

Classroom Behavior Checklist (CBC) – Field Version Block 2

Overview and Instructions

As future teachers, you are learning that there are various sets of standards that govern our work in the P-12 classroom. While Floridians devote much time working through the Florida Educator Accomplished Practices (FEAPs), you should also know that our Practices were derived from a national set of standards created by the Council of Chief State School Officers, or CCSSO. The members of this council include all of the commissioners and secretaries of education from the 50 states, including Florida. The national standards call for the states to work together in an “Interstate New Teachers Support and Assessment Consortium” or InTASC.

This group of national leaders decided that effective teachers should demonstrate not only knowledge and skills but also “critical dispositions” – beliefs, values, and professional behaviors – in the P-12 classroom. The professional teacher dispositions that the officers identified are attached to this form. For each level of your field experiences (Blocks 1, 2, 4, and 5), you will be assessed from a set of 50 items drawn from these InTASC standards. The last three items on these assessments are related to other important areas of conduct.

As you progress through your program, think about how you will show your P-12 students and your College faculty and supervisors that your teaching behaviors are more positive than negative.

Remember that the best teachers, as professionals, self-assess and monitor their own behaviors.

KEY: 3 = Typically Positive; 2 = Mixed (Both Positive and Negative); 1 = Typically Negative;
ND = No Decision or No Data

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Element	Typically Positive Behavior (3)	Mixed Positive and Negative Behaviors (2)	Typically Negative Behavior (1)	Not Observed (0)
Gentle corrections (#1/ID3) BLOCK 2	Corrects students gently when they are showing signs of youth or immaturity.	Both positive and negative behaviors observed	Makes negative or insensitive comments about students' age or level of maturity.	No related behaviors observed.
Classroom organization (#2/ID13) BLOCK 2	Requires students to keep the classroom organized & clean except for activities requiring flexibility.	Both positive and negative behaviors observed	Tolerates disorganization of materials within the classroom or destruction of classroom property.	No related behaviors observed.
Cultural responsiveness (#3/ID37) BLOCK 2	Responds appropriately to varying response patterns of culturally diverse students.	Both positive and negative behaviors observed	Is insensitive to, or looks annoyed at, varying cultural patterns of response.	No related behaviors observed.
Sensitive communication (#4/ID39) BLOCK 2	Communicates in ways that are sensitive to student reactions and moods.	Both positive and negative behaviors observed	Oblivious to student signs of boredom, distraction, or other moods.	No related behaviors observed.
Self-reflective (#5/ID41) BLOCK 2	Reflects on successes and failures, adjusting as needed.	Both positive and negative behaviors observed	Rarely references "lessons learned;" resists feedback.	No related behaviors observed.
Respects privacy (#6/ID45) BLOCK 2	Is sensitive to students' rights to privacy and confidentiality.	Both positive and negative behaviors observed	Violates rights of privacy and confidentiality.	No related behaviors observed.
Meets requirements (#7/ID51) BLOCK 2	Meets school and University expectations regarding timeliness, attendance, recordkeeping, and fulfillment of other professional responsibilities.	Both positive and negative behaviors observed	Is late, absent, careless, or does not fulfill other expected professional responsibilities.	No related behaviors observed.
Honest (#8/ID52) BLOCK 2	Acts with honesty and integrity.	Both positive and negative behaviors observed	Has twisted the truth or acted in any way that lacks integrity and honesty.	No related behaviors observed.
Respectful (#9/ID53) BLOCK 2	Acts respectfully to all children, parents, colleagues, supervisors, and others.	Both positive and negative behaviors observed	Is disrespectful; ignores the feelings of others; is hurtful or insensitive.	No related behaviors observed.
Equal Attention Block 2	Clearly focuses attention on all students equally	Both positive and negative behaviors observed	Focuses on favorite students, particularly from the majority population.	No related behaviors observed.

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Formative Assessment Block 2	Makes changes during instruction based on students' indications they do not understand	Both positive and negative behaviors observed	Seems unaware during instruction that students do not understand the content	No related behaviors observed.
Alignment Block 2	Lesson plans show alignment between objectives, instruction, and assessment	Both positive and negative behaviors observed	Lesson plans do not show alignment between objectives, instruction, and assessment.	No related behaviors observed.
Seeks Feedback Block 2	Seeks and uses feedback on teaching from FGCU Mentor Teachers and University Supervisors	Both positive and negative behaviors observed	Ignores feedback related to improvement and rarely asks for input or help.	No related behaviors observed.

