



Oklahoma Mentor  
**NETWORK**

# Module A

*Brought to you by the Oklahoma  
Commission on Teacher Preparation,  
the Oklahoma Education Association,  
Oklahoma State University, and the  
University of Oklahoma*

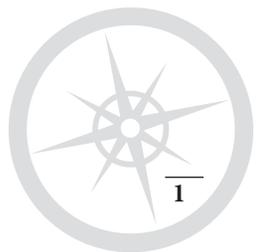
May 2009

# Module A

## *Performance Area 2*

*Learners and the Learning Environment*

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# Module A

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## *Directions*

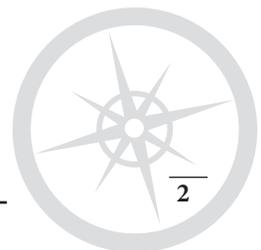
In this module, mentors and beginning teachers will complete the **four-step coaching process**:

1. Mentors and beginning teachers engage in a **pre-data conversation** in which they will determine a focus area for data collection.
2. The mentor will **collect data** on the focus area. Data may include test scores, background information on students, lesson plans, assignments, and student work.
3. The mentor and beginning teacher **analyze the data**.
4. In a **post-data conversation**, the beginning teacher identifies levels of performance on the rubric.

Additionally, Module A contains resources that mentors and beginning teachers can use in Performance Area 2.

In Module A, the beginning teacher and mentor will focus on Performance Area 2: Learners and the Learning Environment. Begin by introducing the rubric to the beginning teacher, focusing on Performance Area 2. Discuss the various competencies and indicators that comprise Performance Area 2. Also, discuss possible evidence of the indicators.

Date completed: \_\_\_\_\_



# Competencies at a Glance

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## **Performance Area 2: Learners and the Learning Environment**

OTC 2: Learning and development

*Knowledge of Student Learning and Development*

OTC 3: Individual differences

*Differentiating Instruction*

*Management of Differentiation*

*Demonstrates Flexibility and Responsiveness*

OTC 12: Lifelong learning

*Establishing a Culture of Learning*

OTC 5: Motivation and behavior

*Creating a Learning Environment*

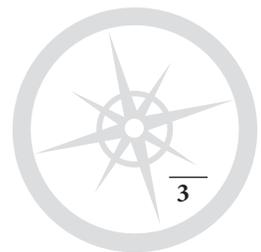
*Classroom Management and Procedures*

*Classroom Physical Space*

*Managing Student Behaviors*

**Suggested Activities:** Mentors and beginning teachers are encouraged to engage in the following activities:

- Discuss concerns the beginning teacher may have in terms of class disruptions. Discuss ways to gather data and goal setting for improvement.
- Use a student interest inventory along with student observations to learn about students' interests, hobbies, favorite subjects, stressors, friends, working partner preferences, and motivators.



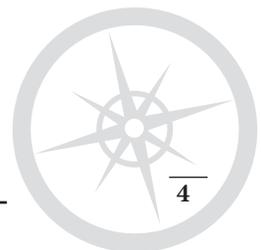
# STEP 1.

*Pre-data conversation. Select from the questions below to help you plan. Remember to listen productively, paraphrase, and ask clarifying questions.*

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- Tell me about the students in this class.
  - Who are some students you are particularly concerned about?
  - What are your *academic goals* for this lesson?
  - How will you know you have accomplished your *academic goals*?
    - What are your success indicators?
    - What evidence are you going to collect?
  - What steps will you take?
    - What resources and strategies will you use to accomplish those goals?
    - How will you differentiate instruction?
  - Looking through Performance Area 2, what are your *management goals* for this lesson?
- How will you know you have accomplished your *management goals*?
    - What are your success indicators?
    - What evidence are you going to collect?
  - What steps will you take?
    - What resources and strategies will you use to accomplish those goals?
    - How will you differentiate in terms of management and procedures?
  - How has this conversation helped you to be more prepared for your learning experience?
  - Based on this discussion, where would the beginning teacher like to focus the work of Module A?
  - How would be the beginning teacher like the mentor to collect evidence?

Date completed: \_\_\_\_\_



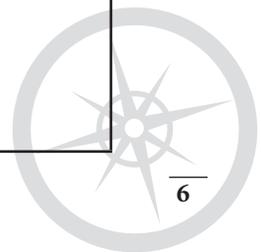


# STEP 2.

(CONTINUED)

Collect data from a variety of sources.

