## Possible Sources of Evidence

### Standard 5: Positive Classroom Environment

The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction, and self-motivation.

### Professional Commitment
- Posted classroom procedures/routines
  - Classroom norms
  - Parent/community outreach

### Professional Practice
- Designs classroom routines and procedures
- Communicates classroom routines, procedures, and expectations for behavior to parents/guardians
- Uses motivation and engagement strategies in the classroom
- Organizes classroom and routines with regard to management of time, space, transitions and activities
- Maintains student engagement by managing time, space, transitions and activities
- Self-reflects on the effectiveness of motivation and engagement strategies
- Uses effective classroom management techniques preserving instructional time
- Engages in practices to learn the culture of the school and community
- Work with students and parents to build a positive, supportive classroom culture
- Engages in ongoing assessment of how the classroom environment is impacted by the culture of the school and community
- Adapts strategies to address unique student behaviors
- Attends community and school events
- Gathers and implements new research-based strategies for positively managing student behavior
- Engages students in strategies to think about and provide input into building positive relationships and culture
- Models, coaches, or shares with colleagues strategies to address student behavior

### Professional Impact
- Observation/examples of Student feedback/comments
- Students respond to teacher prompts (observable)
- Student to student and student to teacher interactions are positive (observable verbal and non-verbal cues)
- Classroom discipline/incident report analysis trend data
- Parent/community outreach and engagement summary
- Completed homework/projects trend data
- Student reflections/journal data
- Students/parents survey summary data
- Students quickly respond to the teacher’s cues and prompts
- Students maintain high levels of engagement
- Students understand expectations and automatically follow the procedures, routines, and norms--self directed
- Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.)
- Students participate in forming the classroom environment
- Staff survey
- Attendance data
- IEP reports