



Indicators in  
***ACTION***<sup>™</sup>

## **Classroom Management Workbook**

Organizing the Classroom  
Work Time  
Rules & Procedures



**Academic Development Institute**

**Academic Development Institute**

121 N. Kickapoo Street

Lincoln, Illinois 62656

217-732-6462

**[www.adi.org](http://www.adi.org)**

**Information   Tools   Training**

Positive results for students will come from changes in the knowledge, skill, and behavior of their teachers and parents. State policies and programs must provide the opportunity, support, incentive, and expectation for adults close to the lives of children to make wise decisions.

## Table of Contents

Success Indicators .....	3
Classroom Management Module Objectives.....	3

### Part I: Organizing the Classroom

Organizing the Classroom.....	7
Classroom Configuration .....	8
Organizing Student Learning Materials .....	9

### Part II: Work Time

Whole Class and Work Time Instruction.....	13
Weekly Class Schedule Example.....	14
A Preview of Whole-Class Instruction.....	15
Whole-Class Instruction Weekly Outline .....	16
Learning Plan Grid: Filling the Toolbox.....	17
Learning Plan Grid Template .....	18
Classroom Management Techniques for Work Time.....	19
Planning Work Time Activities .....	20
Student Learning Plan & Template .....	22
Guidelines for Work Time .....	23
Guidelines for Developing Wait-Time Activities .....	23

### Part III: Rules and Procedures

Classroom Configuration .....	27
Classroom Culture.....	29

### Appendix

Reflection Activity .....	33
Notes .....	34



## Success Indicators

### Classroom Instruction: Expecting and monitoring sound classroom management

- All teachers maintain well-organized student learning material.
- All teachers use a variety of instructional modes.
- When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.
- All teachers display classroom rules and procedures in the classroom.
- All teachers reinforce classroom rules and procedures by positively reteaching them.
- All teachers correct students who do not follow classroom rules and procedures.

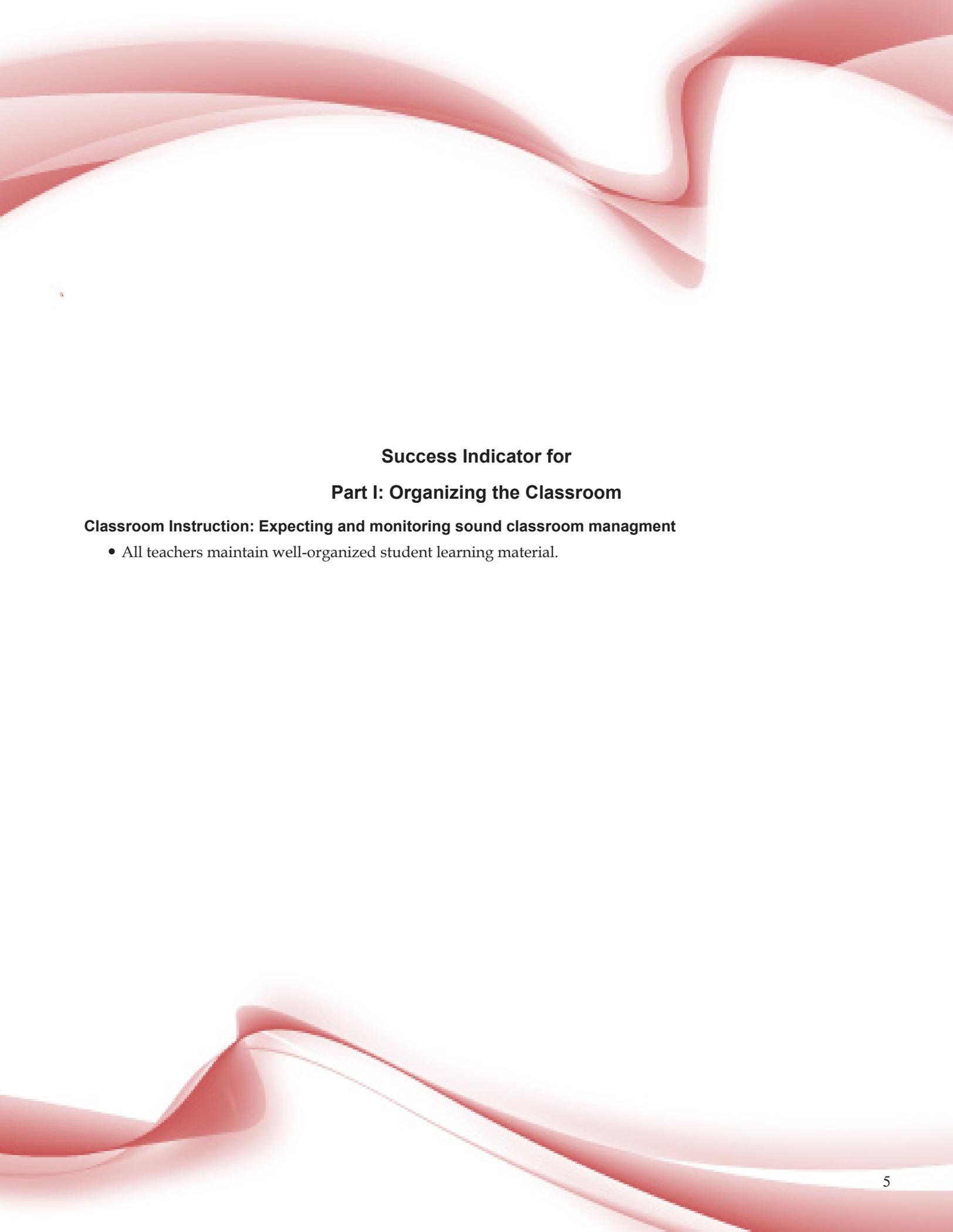
## Classroom Management Module Objectives

