

Standard II Element A

LEVEL 2 PRACTICES

THE TEACHER:

4 Facilitates student accountability to school and class procedures and routines.

A teacher's behavioral expectations are only as strong as his or her plan for holding students accountable. When planning behavioral expectations, a teacher should ensure the expectations are appropriate for the age of the students and are ones that can be consistently upheld and reinforced.

When a teacher responds to misbehavior quickly and respectfully, the chance of the student correcting his behavior increases. An effective teacher is consistent and fair in applying consequences with students based on the immediate behavior and not past experiences. Teachers should also focus on correcting the behavior rather than making it personal. This allows the student to maintain his dignity and makes it more likely that he will accept the consequence and make behavioral changes. (*Eagle County Schools Professional Practices Rubric, 2012, p. 70*)

Refer to this external resource for additional information:

- Article: "Building Safer, Saner Schools" by Laura Mirsky
<http://www.ascd.org/publications/educational-leadership/sept11/vol69/num01/Building-Safer,-Saner-Schools.aspx>
Article describes practices for helping students learn to confront their unacceptable behavior and the consequences of their behavior on others in order to build a community of learners.

5 Consistently reinforces student expectations.

Your discipline plan should encompass all rules for all students in all locations. The list should not be too long; that is, five or six rules should be the maximum. (Boynton & Boynton, 2005) Following these six steps will help you to implement an effective discipline plan in your classroom:

1. Select rules that are meaningful, specific, and enforceable. Rules such as "Students are to be good at all times" and "Students are to act responsibly at all times" are inappropriate because they are too vague and open to misinterpretation.
2. Establish consequences for students who fail to comply with the discipline plan.
3. Teach the discipline plan to the students.
4. Post the discipline plan in an easily seen classroom location.
5. Communicate the discipline plan to parents and the principal.
6. Enforce the discipline plan fairly, consistently, and equitably.

Website: <http://www.ascd.org/publications/books/105124/chapters/Establishing-Clearly-Defined-Parameters-of-Acceptable-Classroom-Behaviors.aspx>

An accomplishment is the successful completion of something, such as obtaining a personal or group goal. Acknowledging students' accomplishments can increase their self-esteem and confidence and motivate them to continue engaging in the learning process. It is important that the teacher ensures she is not just recognizing the

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same top performers or focusing on intelligence only but finds opportunities to acknowledge each student's successes and growth. Along with the acknowledgement, it is important for the teacher to label the student's actions that led to the accomplishment. By labeling the student's actions, there is a greater chance the actions will be repeated. (*Labeling a student's action can also be an example of timely feedback. Standard III, Element B*)

A classroom that teaches students to equate their intelligence and their worth with their performance will, in general, stifle the desire to learn and will make students afraid of challenges. After all, the next challenge may show you up and lead you to be branded as less intelligent or less worthy. When students believe in their own ability to change, grow, and improve over time, learning becomes fun and challenges become rewarding. (Dweck, 2006)

Examples of ways teachers can acknowledge student accomplishments:

- Display student work that is representative of a variety of students.
- Implement "A Student of the Week" recognition. Create a space in the classroom to celebrate the student's talents and accomplishments both in the classroom and outside the classroom.
- Share examples of students persevering with challenging tasks and the resulting successes.
- Use student work as exemplars. This practice not only serves to acknowledge a student's accomplishments, but provides a visual of performance expectations.

Highlight student behaviors that exemplify classroom expectations. Instead of correcting misbehaviors, recognize students who are doing the right thing as a model for others to follow.

6 Demonstrates a caring and respectful relationship with students.

Building relations with students implies agency, efficacy, respect by the teacher for what the child brings to the class (from home, culture, peers), and allowing the experiences of the child to be recognized in the classroom. Further, developing relationships requires skill by the teacher — such as the skills of listening, empathy, caring and having positive regard for others. (Hattie, 2009, p. 118)

In classes with person-centered teachers, there is more engagement, more respect of self and others, there are fewer resistant behaviors, there is greater non-directivity (student-initiated and student-regulated activities), and there are higher achievement outcomes. (Hattie, 2009, p. 119)

