

## Managing Group Dynamics in Classrooms and Schools: Professional Growth Chart

Component	Random Stage	Formalized Stage	Reflective Growth Stage	Balanced and Flexible Stage
<b>Clear Vision of Intent</b>	<ul style="list-style-type: none"> <li>• Some sense of rationale for classroom management decisions</li> <li>• Uses administration ineffectively, as substitute for lack of management strategies.</li> <li>• Model others rather than developing own components for managing groups</li> <li>• Attributes failure to outside influences.</li> </ul>	<ul style="list-style-type: none"> <li>• Can state a rationale for all classroom management decisions</li> <li>• Can state when there is a need to involve the authority of administrators.</li> <li>• Rigidly adheres to philosophy and current practices.</li> <li>• Some recognition of need for change but no action.</li> <li>• Plans for change include some of the components for managing group dynamics skills</li> </ul>	<ul style="list-style-type: none"> <li>• Able to match practice to stated vision.</li> <li>• Frequently re-examines both philosophy and practice.</li> <li>• Use of the administrative authority reflects group management philosophy.</li> <li>• Analyzes and plans for change using many skills for managing group dynamics.</li> <li>• Reacts to failure by re-examining the whole philosophy.</li> </ul>	<ul style="list-style-type: none"> <li>• Has a well-developed management style that adapts style to various groupings and situations</li> <li>• Has a method to analyze effectiveness of stated vision</li> <li>• Includes administration as a partner, using common language</li> <li>• Recognizes when flexibility is needed and can adjust accordingly.</li> <li>• Balances ebb and flow of success and failure.</li> </ul>
<b>Strategic Use of Physical Environment (classroom setting)</b>	<ul style="list-style-type: none"> <li>• Classroom is arranged with minimal thought to traffic flow of both teacher and student</li> <li>• Students have limited access to necessary materials</li> <li>• Set-up of room does not give teacher a clear view of all students</li> <li>• Seating arrangement seems to have no plan related to teaching strategies.</li> <li>• Unaware of the extent of factors that need to be considered.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom arrangement is static and not rethought once in place.</li> <li>• Classroom is arranged to facilitate traffic flow of teacher.</li> <li>• Students have some access to necessary materials</li> <li>• Teacher has a clear view of students in their desks</li> <li>• Seating arrangement is conducive to a selected teaching strategy (i.e. group work, independent work)</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom arrangement is strategic and reflects shifts in philosophy.</li> <li>• Classroom is arranged to facilitate traffic flow of both teacher and student</li> <li>• Students have easy access to necessary materials</li> <li>• Teacher has clear view of students</li> <li>• Seating arrangement is conducive to selected teaching strategies (i.e. group work, independent work).</li> <li>• Physical setting is readjusted</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom is arranged to facilitate traffic flow of both teacher and student and is changed based on student need</li> <li>• Staff and students have easy access to necessary materials</li> <li>• Teacher has clear view of students at all times in the classroom</li> <li>• Seating arrangement is conducive to selected teaching strategies (i.e. group work, independent work)</li> <li>• Teacher able to adapt this skill to any setting.</li> </ul>

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<b>Organizational Skills</b>	<ul style="list-style-type: none"> <li>•Organizes instructional time with only delivery of content in mind without considering the needs of individual students</li> <li>•Students are often off-task because instruction not differentiated</li> <li>•Transitions are not anticipated</li> <li>•Expectations for student achievement and behaviour are not factored into organizational decisions.</li> <li>•Pre-planning (both long or short term) is underdeveloped and inconsistent</li> <li>•Unable to provide evidence of effective record keeping</li> </ul>	<ul style="list-style-type: none"> <li>•Generally organizes instructional time to ensure material is covered and has some ability to differentiate</li> <li>•Group work directions are given but failure of these is attributed to student misbehaviour.</li> <li>•Direct involvement with students follows a rigid formula</li> <li>•Student expectations are narrowly defined.</li> <li>•Short term pre-planning is evident</li> <li>•Accurate records are kept</li> </ul>	<ul style="list-style-type: none"> <li>•Adjust organization of instructional time to meet instructional needs of individuals and groups.</li> <li>•Planning for group work includes consideration of teacher directions, monitoring and student goals.</li> <li>•Takes ownership if group work is ineffective</li> <li>•Understands that student productivity is reflection of teacher organizational skills.</li> <li>•Ready and prepared for lesson/activity with all necessary materials at hand and routines are clearly in place for distribution</li> <li>•Pre-planning is evident (both long and short term) and re-evaluation and of these plans occurs on a regular basis</li> <li>•Questions current practices of keeping records and recognizes need to use data collected to improve classroom instruction.</li> </ul>	<ul style="list-style-type: none"> <li>•Makes effective decisions about organizing instructional time based on how to ensure student learning for all and provides for the needs of all students</li> <li>•Adapts organizational strategies to ensure that groups work independently and productively, with students assuming much of the responsibility for completion and quality of work</li> <li>•Ready and prepared for lesson/activity with all necessary materials at hand and with effective distribution routines that involve students clearly in place</li> <li>•Pre-planning is evident (both long and short term) with regular re-evaluation and appropriate changes made on a regular basis</li> <li>•Effective, accurate records identifying concerns supported by the data collected are identified.</li> </ul>

