

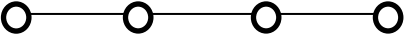
Danielson Focused Learning Walks

Date:

Observer:

Domain 2: Classroom Environment

Component 2c: Managing Classroom Procedures

Elements	Critical Attributes
<p>a. little loss of instructional time because of effective classroom routines and procedures.</p> <p>b. management of instructional groups and the handling of materials and supplies are consistently successful.</p> <p>c. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>a. students are productively engaged during small-group work.</p> <p>b. Transitions between large- and small-group activities are smooth.</p> <p>c. Routines for distribution and collection of materials and supplies work efficiently.</p> <p>d. Classroom routines function smoothly.</p>
<p style="text-align: center;">Not Observable Clearly Observable</p> <p style="text-align: center;"></p> <p style="text-align: center;">Subject:</p> <p style="text-align: center;">Grade:</p>	

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Reflection		
<p>Managing Classroom Procedures could have been more clearly observable if...</p>		
<p>What will I do differently in my own practice to communicate with students?</p>	<p>When will I implement the change?</p>	<p>What colleague(s) will I share my commitment and outcomes with?</p>

Unsatisfactory	Basic	Proficient	Distinguished
<p>Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.</p>	<p>Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.</p>	<p>There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.</p>	<p>Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.</p>