

INSTRUCTIONAL LEADERSHIP TOOL: Student Behavior Management

PURPOSE:

This resource is intended to assist Local Education Agency (LEA) administrators with information and evidence to support performance evaluations for teachers of students with disabilities served in inclusive classroom settings. It is not intended to supplant any documents or resources adopted by the LEA to support the employee evaluation process. The considerations and discussion points provided are intended to help administrators guide their own thinking, teacher thinking, and purposeful conversations. This tool is designed to align with Domains 1-3 of the T-TESS evaluation system. It is recommended for use in any stage of the T-TESS process, especially during the Pre-Evaluation Conference and Post-Evaluation Conference meetings.

INSTRUCTOR	ADMINISTRATOR	SCHOOL YEAR



DATE:

PRE-CONFERENCE NOTES:

DATE:

POST-CONFERENCE NOTES:

DATE:

END-OF-YEAR-CONFERENCE NOTES:

DOMAIN 1: PLANNING

T-TESS DIMENSIONS	BEHAVIOR CONSIDERATIONS	DISCUSSION POINTS
<p>1.1 Standards and Alignment</p> <p>The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with the standards, and are appropriate for diverse learners.</p> <p>Standards Basis 1A, 1B, 3A, 3B, 3C</p>	<ol style="list-style-type: none"> 1. Behavioral expectations are clearly stated before, during, and after the lesson to ensure student understanding. 2. There is clear evidence the teacher has communicated what constitutes mastery to avoid student confusion and frustration. 3. There is clear representation of a variety of instructional methods that are appropriately aligned with the needs and the interests of the students. 	<ol style="list-style-type: none"> 1. In what ways are classroom expectations communicated before, during, and after a lesson? 2. How is student understanding determined once a lesson has been delivered? 3. How are instructional methods aligned with student needs?
<p>1.2 Data and Assessment</p> <p>The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.</p> <p>Standards Basis 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D</p>	<ol style="list-style-type: none"> 1. Data is collected on a regular basis. Forms of data may include but are not limited to: anecdotal notes, parent input, student work samples, behavioral logs, Antecedent-Behavior-Consequence (ABC) Charts, event recording, frequency, duration, latency, informal assessment, formal assessments, and Individualized Education Program (IEP) documentation. 2. Student feedback is given frequently in a positive, specific, and genuine demeanor that fosters student growth. 3. There is evidence of multiple forms of data used to determine student success. 	<ol style="list-style-type: none"> 1. What are informal ways to assess the general mental well-being of students? 2. How is effective feedback provided to students when a desired behavior is observed or when a correction is required? 3. How is the effectiveness of the current classroom behavior plan measured?
<p>1.3 Knowledge of Students</p> <p>Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.</p> <p>Standards Basis 1A, 1B, 1C, 2A, 2B, 2C</p>	<ol style="list-style-type: none"> 1. Multiple methods are used to motivate students to be fully engaged in the lesson. 2. Opportunities are provided for students to be creative by posing questions and activating prior knowledge to explore and experience meaningful learning in a culturally responsive environment. 3. The teacher plans for variety of ways to model behavioral expectations. 	<ol style="list-style-type: none"> 1. What incentives are utilized to promote student engagement? 2. In what ways are differentiated behavioral strategies used to promote learning for all students? 3. How is culturally responsive instruction embedded into the curriculum to promote student achievement while addressing social barriers?
<p>1.4 Activities</p> <p>The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence, and achievement.</p> <p>Standards Basis: 1B, 1C, 1D, 1E</p>	<ol style="list-style-type: none"> 1. The teacher provides opportunities for all students to receive additional, alternate, or individualized instruction through multiple platforms to ensure content understanding. 2. Flexible grouping techniques are utilized to ensure student participation, accountability, and success. 3. The teacher gives clear examples of higher order thinking skills and encourages students efforts to engage in this behavior. 	<ol style="list-style-type: none"> 1. How do students demonstrate accountability for personal learning? 2. How is student success celebrated individually, in small groups, and in whole group?