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<p><b>Strategic Use of Structure</b></p>	<ul style="list-style-type: none"> <li>•Routines developed by modeling others rather than for strategic management of group dynamics.</li> <li>•Rules and routines appear to be equally weighted to students.</li> <li>• Consequences for non compliance are unclear and randomly enforced.</li> <li>•Routines for handling materials are absent therefore risking a disruptive climate when supplies are handed out inefficiently</li> <li>•Clear and achievable classroom expectations are rarely communicated as a mechanism for structuring action steps.</li> <li>•The teacher responds to level of energy in the room moment by moment.</li> </ul>	<ul style="list-style-type: none"> <li>•Routines have been preplanned.</li> <li>•Routines are rigidly in place and rarely adjusted to setting or need.</li> <li>•Transition routines have been addressed but are not adaptable to new circumstances.</li> <li>•The range of clear and achievable expectations for students is narrow but communicated.</li> <li>•Routines for handing out materials and supplies exist. Failure of these routines is attributed to student misbehaviour.</li> <li>•The teacher recognizes patterns of high and low energy levels of the group. Teacher response is not strategically developed.</li> </ul>	<ul style="list-style-type: none"> <li>•Teacher accepts responsibility for failure of structures, rules and routines and re-examines and re-adjusts</li> <li>•Teacher desire for students to be responsible for their own learning may lead to less strategic use of teacher-imposed structure.</li> <li>•Mechanisms for re-examining the effectiveness of certain structures are emerging.</li> <li>•New structures are clearly linked to outcome goals.</li> <li>•Managing energy level of a group is viewed as key need for imposing structures.</li> </ul>	<ul style="list-style-type: none"> <li>•Structuring all aspects of the class day is seen as priority for teaching.</li> <li>•Balance is maintained between the consistent use of well-understood rules and routines AND the flexible adjustment of those same rules/routines when needed.</li> <li>•Ease of transitions viewed as hallmark of effective use of structure.</li> <li>•Student goal of independence and self-responsibility guide choice of rules and routines.</li> <li>•Teacher structures the flow of energy within the room....and can readjust as needed.</li> </ul>

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<b>Communication Skills</b>	<ul style="list-style-type: none"> <li>•Communication is seen as <i>telling</i>.</li> <li>•Strategies for matching communication style to needs of others underdeveloped.</li> <li>•The teacher pays little attention to impact of words i.e. literal translations</li> <li>•Requests for assistance are random and core message underdeveloped.</li> <li>•May not benefit from efforts to consult with and learn from other who have expertise in classroom management</li> <li>•The teacher rarely communicates with parents</li> </ul>	<ul style="list-style-type: none"> <li>•Well-established style of communicating has been developed. Style is over-used and rarely re-examined.</li> <li>•The teacher has static repertoire of strategic strategies</li> <li>•The teacher pays some attention to impact of words and tries to change words based on student needs and abilities.</li> <li>•Requests to colleagues take on familiar pattern. i.e. frequent requests for the same thing, few requests for assistance.</li> <li>•Individual fails to address own communication habits</li> <li>•Communication patterns with parents are consistent. Often may be sporadic communication, mostly if there is a problem</li> </ul>	<ul style="list-style-type: none"> <li>•Communication style reflects teacher's attempt to re-examine personal goals.</li> <li>•Reflects on communication style and makes attempts to adjust i.e. non-verbal-proximity, and verbal - use of words, cadence, volume, speed and frequency</li> <li>•Seeks out and responds to feedback from colleagues.</li> <li>•Can apologize.</li> <li>•Begins to develop more extensive communication repertoire.</li> <li>•The teacher begins to question current level of collaboration with school colleagues and begins some school engagement</li> <li>•The teacher communicates with parents, both positive feedback and concerns.</li> <li>•Teacher questions their own effectiveness and experiments with alternative methods.</li> </ul>	<ul style="list-style-type: none"> <li>•Well-developed self-examination of personal communication strategies.</li> <li>•Can translate communication strategies and knowledge into action.</li> <li>•Effective strategic use of non-verbal-proximity, and verbal - use of words, cadence, volume, speed and frequency to communicate with students.</li> <li>•Adapts strategies to student need</li> <li>•Well-developed communication skill set.</li> <li>•Well-developed understanding and articulation of difficult concepts and material.</li> <li>•Positive relationships with colleagues, students and parents enhanced by strategic use of communication.</li> <li>•Teacher successfully communicates with parents, both positive feedback and concerns on an ongoing basis</li> </ul>

