

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 3: Allocates and manages time, space, and resources

√	Examples of Indicator	Observable Evidence
	Time spent passing out and collecting materials is minimal	
	Procedures in place for transiting to different activities and evidence of instructing expectations	
	Furniture arranged for maximum student learning(students can quickly move from individual work to groups)	
	<b>Students assume responsibility for routines and procedures</b>	
	<b>Bell to bell instruction: begins and ends instruction on time</b>	
	<b>Materials and resources organized prior to instruction</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