

Standard II **Element A**

LEVEL 4 AND LEVEL 5 PRACTICES

The impact of successful implementation of the professional practices referenced in Element A will be students who demonstrate support for one another and their teachers as exhibited by their ability to abide by school and class rules and to help other students stay on task and focused.

STUDENTS:

9 ***Demonstrate mutual respect and support with the teacher and peers.***

“In school, respect can sound like this:

They actually listen to me here. The teachers care about what I think and feel. They want me to be part of making this school even better. Like when they realized there's much more bullying going on here than they knew. Now they're really trying to do something about it.

—A 15-year-old student

In contrast, this is what the absence of respect can sound like:

They don't care what I think. All they care about are the tests. There aren't even stalls in the bathroom. They dis' us.

—A 16-year-old student”

<http://www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Creating-a-Climate-of-Respect.aspx>

“Chapter 1. Developing Positive Teacher-Student Relations”

http://www.ascd.org/publications/books/105124/chapters/Developing_Positive_Teacher-Student_Relations.aspx

10 ***Uphold school and class rules.***

“As a student, I will:

- Always try to do my best work.
- Be kind and helpful to my classmates.
- Show respect for myself, my school, and other people.
- Obey classroom, school, and bus rules.
- Show respect for property by not stealing or vandalizing.
- Come to school prepared with my homework and my supplies.
- Believe that I can and will learn.
- Spend at least 15 minutes each day studying or reading at home.
- Talk with my parents each day about my school activities.”

http://www.educationworld.com/a_curr/curr155.shtml

11 ***Encourage positive behavior from peers.***

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



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“...But a closer look reveals that some students are on a mission. Whistles around their necks, a handful of 6th graders are circulating in the room, verifying that the other students are acting in accordance with the school's policy to be "safe, respectful, and responsible." Violations are met with a whistle and a peer-to-peer discussion.”

<http://www.ascd.org/publications/educational-leadership/oct12/vol70/num02/For-Positive-Behavior,-Involve-Peers.aspx>

Classroom Examples

Elementary reading, writing and communicating: Students are working on Colorado Academic Standard 1: Oral Expression and Listening, Grade Level Expectation 2—Listening strategies are techniques that contribute to understanding different situations and serving different purposes.

A 5th-grade teacher makes a conscious effort each day to greet students at the door with a courteous and positive interaction that helps reinforce a respectful culture in her classroom. She always makes eye contact with students and expects them to greet her in the same manner. *(Fosters a caring relationship with each student.)* When students answer questions or share their work, she communicates the expectation that other students will track the speaker and listen attentively. *(Maintains: Clear expectations for student behavior.)* Over time, students begin to expect this type of interaction from her and from each other. *(Consistently reinforces student expectations).* As these behaviors become routine, an environment that is nurturing and supportive of student interdependence becomes established. *(Maintains: Procedures and routines to guide instruction and transitions.)*

All content areas: Students are working on Colorado Academic Standard 3: Emotional and Social Wellness in Health, Grade Level Expectation 1: Utilize knowledge and skills to treat self and others with care and respect.

On the third-grade classroom wall, expectations for student behavior are displayed in a manner that can be easily read by all students. (Pictures of students displaying each expectation may be included on the chart to support younger students and second-language speakers.) Although the teacher communicated and taught these expectations at the beginning of the school year, he continues to use the chart to both redirect student behavior and to recognize appropriate behavior. *(Maintains: Clear expectations for student behavior. Consistently reinforces student expectations. Makes maximum use of instructional time by: Reinforcing positive behavior and Redirecting disruptive or off-task behaviors.)*

Students know that the learning objective and criteria for student success are always displayed at the front of the room. Baskets for handouts and homework are labeled and placed near the door so they are easily accessible when students enter the classroom. *(Maintains: Safety and welfare of students and the environment.)* The teacher, or student helper, ensures they are emptied at the end of each class period, and new handouts are placed in the basket as needed. *(Makes maximum use of instructional time by: implementing purposeful pacing and efficient transitions.)* Materials and learning stations are clearly labeled in students’ native languages. The teacher ensures the room stays organized by establishing procedures for accessing and organizing materials and assigning jobs that place the responsibility for maintaining order and organization on the students. *(Maintains: Safety and welfare of students and the environment, Clear expectations for student behavior, and Procedures and routines to guide instruction and transitions.)*

Middle School Science: Students are working on Colorado Academic Standard 1: Grade Level Expectation 6: Energy changes to and from each type that can be tracked through physical and chemical interactions. The relationship between the temperature and the total energy of a system depends on the types, states and amounts of matter.

Middle school students are working in collaborative groups to conduct a science experiment. Prior to the activity, the teacher and students review the expectations for group work that are displayed in the classroom. There also is a review of safety procedures for handling science materials and conducting experiments. Within each group,

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



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students are assigned the following jobs: recorder, materials handler, and time keeper. Expectations for each job are reviewed and demonstrated. ***(Maintains: Safety and welfare of students and the environment, Clear expectations for student behavior, and Procedures and routines to guide instruction and transitions.)*** The teacher explains that when each group member accepts responsibility for fulfilling her role within the group, then instructional time is not wasted and all students are able to learn and be successful. As students complete the experiment, the teacher circulates to ensure students stay on task, follow expectations and safety guidelines for group work, and make progress towards mastery of the learning objective. ***(Facilitates student accountability to school and class procedures and routines. Consistently reinforces student expectations.)***

Refer to this external resource for an example of rules for group work:

- <http://www.virtualteacher.com.au/groupr.pdf>.)

Planning/Coaching Questions

- **How did you establish a caring relationship with all students?**
- How did you communicate and teach expectations for student behavior?
- How were you able to consistently hold students accountable for adherence to school and class rules?
- In what ways did you reinforce positive behaviors?
- How did you respond to misbehavior respectfully and appropriately?
- How did you encourage students to monitor their own behavior?
- What procedures need to be established to ensure instructional time is maximized?
- How do you find ways to collaborate with students on the development of behavior expectations and procedures?
- How do students demonstrate that they understand behavior expectations and procedures in my classroom?
- How do you maintain an environment that is safe?
- How do you ensure resources are organized and accessible to all students?
- How do you support students in being safe and organized?

[Click here to go back to the table of contents and view the resource guide in its entirety.](#)



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