### Module Objectives:

As a result of this lesson, participants will be able to:

- Describe what a well-managed classroom looks like
- Organize curriculum, time, space, and interaction with students
- Implement simple strategies that will promote your well-managed classroom





**Success Indicator for**

**Part I: Organizing the Classroom**

**Classroom Instruction: Expecting and monitoring sound classroom management**

- All teachers maintain well-organized student learning material.



## Organizing the Classroom

When a classroom is furnished and arranged only for whole-class instruction, the teacher's instructional options are very limited. We have discussed the following instructional modes, and each has its own classroom arrangement requirements:

**Independent work:** This can be easily accommodated with the same arrangement as whole-class instruction—each student at his or her desk.

**Computer-based learning:** Where are the computers? In a computer lab down the hall? In a row at the back of the room? At a center?

**Teacher-directed small group:** Is the place designated and permanent? Desks or tables and chairs arranged for a small group near the teacher's desk, perhaps. Does the location allow the teacher to also scan the room to supervise students not in the group. If a teaching assistant also works with students in groups, is this a separate location? Or do the teacher and assistant take turns using the group area?

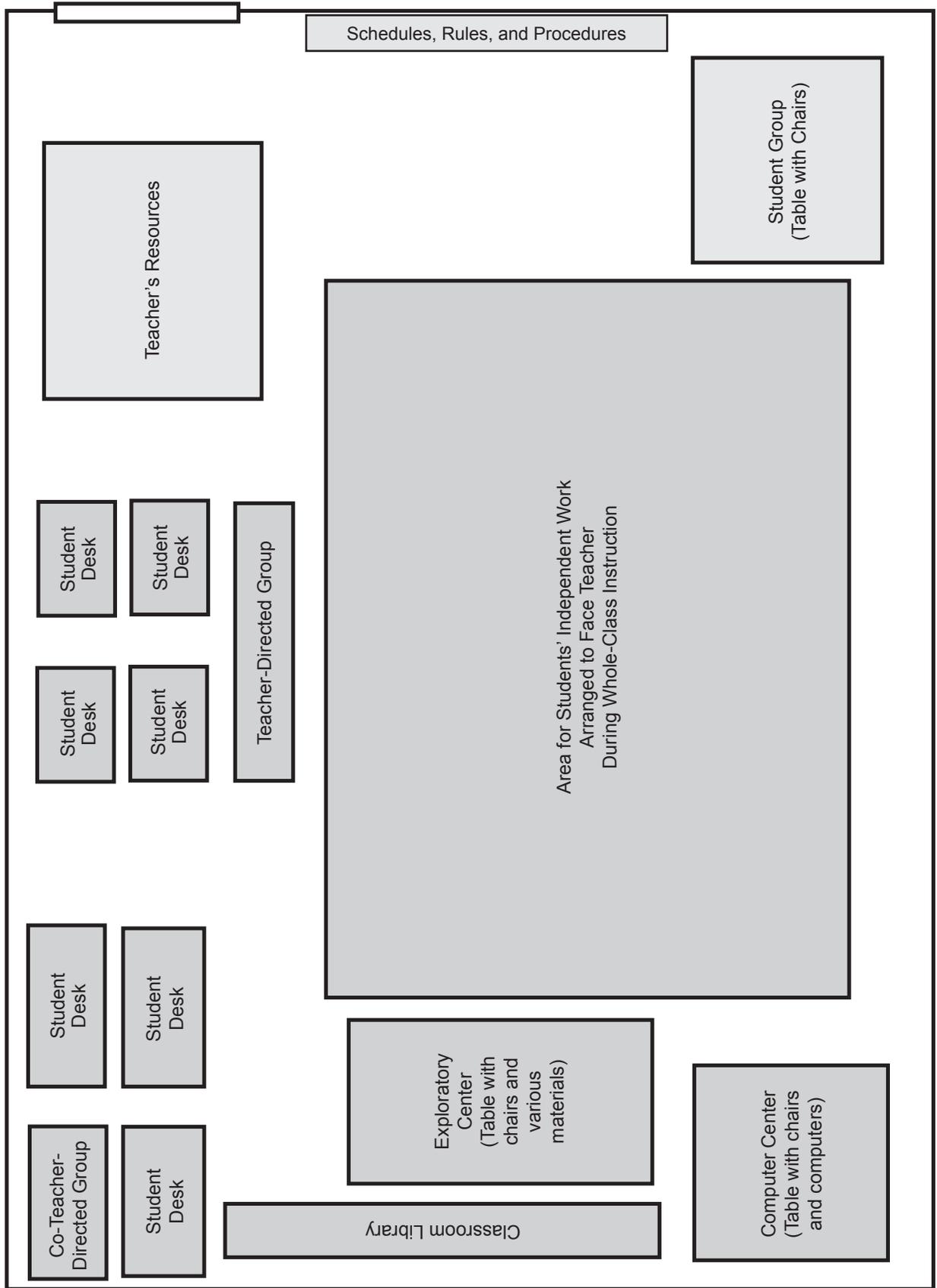
**Student-directed small group:** Similar to an arrangement for a teacher-directed small group, this may be a cluster of desks or table and chairs.

