

**Montclair State University
Seminar I (ECEL 412, 502)
Organizing the Classroom for Student Learning—Report**

(6-13-11)

Criteria	Does not meet expectations		Meets Expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
<p><i>1. Having students assume responsibility for themselves and one another, participate in decision making, work independently and collaboratively, and engage in purposeful activities (8a)</i></p>	<p>The report lacks a clear description of whether and how students in the target class assume responsibility for themselves and one another, participated in decision making, worked independently and collaboratively, and/or engaged in purposeful activities.</p>		<p>The report provides a clear description of ways in which students in the target class assumed responsibility for themselves and one another, participated in decision making, worked independently and collaboratively, and engaged in purposeful activities; however, some important details might be missing. The descriptive information reported is analyzed, but the analysis could be developed further.</p>		<p>The report provides a clear and detailed description of ways in which students in the target class assumed responsibility for themselves and one another, participated in decision making, worked independently and collaboratively, and engaged in purposeful activities. The analysis of the descriptive information reported has depth and breadth. The report also explains how the existing system of student responsibility, decision-making, and ways of working was created.</p>
<p><i>2. Establishing and maintaining appropriate standards of classroom behavior (8b)</i></p>	<p>The report does not describe clearly the standards of behavior in place in the target classroom. It gives little or no attention to the strategies used by the teacher to establish and maintain these standards.</p>		<p>The report provides a clear description of the standards of behavior in place in the target classroom. The strategies used by the teacher to establish and maintain existing standards are explained.</p>		<p>The report provides a clear and detailed description of the standards of behavior in place in the target classroom. The strategies used by the teacher to establish and maintain existing standards are explained in depth.</p>

Criteria	Does not meet expectations		Meets Expectations		Exceeds expectations
	(1)	(2)	(3)	(4)	(5)
3. <i>Providing a physical environment that is safe and conducive to learning</i> (8c)	The report lacks a clear description of the physical environment of the target classroom. It also lacks an explanation of the extent to which this environment is conducive to learning.		The report provides a clear description of the physical environment of the classroom. It discusses the extent to which this environment is safe and conducive to learning, and explains how the teacher created such an environment.		The report provides a clear and detailed description of the physical environment of the classroom. It discusses how and the extent to which this environment is safe and conducive to learning. It also gives an in-depth explanation of how the teacher created such an environment.
4. <i>Using instructional time effectively</i> (8d)	The report lacks a description of how time was used in the target classroom. It demonstrates little or no awareness of the link between the use of classroom time and student learning.		The report provides a clear description of how time was used in the target classroom. It demonstrates an initial understanding of the connection between the use of classroom time and student learning. Several strategies the teacher used or could have used to maximize instructional time are explained.		The report provides a clear and detailed description of how time was used in the classroom. It demonstrates an in-depth understanding of the connection between the use of classroom time and student learning. Numerous strategies the teacher used or could have used to maximize instructional time are explained.
5. <i>Insures the classroom environment is developmentally appropriate for individual children (responds to child's physical, emotional, social, linguistic, and cognitive needs.</i> (12a, 12c)	The description of the environment is general and does not adequately link environmental features and the needs of children.		The report provides a clear description of the classroom environment including physical space, interaction strategies/patterns, language use (verbal and written), range of activities and materials; and links the environmental features to the needs of an individual child.		The report provides a clear and detailed description of how the environment supports the developmental needs of an individual child. It demonstrates an in-depth understanding of the connections between environmental features and the physical, social, emotional, linguistic, and cognitive needs of a child. Specific examples are included that effectively illustrate how the environment supports the developmental needs of a child.