The protocol on the next page provides information on effective teacher behaviors. To complete this protocol you will not only observe teacher behaviors but you will also ask to look at student work, listen/observe complete lessons to identify **IF** the teacher's lessons contain the components of clear teaching and **how** those components support the learning process. You should observe multiple lessons in order to gain a complete picture of the teacher's lesson clarity. Your goal is to form a composite of how your teacher plans for and executes lesson clarity.

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INTASC “CRITICAL DISPOSITIONS”

Category 1: The Learner and Learning

INTASC Standard 1: Learner Development

- 1(h) The teacher respects learners’ differing strengths and needs and is committed to using this information to further each learner’s development.
- 1(i) The teacher is committed to using learners’ strengths as a basis for growth, and their misconceptions as opportunities for learning.
- 1(j) The teacher takes responsibility for promoting learners’ growth and development.
- 1(k) The teacher values the input and contributions of families, colleagues, and other professionals in understanding and supporting each learner’s development.

INTASC Standard 2: Learning Differences

- 2(l) The teacher believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.
- 2(m) The teacher respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.
- 2(n) The teacher makes learners feel valued and helps them learn to value each other.
- 2(o) The teacher values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

INTASC Standard 3: Learning Environment

- 3(n) The teacher is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.
- 3(o) The teacher values the role of learners in promoting each other’s learning and recognizes the importance of peer relationships in establishing a climate of learning.
- 3(p) The teacher is committed to supporting learners as they participate in decision-making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.
- 3(q) The teacher seeks to foster respectful communication among all members of the learning community.
- 3(r) The teacher is a thoughtful and responsive listener and observer.

Category 2: Content Knowledge

INTASC Standard 4: Content Knowledge

- 4(o) The teacher realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.
- 4(p) The teacher appreciates multiple perspectives within the discipline and facilitates learners’ critical analysis of these perspectives.
- 4(q) The teacher recognizes the potential of bias in his/her representation of the discipline and seeks to appropriately address problems of bias.

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INTASC Standard 5: Application of Content

5(q) The teacher is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5(r) The teacher values knowledge outside his/her own content area and how such knowledge enhances student learning.

5(s) The teacher values flexible learning environments that encourage learner exploration, discovery, and expression across content areas

4(r) The teacher is committed to work toward each learner’s mastery of disciplinary content and skills.

Category 3: Instructional Practice

INTASC Standard 6: Assessment

6(q) The teacher is committed to engaging learners actively in assessment processes and to developing each learner’s capacity to review and communicate about their own progress and learning.

6(r) The teacher takes responsibility for aligning instruction and assessment with learning goals.

6(s) The teacher is committed to providing timely and effective descriptive feedback to learners on their progress.

6(t) The teacher is committed to using multiple types of assessment processes to support, verify, and document learning.

6(u) The teacher is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6(v) The teacher is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

INTASC Standard 7: Planning for Instruction

7(n) The teacher respects learners’ diverse strengths and needs and is committed to using this information to plan effective instruction.

7(o) The teacher values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7(p) The teacher takes professional responsibility to use short- and long-term planning as a means of assuring student learning.

7(q) The teacher believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

INTASC Standard 8: Instructional Strategies

8(p) The teacher is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8(q) The teacher values the variety of ways people communicate and encourages learners to develop and use multiple forms of communication.

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8(r) The teacher is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8(s) The teacher values flexibility and reciprocity in the teaching process as necessary for adapting instruction to learner responses, ideas, and needs.

Category 4: Professional Responsibilities

INTASC Standard 9: Professional Learning and Ethical Practice

9(l) The teacher takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9(m) The teacher is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for and relationships with learners and their families.

9(n) The teacher sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9(o) The teacher understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

INTASC Standard 10: Leadership and Collaboration

10(p) The teacher actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10(q) The teacher respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10(r) The teacher takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10(s) The teacher takes responsibility for contributing to and advancing the profession.

10(t) The teacher embraces the challenge of continuous improvement and change.