Phase 4 Artifact and/or Performance Rubric

Standard	Incomplete 0 Unacceptable	Minimal 1 Unacceptable	Basic 2 Acceptable	Proficient 3 Acceptable	Advanced 4 Acceptable
WTS 5 Classroom Management And Climate Score: _____	☐ Does not appear to consider the organization, allocation, and management of time, space, equipment, and attention to be part of instructional planning. ☐ When management difficulties arise, tends to blame the students for the problem. ☐ Punishment is the dominant mode used to seek behavioral change. ☐ Uses only one organization of students for learning. ☐ No evidence of any concern for building a sense community in the classroom.	☐ Has difficulty simultaneously thinking through the organization, allocation, and management of time, space, equipment, and attention to support student learning. ☐ Tends to show a negative, blaming perspective when management difficulties arise. ☐ Appears to view punishment as a classroom necessity. ☐ Tends to use a single organization of students for learning. ☐ Little apparent concern for the classroom as a learning community.	☐ Has mixed success organizing, allocating, and managing the resources of time, space, equipment, and attention to support student learning. ☐ Shows some inconsistency; however, generally takes a positive problem- solving perspective when management difficulties arise. ☐ Organizes students to work in cooperative learning groups; ☐ however, convenience rather than intended learning outcomes tends to drive the organizational decision. ☐ Makes recognizable attempt to build a sense of the classroom as a learning community.	☐ Generally successfully organizes, allocates, and manages the resources of time, space, equipment, and attention to maximize student learning. ☐ Works to maintain a positive, productive classroom climate in which students recognize some level of responsibility for the learning of others. ☐ Takes a problem-solving approach to classroom difficulties. ☐ Engages the students in both individual and cooperative learning. ☐ Works to establish a sense of the classroom as a learning community.	☐ Shows assurance and ease in simultaneously organizing, allocating, and managing the resources of time, space, equipment, and attention to maximize student learning. ☐ Maintains a positive, proactive climate of shared responsibility for learner progress both as individuals and as groups in an interactive learning community. ☐ Takes a problem-solving approach to classroom issues. ☐ Engages the students in individual and cooperative learning using varied sizes of cooperative sets closely tied to the tasks to be completed. ☐ Cultivates a strong sense of the classroom as a community of learners.

Comments:

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Evaluator   Date