These are the basic classroom formations. A teacher may have more than one group area, including an exploratory center, for example, where students are able to pursue high-interest, curriculum-related materials including videos, games, and library books.

The next page shows how a classroom might be arranged to accommodate several instructional modes during work time.

### Classroom Configuration

Here is an example of a well-managed classroom that is configured to accommodate both whole group and work-time instruction.



## Organizing Student Learning Materials

As well as a thoughtfully planned classroom layout, materials used for student learning should be labeled, easily accessible and organized. Since learning materials can include many manipulatives, storage areas are essential. There are several options for storing current center materials and materials not currently being used. Keep game cards in containers that are easy to store – small boxes, labeled envelopes, or self-sealed plastic bags.

If your room lacks storage space, keep commercial games and puzzles at the centers to be used as ongoing activities. Don't store sorting containers. Use the same containers over and over. The label can be easily changed if you attach it to the container with tape, a clothespin, or a large paper clip. Whenever possible, use shopping bags, plastic self-sealed bags, and envelopes for storage containers. They are easily folded and stored. Store activities for themes together so you can gather everything you need at one time. Copy paper boxes are great for this.

### Making Storage Containers

You will want attractive containers for storing the center activities. There are many free or low-cost storage containers: shopping bags, stadium cups, envelopes, plastic bags, floral baskets, stationery boxes, coffee cans, cookie tins, ice cream and popcorn tubs, and fruit crates.

Following are a few suggestions on using them:

- Envelopes, stationery boxes, and plastic bags can hold card games and matching games.
- Cylinder containers can hold sorting games.
- Shopping bags can hold board games.
- Envelopes or small boxes can hold smaller games.
- Baskets can hold collections of envelopes or small boxes.



## **Success Indicators for**

### **Part II: Work Time**

#### **Classroom Instruction: Expecting and monitoring sound classroom management**

- All teachers use a variety of instructional modes.
- When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.



## Whole Class and Work Time Instruction

Whole-class instruction is an instructional mode. It is the keystone instructional mode, from which the differentiated learning activities flow through the other modes. (Delivery of whole class instruction will be covered more fully in the Instructional Delivery module.)

Classroom time, then, consists of two categories:

- Whole-class instruction, and
- Work time

Work time is when students are engaged in learning through the instructional modes other than whole-class instruction. Work time allows for various modes of instruction to be in play simultaneously. Work time allows the teacher to give targeted assistance to individual students and groups of students.

### Work Time

<b>Time:</b>	Time allotted will vary according to teacher's plan, subject matter, grade level.
<b>Purposes:</b>	(1) to give students time to practice and master concepts and skills (2) to encourage self-directed learning (3) to provide individualized learning activities (4) to make the best use of time and (5) to allow the teacher flexibility to work with individuals or small groups.
<b>Methods:</b>	Will vary for each student, according to the specific activities assigned to the student, and will be derived from the learning plan grids and activity instructions.

Let's look at how a teacher's schedule for the week can plot whole-class time and work time. The example is for an elementary school teacher with several subjects to cover. But the concept of whole-class time vs. work time applies equally well in middle school and high school classrooms.

