<table>
<thead>
<tr>
<th>TIME</th>
<th>DESCRIPTION OF TEACHER/STUDENT BEHAVIOR</th>
<th>TEACHER RESPONSE/BEHAVIOR</th>
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Evidence of Effective Practices for Classroom Environment, Routines and Procedures, Culture

Check any techniques that the teacher used to promote Effective Practices for Classroom Environment, Routines and Procedures, Culture. Checking the technique does not necessarily mean that the technique was used effectively — it simply means that the technique was used. Make any specific notes that will help you remember what the teacher did/failed to do.

___ Implemented clear and efficient routines, procedures and transitions
___ Created safe and accessible classroom
___ Implemented campus/classroom behavior system
___ Most students met expected classroom behavior standards
___ Successfully and respectfully intervenes to stop/redirect off-task/inappropriate behavior
___ Teacher uses high interest activities/questions/materials to maintain student engagement
___ Used best practices instructional strategies so that most students engaged in relevant, meaningful learning
___ Students worked respectfully in groups/individually
___ Procedures were in place for students to manage supplies and equipment with very limited direction from teacher
___ Materials were organized and managed in ways that consume very little instructional time
___ All instructional time is used for learning
___ Other techniques (specify ________________________)
___ Other techniques (specify ________________________)
___ Other techniques (specify ________________________)
Summary of Data and Judgments About Classroom Environment, Routines and Procedures

Summary of Student Behavior

► _____ students were off-task/disengaged from the lesson

(number)

Describe:

► _____ students behaved inappropriately/disruptively

(number)

Describe:

► What was the learning/curriculum objective?

► What instructional materials, resources, and procedures were used in teaching this lesson?

How were they managed?

Based on the data, circle YES if the statement describes what you saw/heard. Circle NO if the statement does not describe what you saw/heard. If you have no data or insufficient data, do not circle anything. In making judgments, rely on the preponderance of the data/evidence.

All descriptions, unless otherwise noted, are based on the Proficient language of the Texas Teacher Evaluation and Support System (T-TESS). For corresponding language from the Professional Development and Appraisal System, see the correlation chart at the end of Chapter 4.

Classroom Environment, Routines and Procedures

- All procedures, routines and transactions were clear and efficient YES NO
- Students actively participated in groups, manage supplies and equipment with very limited teacher direction YES NO
- The classroom was safe and organized to support learning objectives and is accessible to most students YES NO
- Other conclusions/judgments

Classroom Culture

- Teacher led a mutually respectful and collaborative class of actively engaged learners YES NO
- Engaged all students in relevant, meaningful learning YES NO
- Students worked respectfully individually/in groups YES NO
- Teacher interacted with students in respectful ways at all times (Standard 4: Learning Environment, Section 21.351 of the Education Code) YES NO
- Other conclusions/judgments
- Other conclusions/judgments

Managing Student Behavior

- The teacher established, communicated and maintained clear expectations for student behavior YES NO
- Consistently implemented the campus and/or classroom behavior system efficiently YES NO
- Most students met expected classroom behavior standards (e.g., are on task, behave appropriately, follow classroom rules/procedures—PDAS) YES NO
- Teacher successfully stopped/redirected off-task, inappropriate/disruptive behavior (PDAS) YES NO
- Other conclusions/judgments
- Other conclusions/judgments