DOMAIN 2: INSTRUCTION

T-TESS DIMENSIONS	BEHAVIOR CONSIDERATIONS	DISCUSSION POINTS
<p>2.1 Achieving Expectations</p> <p>The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.</p> <p>Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B</p>	<ol style="list-style-type: none"> 1. There are explicit student expectations and methods to seek assistance. 2. The teacher provides a safe environment for students to ask for help. 3. The teacher provides exemplars and demonstrates step by step narration of what proficiency/mastery looks like at each step. 	<ol style="list-style-type: none"> 1. How do students know the best way to ask for help? 2. Is there a system in place for students to utilize if they are feeling uncomfortable, have a question they are embarrassed to ask, or don't want to draw attention to themselves?
<p>2.2 Content Knowledge and Expertise</p> <p>The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content, and student needs.</p> <p>Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C</p>	<ol style="list-style-type: none"> 1. The teacher uses task analysis to break skills into steps toward student understanding. 2. The teacher uses concrete, hands-on examples and activities. 3. The teacher differentiates the content, process, or product requirements based on student interest, readiness, and identified learning supports. 	<ol style="list-style-type: none"> 1. How are common student learning errors anticipated and addressed when new skills are taught? 2. What specific skills will be presented in the identified lesson? How is differentiation for individual students incorporated? 3. How are lessons adapted to be concrete or hands-on for students?
<p>2.3 Communication</p> <p>The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.</p> <p>Standards Basis: 1D, 1E, 2A, 3A, 4D</p>	<ol style="list-style-type: none"> 1. The teacher communicates alternate activity options for students to complete when needed. 2. The teacher recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts. 	<ol style="list-style-type: none"> 1. How are reteaching opportunities provided when a student does not master a concept due to behavior?
<p>2.4 Differentiation</p> <p>The teacher differentiates instruction, aligning methods and techniques to diverse student needs.</p> <p>Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D</p>	<ol style="list-style-type: none"> 1. The teacher recognizes when a student becomes disengaged and responds to the learning, social, or emotional needs. 2. The teacher proactively plans differentiated supports prior to delivering instruction. 3. The teacher gives students choices when possible of activities/modes they could select in order to demonstrate learning. 	<ol style="list-style-type: none"> 1. What procedures are in place to support individual students with behaviors that escalate rapidly? 2. What signs are evident when a student becomes confused or disengaged? 3. What strategies are used to address comprehension and participation?

DOMAIN 3: LEARNING ENVIRONMENT

T-TESS DIMENSIONS	BEHAVIOR CONSIDERATIONS	DISCUSSION POINTS
<p>3.1 Classroom Environment, Routines and Procedures</p> <p>The teacher organizes a safe, accessible, and efficient classroom.</p> <p>Standards Basis: 1D, 4A, 4B, 4C, 4D</p>	<ol style="list-style-type: none"> Classroom expectations for students are clearly posted and stated in positive terms. The continuum of consequences is outlined and clearly posted. The classroom is free from clutter and organized to reduce overstimulation and distraction. The classroom has procedures and routines clearly outlined. Examples may include entering and leaving the classroom, transitions, end of day routines, organization of materials and supplies, restroom use, and asking for help. The classroom is set up in a way for all students to be monitored from multiple vantage points in the learning environment. 	<ol style="list-style-type: none"> Do classroom expectations align with the schoolwide expectations? Explain how the classroom rules are specific, observable, and measurable. Explain how the established consequences are appropriate for the targeted skills and expectations. How does the nature of the consequence match the severity of the behavior demonstrated? How does the physical classroom environment promote desired student behaviors?
<p>3.2 Managing Student Behavior</p> <p>The teacher establishes, communicates, and maintains clear expectations for student behavior.</p> <p>Standards Basis: 4A, 4B, 4C, 4D</p>	<ol style="list-style-type: none"> The teacher provides feedback to students utilizing at least a 3:1 ratio of interaction (3 positives to 1 corrective ratio). The teacher utilizes signals to obtain student attention. The teacher refers to classroom expectations when correcting undesired or inappropriate behavior. There is at least one classwide motivation system being utilized and referred to during instruction. There is evidence the teacher embeds social skills, problem solving skills, and coping skills within the curriculum. Classroom transitions are orderly, routine and well-practiced. The teacher narrates positive student behaviors and good student implementation of classroom routines and practices in service of engaging students in learning. 	<ol style="list-style-type: none"> What is the ratio of positive to corrective interaction between teacher and students? Give an example of how to provide corrective student feedback that is direct, brief, and explicit. What visual and auditory cues are used to gain student attention? How are social skill deficits addressed in the classroom? Describe the process used to manage classroom transitions. What does this look and sound like?
<p>3.3 Classroom Culture</p> <p>The teacher leads a mutually respectful and collaborative class of actively engaged learners.</p> <p>Standards Basis: 1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D</p>	<ol style="list-style-type: none"> The classroom culture exudes a clear vision of the values established. Students are working cooperatively and respectfully in small groups. There are diverse and culturally responsive engagement strategies implemented throughout the lesson. The teacher supports and acknowledges student successes and students support/celebrate each other's successes. 	<ol style="list-style-type: none"> Describe the vision for the established classroom culture and values. How are classroom behavioral issues resolved? Give an example where restorative practices were implemented to address a challenging behavior. How are student relationships cultivated outside of the classroom to better understand student experiences?