Indicator	Teacher...	Students...
<i>Management of Differentiation</i>		
<i>Demonstrates Flexibility and Responsiveness</i>		
<b>OTC 12: The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for willingness to change when the change leads to greater student learning and development.</b>		
<i>Establishing a Culture of Learning</i>		

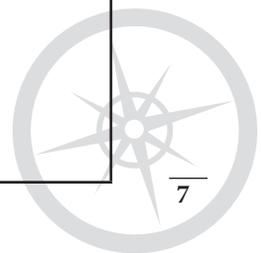


# STEP 2.

(CONTINUED)

Collect data from a variety of sources.

Indicator	Teacher...	Students...
<b>OTC 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</b>		
<i>Creating a Learning Environment</i>		
<i>Classroom Management and Procedures</i>		
<i>Classroom Physical Space</i>		

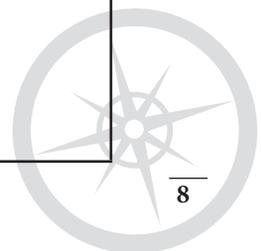


# STEP 2.

(CONTINUED)

Collect data from a variety of sources.

Indicator	Teacher...	Students...
<i>Managing Student Behaviors</i>		



# STEP 2.

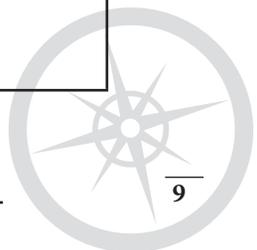
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*Collect data from a variety of sources.*

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Indicator	Teacher...	Students...

Date completed: \_\_\_\_\_



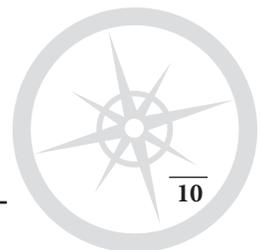
## STEP 3.

*Use the questions below to help you plan the data analysis. Select from the questions below to help you plan. Remember to listen productively, paraphrase, and ask clarifying questions.*

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- As you reflect on the lesson, how do you feel it went?
- What were the strengths of your lesson?
  - Academic
  - Management
- What evidence supports your assessment?
- To what extent did the lesson align with your expectations?
- When you think about your plans for differentiation, to what extent did you meet the needs of students?
- Let's review the data I collected. What do you notice?
  - How do the data influence your feelings about the lesson?
- Now let's look at some of the student work that was produced in that lesson. Show me a performance that you consider high, medium, and low. On what basis did you make those decisions?

Date completed: \_\_\_\_\_



# STEP 4.

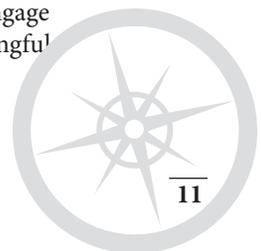
*Post-data conversation. Based on the data analysis, the beginning teacher highlights the descriptors that best fit the data.*

**OTC 2: The teacher understands how students learn and develop and can provide learning opportunities that support their intellectual, social, and physical development.**

	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>	<b>Accomplished</b>
<i>Knowledge of Student Learning and Development</i>	Teacher’s lesson plans and/or actual lessons are not consistently aligned with students’ intellectual, social, and physical development. Teacher provides minimal opportunities for active engagement.	Teacher’s lesson plans and actual lessons have some alignment and take into account students’ intellectual, social and physical development. Teacher provides some opportunities for active engagement.	Teacher’s lesson plans and actual lessons are aligned with students’ intellectual, social, and physical development. Teacher provides regular opportunities for active engagement.	Teacher’s lesson plans and actual lessons are tightly aligned with students’ intellectual, social, and physical development. Teacher involves students in ensuring that all are actively engaged in learning.
<i>Resulting Student Behaviors/Learning</i>	Some students are not engaged in learning and the learning environment.	Students are generally engaged in learning and the learning environment.	Students are actively engaged in learning and the learning environment.	Students share responsibility for the active engagement of all in learning and the learning environment.

**OTC 3: The teacher understands that students vary in their approaches to learning and creates instructional opportunities that are adaptable to individual differences of learners, e.g., students’ learning styles, backgrounds, cultures, interests, first languages.**

	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>	<b>Accomplished</b>
<i>Differentiating Instruction</i>	Teacher seldom incorporates knowledge of students in instruction or connects instruction to students’ experiences.	Teacher occasionally incorporates knowledge of students in instruction and occasionally connects instruction to students’ experiences.	Teacher regularly incorporates knowledge of students in instruction, connects instruction to students’ experiences, and includes specific differentiation for some students in the class.	Teacher integrates knowledge of individual students to vary instruction and engage students in meaningful learning.

