

Standard 4: Management

SLSD Teaching Standards	Ineffective	Developing	Effective	Accomplished	Notes
Use of physical environment					
4A (5.1)	Little to no teacher impact on space.	Designs and manages classroom space, materials, technology and resources to support lesson objectives.	Designs and manages classroom space, materials, technology and resources to support instructional objectives. Provides an inviting, comfortable space. Room displays are purposeful.	Designs and manages classroom space, materials, technology and resources to support instructional objectives. Provides students with a sense of ownership and an inviting, comfortable space. Room displays are purposeful and reflective of current content.	TST 6th Edition Ch 5 TST 7th Edition Ch 7
Classroom Routines and Rituals					
4B (5.2)	Routines are not established, students are not held accountable. Disruptions interfere with learning.	Routines are emerging and/or students are not held to a minimal level of accountability. Disruptions may interfere with learning.	Routines are evident or explicitly brought to student's attention and students are held to a high level of accountability. Disruptions are minimized. Repertoire is established and utilized to deal with resistant students.	Routines maximize learning and students are held to a high level of accountability. Students have ownership over the classroom routines and/or attempt to hold each other accountable.	TST 6th Edition Ch. 7,8 TST 7th Edition Ch. 9,10
Time Allocation and Efficiency					
4C (new)	Time management is ineffective.	Time is managed to organize learning but does not maximize instructional time. Transitions may not be efficient.	Time is deliberately managed in order to minimize disruptions, maximize instructional time and maximize student learning. Transitions are efficient.	Time is deliberately managed in order to minimize disruptions, maximize instructional time and maximize student learning. Transitions are seamless.	TST 6th Edition Ch. 6 TST 7th Edition Ch. 8