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<b>Strategic Use of Rapport-Building Skills.</b>	<ul style="list-style-type: none"> <li>• The teacher desires a warm classroom culture but does not deliberately use rapport skills to create.</li> <li>• The teacher may lack commitment to students well-being</li> <li>• The teacher thoughtlessly may make rapport-building errors (example: disapproving, demeaning, disrespectful comments to students, some interactions are not appropriate to the age, culture or interests of the students)</li> <li>• Private vs public and/or friend vs teacher boundaries may not yet be fully established.</li> <li>• The teacher makes little effort to heal ruptured relationships.</li> <li>• The teacher infrequently works cooperatively with other teachers and school colleagues to solve student, classroom and school concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Repertoire of rapport-building skills is well-developed, but may be narrow and static.</li> <li>• Failure to create the desired rapport seen as the fault of the other person.</li> <li>• The teacher's responses to students are generally appropriate</li> <li>• The teacher generally exhibits commitment and respect for the dignity of students, but may exhibit some bias, or lack of sensitivity toward students</li> <li>• The teacher recognises a need for privacy vs public in the classroom, but doesn't always take the time for privacy</li> <li>• The teacher makes an effort to heal ruptured relationships in the classroom</li> <li>• The teacher tries to see things from the student's point of view</li> <li>• The teacher understands the difference between humour and sarcasm, but sometimes uses sarcasm as humour</li> <li>• The teacher generally works cooperatively with other teachers and school colleagues to discuss, but not necessarily solve, concerns about classroom management and school climate</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher accepts responsibility for establishing rapport with students, parents and colleagues.</li> <li>• The teacher is able to create classroom culture and community</li> <li>• Self-reflection on rapport skills occurs.</li> <li>• The teacher aims to demonstrate commitment, warmth, caring and respect for students</li> <li>• Actions are appropriate to the age, culture or interests of students</li> <li>• Teacher is sensitive to the privacy vs public balance in the classroom</li> <li>• The teacher understands the need to heal ruptured relationships in the classroom and school nexus</li> <li>• The teacher can view from a different perspective - see it from student's point of view, or parents</li> <li>• The teacher uses humour appropriately as rapport-building tool.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher devotes appropriate amount of time and energy to building rapport.</li> <li>• The teacher is able to create classroom culture and community in the classroom and school</li> <li>• A high degree of commitment to all students is conveyed.</li> <li>• Repertoire of skills is large enough to be adjusted to match the group.</li> <li>• Rapport building skills are modelled for students. The teacher exhibits genuine warmth, caring and respect for students as individuals and shows that relationships are valued</li> <li>• Self-reflection allows teacher to accurately and quickly evaluate the effectiveness of attempts to build rapport.</li> <li>• The teacher demonstrates the appropriate emphasis on healing ruptured relationships.</li> <li>• The teacher can view and understand from a different perspective - see it from student's point of view, or parents</li> <li>• The teacher always collaborates with colleagues and the community to solve student, classroom and school concerns</li> </ul>

