues arise within groups.

- Possible Examples**
- A teacher uses the established signal for students to be quiet and give their full attention but begins giving directions before all students have stopped talking.
  - A 15-minute, small-group strategy lesson lasts for 25 minutes because the teacher has to leave the group several times to redirect students who are working on other activities.
  - Classroom rules/norms are written in positive language and posted for student reference but may not be revisited/referred to as proactive reminders to students as they begin an activity.
  - The teacher uses designated students to distribute the materials for the science experiment, but the materials are not organized in a way for students to easily gather them, resulting in confusion at the materials table and loss of instructional time.
  - Students spend 7 minutes socializing with peers at the beginning of class time while the teacher confers with one student, after which the teacher states, "It's time for everyone to get going on our daily warm-up prompt that is listed on the board."
  - A teacher "swaps" the seat of a misbehaving student with one in another group, even though students are halfway through their group project.

**Implications for Professional Learning**  
(adapted from InTASC Learning Progressions 1.0)

*Develop the ability to:* Develop skills in establishing and monitoring clear routines, procedures, and expectations for productive learner behavior in a variety of group structures.

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**Teaching practice is advanced through professional learning that will, for example:**

**Build skills in establishing rules, routines, and expectations for classroom behavior.**

- Use structured input (e.g., workshops, in-person or online courses, webinars) to learn and practice strategies for establishing, modeling, and consistently reinforcing clear classroom rules and routines, and develop students' social and emotional competencies to improve academic outcomes.
- Observe colleagues who demonstrate effective classroom management techniques, followed by debriefing and considering how similar techniques might be incorporated into practice.

**Strengthen ability to reflect and analyze responses to student behaviors.**

- Work with a coach to gather data and examine student behavior issues and disruptions, and develop a repertoire of effective strategies and a [hierarchy of interventions](#) that meet the needs of all students.
- For high-need students, develop a system of reinforcers such as behavior tracking charts and individualized rewards to change negative behaviors.

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**3.1 LEVEL 3**

**Standard Indicator 3.1. Managing Classroom Routines and Expectations.** The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

**Level 3, Effective**

Performance-Level Descriptors

*The teacher proactively implements a variety of classroom management techniques that are developmentally and contextually appropriate. Rules and norms are understood by students and applied consistently. Incidents of misbehavior are addressed promptly and respectfully.*

*Organization of space and resources, and established routines for their use, enable productive teaching, learning, and efficient transitions with little to no loss of learning time.*

*Routines, expectations, and the physical organization of student workspaces are structured to enable productive student interactions as they take place in large or small groups, in pairs, independently, or one-on-one with the teacher or another adult. Most students are able to work independently and in small groups with few disruptions.*

Critical Attributes

- The teacher is aware of productive and nonproductive student behavior and uses a mix of verbal and nonverbal cues to reinforce and redirect individual and group behavior as needed.
- The teacher frequently uses positive, reinforcing, and reminding language to guide and maintain the classroom management system.
- The teacher works with individual students as needed to develop behavior goals, plans, and self-monitoring strategies.
- With few exceptions, students remain on task when the teacher must focus directly on the learning needs of individuals and small groups within the classroom.
- The teacher involves students in establishing classroom rules and expectations and refers to them when reinforcing, reminding, or redirecting student behavior.
- Routines and procedures for transitions and materials distribution are clearly modeled and communicated before students move through learning activities and the physical classroom.
- The physical organization of the class is arranged thoughtfully and adjusted appropriately to match student groupings and learning tasks.

Possible Examples

- During a whole-class discussion, the teacher moves to stand next to two students who are engaging in off-task behavior as he continues to listen and respond to a student who is sharing an idea with the group.
- When a student with a tendency to blurt out answers continues to interrupt his group, the teacher approaches him and speaks to her individually about her behavior goals using a quiet voice rather than reprimanding the student in front of the class.
- The teacher uses a problem-solving conference to reinforce a student's use of a positive behavior he is learning by naming the specific helpful behaviors she noticed and asking him what he noticed. They then agree on strategies to help him continue that behavior.
- When students begin talking over one another during a class discussion, the teacher points to the classroom rules and states to the class, "One voice, many listeners."
- Students in the resource room gather materials and work quietly in partnerships on assigned tasks until it is their turn to complete a science experiment with the teacher.

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- The teacher starts each day with a whole-class meeting using positive teacher/student language and other activities to build community, set the tone for learning, and remind students of the expectations for behavior as they work together.
- When the class efficiently transitions from a whole-group activity to small-group work, the teacher says, “Each group was ready and working in less than a minute. That’s the best we’ve done since the beginning of the year!”
- The teacher has taught and reinforced how to take turns listening and speaking as a prerequisite skill before asking students to work together and solve the mathematics problem.
- The teacher asks students to arrange desks in a large circle before beginning the Socratic seminar on the focus text.

