

## **Classroom Management Standard**

**10.1 At least one specifically addresses the student teacher's ability to establish a positive learning environment and reinforce standards of classroom behavior.**

FEAP 2.b - Manages individual and class behaviors through the implementation of a well-planned management system. As evidenced through the Observation Report.

**10.2 At least one specifically addresses the student teacher's appropriate use of low profile desists for managing minimally disruptive behavior.**

FEAP 2.a - Organizes, allocates, and manages the resources of time, space and attention. As evidenced through the Observation Report.

FEAP 3.a - Deliver engaging and challenging lessons. As evidenced through the Observation Report.

**10.3 At least one specifically addresses the student teacher's appropriate use of disciplinary action to handle disruptive student misbehavior.**

FEAP 3.i - Support, encourage, and provide immediate and specific feedback to students to promote student achievement. As evidenced through the Observation Report.

## **10.4 STRONG DESIGN**

A program will earn a "strong design" designation if typical formative and summative student teacher evaluation instruments used by the student teacher's supervisor have the following characteristics:

- They specifically address the student teacher's a) ability to establish a positive learning environment and standards of classroom behavior, b) appropriate use of low profile desists for managing minimally disruptive behavior, and c) appropriate use of disciplinary action to handle disruptive student misbehavior.

PB.i - Demonstrates with-it-ness. As evidenced through the Observation Report.

- They require comments by the supervisor to support each rating.

The supervisor provides the student teacher with specific feedback on each Florida Educator Accomplished Practice through the Observation Report.

- They allow the cooperating teacher to document his/her evaluation of the candidate's classroom management techniques in one of the following ways: a) using the same evaluation instrument used by the student teacher's supervisor, b) using an evaluation instrument that is substantially similar to that

used by the student teacher's supervisor, or c) recording his or her evaluation on the student teacher's supervisor's evaluation instrument.

The cooperating teacher uses the same evaluation instrument as the student teacher's supervisor and provides the student teacher with specific feedback on each Florida Educator Accomplished Practice. As evidenced through the Student Teacher Manual.