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<p><b>Strategic Use of a Pre-Planned Response to Behaviour</b></p>	<ul style="list-style-type: none"> <li>• Strategic planning for addressing behaviour is not evident.</li> <li>• Behaviour management is viewed as responding to negative behaviour only. No planning to increase positive behaviour occurs.</li> <li>• Initial response to negative behaviour is random and therefore inconsistent.</li> <li>• Response is concerned primarily with suppressing negative behaviour quickly.</li> <li>• Uses strategies and plans borrowed from others with uneven results. Not linked to clear vision or intent.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher can strongly defend the pre-planned approach to behaviour and is resistant to other opinions.</li> <li>• Teacher response to negative behaviour is consistent but not examined.</li> <li>• Teacher response to positive behaviour is consistent with philosophy but not examined. If teacher believes that positive behaviour should be an expectation and not a training focus, no systematic behaviour approach will be evident</li> <li>• Teacher can articulate plan to address behaviour but struggles when the plan doesn't work in all situations</li> <li>• Failure of student or class to respond favourably is viewed as the fault of student or class....not the system or teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher reflects on current methods for addressing behaviour and seeks alternative plans.</li> <li>• Teacher can articulate plan, plan to increase positive behaviour and decrease negative behaviour, i.e. train new skills, behaviour systems</li> <li>• Teacher able to weigh merits and drawbacks of pre-planned behaviour systems.</li> <li>• Teacher begins to shift focus from punishing and discouraging negative behaviour to an increased focus on increasing positive behaviour.</li> <li>• Student, parent and colleague input to behaviour management systems is solicited and feedback welcomed.</li> </ul>	<ul style="list-style-type: none"> <li>• Preplanning for behaviour is an automatic part of teacher preparation.</li> <li>• Teacher's plans accurately match a well-articulated philosophy for behaviour.</li> <li>• Consistent implementation of plan is evident.</li> <li>• The teacher's response to misbehaviour is highly effective, positive and successful and sensitive to student's needs.</li> <li>• Mechanisms for evaluating effectiveness of the plan are well-developed and utilized.</li> <li>• Adjustment of the plan to meet various settings and groups is evident.</li> <li>• Teacher able to mentor others beyond arguing merits of the plan currently used.</li> </ul>

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<b>Self Reflection</b>	<ul style="list-style-type: none"> <li>•Polarizes effectiveness into success or failure</li> <li>•May be able to identify areas for growth but doesn't know where to gain information</li> <li>•Frequently feels overwhelmed</li> <li>•Sometimes has difficulty with level of personal self control</li> </ul>	<ul style="list-style-type: none"> <li>•Resists identification of areas for growth and prefers to defend existing practice</li> <li>•Has developed a level of personal self control</li> </ul>	<ul style="list-style-type: none"> <li>•Able to identify many areas for growth.</li> <li>•May become overwhelmed for a short period of time.</li> <li>•Seeks successful practices and uses educational research to move beyond discomfort of self-reflection</li> <li>•Maintains a level of personal self control</li> <li>•Recognizes need for help and establishes relationships for ongoing support</li> <li>•Able to identify own personal learning style.</li> </ul>	<ul style="list-style-type: none"> <li>•Embraces identification of own areas for growth as good practice</li> <li>•Utilizes evidence-based successful practices and educational research to inform practice.</li> <li>•Balances the need to manage day to day tasks with need to self-reflect and adjust.</li> <li>•Maintains a high level of personal self control,</li> <li>•Seeks help when needed and maintains relationships and support</li> </ul>

**NOTE: The above Professional Growth Chart is a unique way to describe and understand teacher skill development in managing group dynamics in a classroom or school setting. It is different than the typical classroom management rubric in the following ways:**

1. It frames skill development as a series of stages of growth.
2. This growth pattern is based on the four stages of human spiritual development postulated by Dr. Scott Peck. Its premise is that actions are based on a person's worldview which Dr. Peck categorized into stages. Movement through the stages is not a given- just as growth is desirable but not inevitable. Dr. Peck argues that while transitions from Stage I and Stage II are sharp, transitions from Stage III and Stage IV are gradual. Any shift in stages will make a significant difference in the demeanour and behaviour of the individual.
3. The term *Managing Group Dynamics in Classrooms and Schools* was deliberately used rather than 'classroom management.' This recognizes that managing the shifting dynamics of the group is the factor that tests the skills of a teacher.
4. Bullets for each component under each stage go beyond observable behaviours to include the development of a rationale by which the teacher justifies his/her actions.
5. Growth across stages goes beyond changing verbs or adjectives in a static set of bullets listed for each component. Some bullets only enter into being with the transition to that growth stage.

**NOTE: The components listed down the left column are based on the experience and expertise of the authors and an examination of current classroom management literature.**