

Volusia Classroom Management Rubric

Classroom Management Strategy	Stage 1: Preparing	Stage 2: Moving Along	Stage 3: In Place	Helpful Hints
Attention Signal (2c) STOIC	No evidence of attention signal used or limited compliance from students.	An attention signal is used, inconsistently or only some students respond	Attention signal is used and all or almost all students consistently respond in a timely manner.	Attention signal is taught, practiced and retaught. Attention signal is visual, auditory, kinesthetic and has student response. Teach and practice signal to 100% compliance in 5 seconds. Obtain students' attention prior to delivering instruction. If attention signal loses power, reteach and praise students for following through with expectations.
Organizing Physical Space (2e) STOIC	Physical space is not structured for student academic success.	Physical space is partially structured for student academic success, but not modified to best fit lesson expectations.	Physical space is structured for student academic success and modified to best fit the lesson expectations.	Change what can be changed and make the best of what cannot. Arrange desks to optimize learning. Ensure that the teacher can walk randomly around all parts of the classroom. Change traffic patterns to reduce high traffic areas.
Transitions (2c) STOIC	Transitions lack structure and result in loss of instructional time.	Transitions are inconsistent and result in some loss of instructional time.	Transitions are managed consistently with no loss of instructional time.	Allow enough time in schedule for relaxed transitions. Consider the use of a starter signal. Plan for and practice transitions. Break down and manage steps of the transition for efficiency. Provide feedback to students, as needed (PBN).
Expectations (2c, 3a) STOIC	Lesson expectations are not taught or posted and results in inconsistent student participation.	Lesson expectations are sometimes posted and taught.	Lesson expectations are clear, resulting in most student's positive participation.	Prominently place and visually display expectations (may use acronym) Create a plan that will address when, where and how positive expectations will be taught. Teach expectations for each major activity and transition just prior to activity/transition. Have a support observe during difficult activities and transitions; use information to re-teach (does reality match expectations?) Ask students of their knowledge of expectations; use information to re-teach.
Circulation and Scanning (2d) STOIC	Teacher seldom monitor students and only to address off-task behaviors.	Teacher sometimes monitors students.	Teacher consistently monitors students by scanning, circulating, and providing positive feedback.	Continuous, random circulation throughout the classroom. Actively supervise (move, scan, interact, reinforce) Use proximity control and scanning to decrease opportunity of misbehavior. Provide immediate feedback for students regarding their work, participation, or behavior. Identifies activities or transitions where behavior is problematic.
Ratio of Positive to Corr. Inter. (2a) STOIC	Teacher exhibits a ratio of 1:1 or less positive to corrective interactions with students.	Teacher exhibits a ratio of 2:1 positive to corrective interactions with students.	Teacher frequently exhibits a 3:1 or greater ratio of positive to corrective interactions with	Provide at least 3:1 ratio of interactions for positive behaviors to corrections. Increase the amount of praise and positive feedback. Decrease reprimands or corrective feedback.
Builds Relationships (2a) STOIC	Teacher seldom exhibits relationship building strategies with students.	Teacher sometimes exhibits relationship building strategies with students.	Teacher consistently exhibits relationship building strategies with students.	Individualized greeting for all students entering the classroom. Positive interactions for any student with recent interactions due to misbehavior. Don't take dismissive behavior personally.
Positive Behavior Narration (3a) STOIC	Teacher seldom uses PBN to reinforce positive behavior expectations.	Teacher sometimes uses PBN to reinforce positive behavior expectations.	Teacher consistently uses PBN to reinforce positive behavior expectations.	Acknowledge on-task behaviors that you appreciate. Send the message that your directions are important. Remind and redirect in a positive and productive way.
Positive Feedback (3a) STOIC	Teacher seldom uses corrective feedback to shape individual student behavior.	Teacher sometimes uses corrective feedback to shape individual student behavior.	Teacher consistently uses corrective feedback to shape individual student behavior.	Provide frequent, age-appropriate, positive feedback on behavioral and academic effort. Build a respectful and supportive relationship with students. Develop a plan for any students who respond negatively to positive feedback.
Effective Corrections (2d) STOIC	Teacher at times struggles to deliver calm and consistent correctives using verbal and nonverbal prompts.	Teacher inconsistently delivers calm and consistent corrections using verbal and nonverbal prompts.	Teacher consistently delivers calm and consistent corrections using verbal and nonverbal prompts.	Pre-plan how you will respond to misbehavior Model "calm" – showing strength through sincerity and persistence to avoid triggers Use a "hit and run" technique; avoid taking time away from academics. Scan for built-in opportunities to praise. Use planned ignoring for minor behaviors such as calling out or tattling, etc. Address the function of the behavior. Provide positive interaction to students soon after behavior corrections.