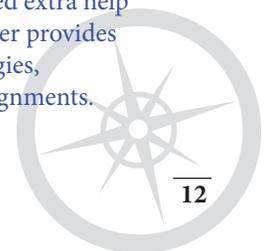


# STEP 4.

(CONTINUED)

*Post-data conversation. Based on the data analysis, the beginning teacher highlights the descriptors that best fit the data.*

	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>	<b>Accomplished</b>
<i>Resulting Student Behaviors/Learning</i>	Some students do not regularly link learning to their own lives.	Students make some connections between content and their lives.	Students routinely relate new learning to their lives.	Students feel successful because they are able to relate new learning to their lives.
<i>Management of Differentiation</i>	Teacher inconsistently attempts to provide differentiation.	Teacher occasionally attempts to provide differentiation, though attempts may not go smoothly.	Teacher regularly differentiates instruction, though occasional attempts may not go smoothly.	Teacher manages the learning environment seamlessly.
<i>Resulting Student Behaviors/Learning</i>	Attempts to differentiate may not be appropriate for some students.	Attempts to differentiate may cause confusion for some students.	Attempts to differentiate instruction are generally helpful to most students, allowing them to work at appropriate levels.	Students benefit from learning experiences that are appropriate for them on an ongoing basis.
<i>Demonstrates Flexibility and Responsiveness</i>	Teacher generally follows the instructional plan even when students do not understand the material or are not engaged in the lesson.	Teacher may occasionally modify instruction, but often misses opportunities to enhance lessons based on students' needs, interests, and questions.	Teacher routinely makes adjustments to address students' individual needs, interests, and questions.	Teacher adapts and modifies the instructional plan based on individual students' interests and questions and provides opportunities to ensure achievement for all students.
<i>Resulting Student Behaviors/Learning</i>	Students may not have their questions answered, may not understand the material, or may not be engaged in learning.	Students are engaged in the lesson in a general way. Students may link learning to their own interests.	Students are engaged in learning, seek answers to increase learning, and relate learning to their own interests.	Students who need extra help get it as the teacher provides alternative strategies, resources, or assignments.



# STEP 4.

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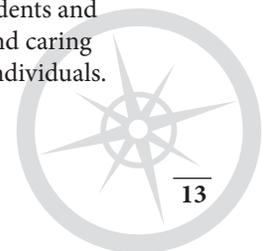
Post-data conversation. Based on the data analysis, the beginning teacher highlights the descriptors that best fit the data.

**OTC 12: The teacher understands the process of continuous lifelong learning, the concept of making learning enjoyable, and the need for willingness to change when the change leads to greater student learning and development.**

	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>	<b>Accomplished</b>
<b><i>Establishing a Culture of Learning</i></b>	Teacher demonstrates an inconsistent commitment to the content, or expectations for student achievement are not readily apparent or are undefined.	Teacher demonstrates a commitment to learning through the content; however, the teacher's expectations for student achievement may not be aligned with students' strengths and needs.	Teacher establishes a learning community through commitment to ongoing learning and high expectations for student achievement.	Teacher establishes a learning community by supporting students in setting high expectations and in assuming much of the responsibility for their learning. Teacher demonstrates an ongoing, passionate commitment to the subject.
<b><i>Resulting Student Behaviors/Learning</i></b>	Some students take pride in their learning; however, others display limited interest.	Most students take pride in and enjoy learning.	Students demonstrate enthusiasm for learning by taking initiative for self improvement.	Students demonstrate self-directed learning by taking initiative for their own learning and that of their classmates.

**OTC 5: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.**

	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>	<b>Accomplished</b>
<b><i>Creating a Learning Environment</i></b>	Teacher generally treats students with respect and encourages respectful communication among students.	Teacher treats students with respect and teaches respectful communication among students.	Teacher treats students with respect and caring, honors diversity, and instills respectful communication among students.	Classroom interactions respect individual, cultural, and developmental differences of students and exhibit a warm and caring attitude toward individuals.

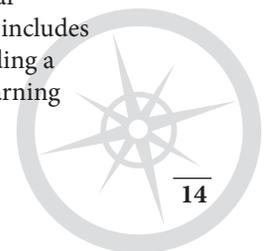


# STEP 4.

(CONTINUED)

Post-data conversation. Based on the data analysis, the beginning teacher highlights the descriptors that best fit the data.

