

Mentee: \_\_\_\_\_ Mentor: \_\_\_\_\_ Date of Observation: \_\_\_\_\_ Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

## Classroom Performance Indicator- Dimension 2: Learning Environment

(This document is non evaluative and should be used by school based mentors to collect data during classroom observation; it is recommended mentors focus on no more than 2 elements during a single observation)

### Element 4: Manages student conduct

√	Examples of Indicator	Observable Evidence
	Teacher uses attention signals and reviews expectations for assignments and activities	
	Teacher uses appropriate strategies for pre correction and correction (proximity, cues/verbal requests)	
	Consequences are clear to students and consistently applied	
	<b>Students show evidence of taking responsibility for their actions and ownership of class expectations</b>	
	<b>Rules and procedural expectations were created as a class and agreed upon with student input and consensus</b>	
	<b>Teacher's monitoring skills are subtle and proactive</b>	

**Action Indicator:  
C or M**

Key: Place a "√" in the box if the example of the indicator was observed. Then follow up by documenting the evidence of the indicator. Those in bold align with distinguished professional practices within this element. In the box, write "C" for Continuing in the Formative Process or "M" for Mastery