**Implications for Professional Learning**  
(adapted from InTASC Learning Progressions 1.0)

*Develop the ability to:* Expand strategies for facilitating student involvement in establishing and maintaining an efficient and productive learning environment.

#### Teaching practice is advanced through professional learning that will, for example:

##### Refine skills in establishing rules, routines, and expectations for classroom behavior.

- Collaborate with colleagues to learn and practice strategies that focus on developing students’ self-responsibility and the social and emotional competencies needed to work well with others and make good choices within the various classroom parameters and structures.
- Observe and share strategies with colleagues about helping students to develop a set of social skills: cooperation, assertion, responsibility, and self-control as ways to proactively assist students to work successfully within the classroom management system, followed by a debriefing.

##### Strengthen ability to reflect and analyze responses to student behaviors.

- Work with a coach to gather data and examine student behavior issues and disruptions and develop a repertoire of effective strategies and a [hierarchy of interventions](#) that meet the needs of all students.
- Use problem-solving conferences with students to help them learn to self-reflect and identify appropriate responses to given situations.



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**3.1 LEVEL 4**

**Standard Indicator 3.1. Managing Classroom Routines and Expectations.** The teacher establishes an organized and efficient learning environment that involves and engages all students, maximizes learning time, and enhances student learning in a variety of individual and group settings.

**Level 4, Distinguished**

Performance-Level Descriptors

*The teacher proactively implements a variety of classroom management techniques that are developmentally and contextually appropriate and applied consistently and respectfully. Explicit behavioral techniques may not be observed because classroom expectations are sufficiently well established so that incidents of misbehavior are rare, insignificant, and resolved quickly.*

*Students respectfully hold one another accountable for adherence to classroom rules and norms.*

*Routines, expectations, and the physical organization of student workspaces are structured to enable students to adopt productive roles in the classroom and assume responsibility for their learning and that of their peers, whether working in large or small groups, in pairs, independently, or one-on-one with the teacher or another adult.*

Critical Attributes

- The teacher’s lesson moves seamlessly from one learning activity to the next with silent and subtle monitoring of student behavior by the teacher.
- Students respectfully hold one another accountable for maintaining the expected standard of behavior while the teacher focuses on smaller groups or individuals.
- The teacher works with individual students as needed to develop behavior goals, plans, and self-monitoring strategies, checking in proactively with the student before beginning activities that are known challenges for the student or may represent new or unfamiliar learning structures, environments, or expectations.
- The teacher solicits student input in establishing and maintaining the rules, routines, and expectations of the classroom, providing opportunities for students to reflect on their progress with these expectations at various intervals throughout the year.
- The teacher establishes clear purposes, materials, and acceptable use expectations for the different areas of the classroom and invites student suggestions for how organization of the classroom might work best for their current learning goals, activities, and needs.
- The teacher allows students to take the initiative in adjusting the physical and social environment as necessary for a particular activity to create a productive learning environment for themselves and others.

Possible Examples

- As the teacher completes the whole-group lesson, his students independently gather writing materials from various areas of the classroom, move to their seats, and begin working on their drafts without further instruction from the teacher.
- When a student listened carefully to classmates before voicing disagreement during a discussion, one of the group members said to him a moment later, “It was great the way you listened to everyone else’s opinions before contributing. It made the discussion much better.”
- When a student attempts to interrupt a small-group lesson that she is not a part of to ask the teacher a question, a classmate says to her, “He is teaching. Can I help?”

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- When working with a high-need student, the teacher involves the counselor, parents, and student in planning and implementing a problem-solving conference to reinforce the student's use of a positive behavior he is learning.
- A teacher engages students in a discussion of the positive consequences that having and following classroom rules and expectations can have for members of the classroom and then invites students to suggest rules that support the achievement of such results.
- The teacher invites students to offer suggestions for how the books in the classroom library should be categorized and enlists their assistance in labeling and arranging the book baskets appropriately.
- As the teacher is providing instruction, a student gets up to close the door to eliminate the noise in the hallway.

**Implications for Professional Learning**  
(adapted from InTASC Learning Progressions 1.0)

*Develop the ability to:* Expand strategies for facilitating student involvement in establishing and maintaining an efficient and productive learning environment.

#### Teaching practice is advanced through professional learning that will, for example:

##### Refine skills in establishing rules, routines, and expectations for classroom behavior.

- Collaborate with colleagues to learn and practice strategies that focus on developing students' self-responsibility and the social and emotional competencies needed to work well with others and make good choices within the various classroom parameters and structures.
- Observe and share strategies with colleagues about helping students to develop set of social skills: cooperation, assertion, responsibility, and self-control as ways to proactively assist students to work successfully within the classroom management system, followed by debriefing.

##### Strengthen ability to reflect and analyze responses to student behaviors.

- Work with a coach to gather data and examine student behavior issues and disruptions and develop a repertoire of effective strategies and a [hierarchy of interventions](#) that meet the needs of all students.
- Use problem-solving conferences with students to help them learn to self-reflect and identify appropriate responses to given situations.