	Emerging	Competent	Proficient	Accomplished
<i>Resulting Student Behaviors/Learning</i>	Some students treat the teacher and other students respectfully.	Most students treat the teacher and other students respectfully.	The general tone of the class is one of respect and consideration. Students begin to share responsibility for the class and its learning.	Students demonstrate respect by showing cooperation, fairness, and concern for one another.
<i>Classroom Management and Procedures</i>	Classroom routines and procedures are established, but not followed consistently, resulting in loss of instructional time.	Classroom routines and procedures have been established and are generally followed; however, plans have not been made and/or followed for unexpected interruptions.	Classroom procedures are seamless and function smoothly with little loss of instructional time even when the unexpected arises.	Teacher shares responsibility with students for classroom routines and procedures, resulting in a smoothly functioning classroom.
<i>Resulting Student Behaviors/Learning</i>	Some students may be unclear about routines and procedures.	Students follow routines and procedures, but may struggle with what to do when there is a change in the environment.	Students follow routines and procedures and are engaged in learning, ignoring or dealing appropriately with distractions.	Students share responsibility for routines and procedures.
<i>Classroom Physical Space</i>	Classroom's physical arrangement generally supports learning; however, the teacher may inconsistently adjust the setting to meet the needs of learners or may inconsistently follow safety procedures.	Classroom's physical arrangement is appropriate for learning. Use of standard safety procedures is implemented regularly.	Classroom's physical differences in arrangement support learning needs. Standard safety procedures are embedded.	Classroom's physical arrangement supports and extends learning and is monitored and adjusted based on the skills and developmental needs of individual students. Teacher includes students in providing a safe, accessible learning environment.

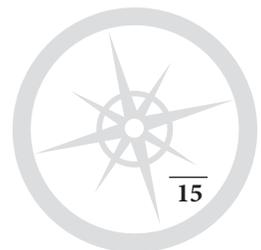


# STEP 4.

(CONTINUED)

*Post-data conversation. Based on the data analysis, the beginning teacher highlights the descriptors that best fit the data.*

	<b>Emerging</b>	<b>Competent</b>	<b>Proficient</b>	<b>Accomplished</b>
<i>Resulting Student Behaviors/Learning</i>	Most students are able to engage in learning though some students may encounter physical barriers or display unsafe actions.	Most students are able to engage in learning based on the physical arrangement, and most follow standard safety procedures.	Students use space appropriately to benefit their learning and follow established safety procedures.	Students assist teacher in maintaining, monitoring, and adjusting the learning environment, including the physical arrangement.
<i>Managing Student Behaviors</i>	Teacher has expectations for student behavior, but inconsistently monitors or responds to inappropriate student behavior.	Teacher has established standards of conduct for appropriate behavior in the classroom, but is inconsistent in enforcing them.	Teacher has established clear standards of conduct and responds consistently and appropriately when students misbehave.	Teacher includes students in setting expectations and monitoring behavior. Teacher's monitoring is subtle and preventive. Teacher's response to student misbehavior is consistent, fair, and sensitive to individual student needs.
<i>Resulting Student Behaviors/Learning</i>	Some students frequently demonstrate inappropriate behavior and disrupt the learning environment.	A few students occasionally demonstrate inappropriate behavior.	Students behave in an appropriate manner.	Students demonstrate responsibility for their own behavior and that of other students.





## Next Steps:

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# Resources:

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*Educational Leadership*. Building Classroom Relationships (themed issue). September 2003.

<http://maxteaching.com>

National Education Association. *Classroom Management*. <http://www.nea.org/classmanagement/archive.html>. Retrieved May 13, 2007.

Tomlinson, C. Fulfilling the Promise of Differentiation. <http://www.caroltomlinson.com/>. Retrieved May 13, 2007.

[www.edHelper.com](http://www.edHelper.com) (elementary)

<http://www.tlc-sems.com/Successful-Classroom-Management.aspx>: TLC has weekly strategies and tips on what NOT to do. They also upload unconventional methods that may help beginning teachers look outside the box.

<http://www.calstatela.edu/faculty/jshindl/cm/index.htm>: This web site is an immense list of classroom management websites including: Creating Clear Classroom Expectations, 10 Biggest Classroom Mistakes, and links to chapters of books about discipline.

