**Danielson’s Special Education Scenarios – Behavior**

|  |
| --- |
| **Domain 2: The Classroom Environment****2a. Creating an Environment of Respect and Rapport**  |
| The teacher posts rules for appropriate language among students, including visual and written models of social courtesies. Students are awarded points for using these social courtesies. Any students who have received a positive verbal comment is permitted to nominate a peer for additional points. The teacher infuses self-management strategies into classroom routines. Students can be observed conferring with staff members after an incident. Students and staff work through the ABCs of what took place: antecedent event, behavior that occurred, and consequence of the behavior. They discuss alternative scenarios and role-play the event with other behavioral options.  |
| Unsatisfactory | Basic | Proficient | Distinguished |
| **Domain 2: The Classroom Environment** **2b. Establishing a Culture for Learning**  |
| The teacher allows lessons to deteriorate into back and forth exchanges and bargaining regarding content and rigor of classroom activities. Students are heard saying, “You can’t ask us to do this stuff. These books are too hard.” |
| Unsatisfactory | Basic | Proficient | Distinguished |
| **Domain 2: The Classroom Environment** **2c. Managing Classroom Procedures**  |
| Students who are on Tier III of the classroom behavior system are responsible for distributing and collecting materials. Peer tutors on Tier III are responsible for coaching students who are having difficulty getting started with an independent activity while the teacher engages in one-on-one conferencing with a student on a writing assignment.  |
| Unsatisfactory | Basic | Proficient | Distinguished |
| **Domain 2: The Classroom Environment** **2d. Managing Student Behavior** |
| The Behavior Intervention Plan for a student with ADHD calls for “frequent breaks.” During seatwork activities the special education teacher divides the 10 math problems up onto five different sheets of paper with two problems on a page. When the student completes two problems, he gets out of his seat, takes his paper to the teacher, and exchanges it for the next set of two problems.  |
| Unsatisfactory | Basic | Proficient | Distinguished |

|  |
| --- |
| **Domain 2: The Classroom Environment** **2e. Organizing Physical Space**  |
| The teacher conducts a geometry lesson with the students in which they create diagrams of what their ideal classroom would look like. She gives them a rubric that contains criteria such as small-group and individual spaces, a quiet area, personal belongings area, and easy access to materials. Students are instructed to plot the room on graph paper, using exact room dimensions. At the close of the lesson, the students nominate their favorite elements from each design. The teacher enlists student assistance in making the changes to the physical space according to their design.  |
| Unsatisfactory | Basic | Proficient | Distinguished |