Positive teacher-student relationships — evidenced by teachers' reports of low conflict, a high degree of closeness and support, and little dependency — have been shown to support students' adjustment to school, contribute to their social skills, promote academic performance, and foster students' resiliency in academic performance (Battistich, Schaps, & Wilson, 2004; Birch & Ladd, 1997; Hamre & Pianta, 2001). Teachers who experience close relationships with students reported that their students were less likely to avoid school, appeared more self-directed, more cooperative, and more engaged in learning (Birch & Ladd, 1997; Klem & Connell, 2004). Students reported liking school more and experiencing less loneliness if they had a close relationship with their teachers. Students with better teacher-student relationships also showed better performance on measures of academic performance and school readiness. (Birch & Ladd, 1997, Rimm-Kaufman, n.d., para. 6)

This professional practice represents the impact of implementing the practices described under Element A thus far. For teachers to establish a caring relationship with each student, they must first demonstrate respect and empathy for students. When students trust that the teacher values their perspectives, they are more willing to have a relationship with a teacher that promotes learning and social development.

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Empathy plays an essential role in how we communicate and develop relationships. It is a lifelong skill that impacts how we learn and interact with others. A classroom environment that features empathy for each student helps breed a sense of community while teaching students to be emotionally intelligent. However, empathy does not come naturally to all students. Teachers can help students develop this trait by displaying empathy for each student and teaching students to understand their own emotions as well as the emotions of others.

In his book, *Visible Learning*, John Hattie sites the following claims by Cornelius-White:

... to improve teacher-student relationships and reap their benefits, teachers should learn to facilitate students’ development by demonstrating they care for the learning of each student as a person (which sends a powerful message about purpose and priority), and empathizing with students – “see their perspective, communicate it back to them so that they have valuable feedback to self-assess, feel safe, and learn to understand others and the content with the same interest and concern.” (Hattie, 2009, p. 119)

Teachers who display high levels of empathy are able to ‘see learning through the eyes of the students’ and show students that they understand how they are thinking and how then their thinking can be enhanced. This requires that teachers pay special attention to the way in which students define, describe, and interpret phenomena and problem-solving situations, so that they can begin to understand these experiences from the unique perspectives of students (Gage & Berliner, 1998). Indeed, a powerful way in which to see such learning through the eyes of the students is to listen to student questions, and how students then answer their peers’ questions. (Hattie, 2012, p. 112)

Common Challenges to Teaching Social Skills Referenced in Element A	
Challenges	Response
My job is to teach. I have enough to cover without teaching social skills, too. Social skills are the responsibility of the parents or caregivers.	Given the accountability and demands on teachers’ time, it can appear overwhelming to add social skills instruction. However, a teacher’s job is to develop the whole child and ensure students are equipped with the skills necessary for success beyond the classroom. Students who feel disrespected by their peers or unwelcomed in the classroom are more likely to disengage from the learning process. Not only do they miss out on development of important life skills, but they also miss out on learning critical content.
I can’t control how students treat each other.	Teachers can improve student relationships by modeling respect and empathy for each student. Teachers must communicate clear expectations for how students are to collaborate and communicate with one another. Students can help develop group norms and take responsibility for holding their peers accountable to abide by these norms.

Refer to this internal resource for additional information:

- [Teaching Empathy and Respect through Literature](#)
Document provides a list of books that can be used to teach empathy and respect at all grade levels.

Refer to these external resources for additional information:

- Websites: Sponsored by KidsHealth in the Classroom
Early childhood: <http://classroom.kidshealth.org/prekto2/personal/growing/empathy.pdf>
Elementary: <http://classroom.kidshealth.org/3to5/personal/growing/empathy.pdf>
Middle school: <http://kidshealth.org/classroom/6to8/personal/growing/empathy.pdf>
High school: <http://classroom.kidshealth.org/9to12/personal/growing/empathy.pdf>
- Website: Sponsored by Teaching Tolerance, a Project of the Southern Poverty Law Center
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<http://www.tolerance.org/lesson/developing-empathy>

Website includes lesson ideas for early childhood through high school.

Planning/Coaching Questions

- **How did you establish a caring relationship with all students?**
- How did you communicate and teach expectations for student behavior?
- How were you able to consistently hold students accountable for adherence to school and class rules?
- In what ways did you reinforce positive behaviors?
- How did you respond to misbehavior respectfully and appropriately?
- How did you encourage students to monitor their own behavior?
- What procedures need to be established to ensure instructional time is maximized?
- How do you find ways to collaborate with students on the development of behavior expectations and procedures?
- How do students demonstrate that they understand behavior expectations and procedures in my classroom?
- How do you maintain an environment that is safe?
- How do you ensure resources are organized and accessible to all students?
- How do you support students in being safe and organized?

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