(Electronic copies of all forms are available at [www.indistar.org/action](http://www.indistar.org/action))

### Weekly Class Schedule Example

Week of: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-8:30					
8:30-9:00	Reading WC	Reading WC	Reading WC	Reading WC	Reading WC
9:00-9:30	Work Time	Work Time	Work Time	Work Time	Work Time
9:30-10:00	Work Time	Work Time	Work Time	Work Time	Work Time
10:00-10:30	Spelling/Writing WC				
10:30-11:00	Work Time	Work Time	Work Time	Work Time	Work Time
11:00-11:30	Math WC	Math WC	Math WC	Math WC	Math WC
11:30-12:00	Work Time	Work Time	Work Time	Work Time	Work Time
12:00-12:30	Lunch	Lunch	Lunch	Lunch	Lunch
12:30-1:15	PE	Music	PE	Art	PE
1:15-1:30	Recess	Recess	Recess	Recess	Recess
1:30-2:00	Social Studies WC	Social Studies WC	Social Studies WC	Social Studies WC	Social Studies WC
2:00-2:30	Work Time	Work Time	Work Time	Work Time	Work Time
2:30-3:00	Science WC	Science WC	Science WC	Science WC	Science WC
3:00-3:30	Work Time	Work Time	Work Time	Work Time	Work Time
3:30-4:00					

Indicate in each cell: Whole Class (Subjects); Work Time (Subjects); Lunch; Recess; Specialist Teachers (e.g. Art, Music)

## A Preview of Whole-Class Instruction

In the Instructional Delivery module, we will deal with whole-class instruction in depth. But because classroom management begins with careful planning for all modes of instructional delivery, we will hit a few high points in this module.

In building the foundation for effective instruction, we have covered the following steps:

1. The Unit Plan developed by the Instructional Team chunks the year into units with themes, aligns standards-based benchmarks with each unit, develops objectives for student mastery aligned with the benchmarks, establishes criteria for determining mastery of the objective, and includes items for pre-tests as one means for targeting learning activities for each student.
2. The Learning Plan Grid outlines leveled objectives and differentiated learning activities.
3. The Weekly Class Schedule divides class time between whole-class instruction and work time.
4. Work time is when students engage with the differentiated learning activities as assigned them by a teacher who is attentive to each student's readiness for an objective, based on assessment of prior learning.

A lesson delivered through whole-class instruction may address one or more objectives. Work time follows the whole-class instruction, allowing each student a variety of ways to master the objectives introduced in the whole-class lesson.

The following page shows a template for planning whole-class instruction for a week in one subject.

### Whole-Class Instruction Weekly Outline

Week of: \_\_\_\_\_ Teacher: \_\_\_\_\_ Subject: \_\_\_\_\_

Target Objective Code(s): \_\_\_\_\_

Central Purpose of Lesson	Monday	Tuesday	Wednesday	Thursday	Friday
Behavior Check: To set the psychological climate in the classroom; cue students to focus in; reinforce attentive behaviors.					
Review: To provide students with clear evaluations of their progress in attaining learning goals; detect areas that need further teaching or practice; connect prior learning with new learning.					
Think: To introduce new lesson; continue activating prior knowledge; stimulate student cognition relative to the topic through cues, advance organizers, question sprinkling.					
Know: To directly teach the new skills or concepts through lecture, demonstration, modeling.					
Show: To find out what students have learned and rehearse their learning through verbal drills, recitations, discussion, quiz games.					

## Learning Plan Grid: Filling the Toolbox

Learning plan grids level each objective into three tiers – target, enhanced, and prerequisite. The learning plan grid also differentiates learning activities among various modes of instruction.

When teachers have taken the time to pre-plan for differentiated instruction in their classrooms, they have a toolbox of instructional choices ready to go. The teacher’s ability to work with varied groups or individuals within the classroom setting is made possible through differentiated instruction. Learning opportunities are enriched and strengthened. Classroom time is maximized. Students, taught to share the responsibility, become practiced in making decisions. They are better prepared for classroom work, and life.

*Things to consider when developing a Learning Plan Grid and Activity Instructions:*

Once a team has a well-developed unit plan that identifies clear target level (grade level) objectives and assessments that measure a student’s ability or skill level in that objective, the learning plan grid becomes a teacher’s best “toolbox” of learning opportunities. The toolbox is filled with aligned learning activities the teacher can access to differentiate instruction, activities, or assignments for each student, based on classroom assessment of the student’s prior learning and readiness for the objective.

## Learning Plan Grid Template

**Target Objective Code:** \_\_\_\_\_ **Enhanced Objective Code:** \_\_\_\_\_ **Standard Code:** \_\_\_\_\_  
**Prerequisite code:** \_\_\_\_\_

	Mode of Instruction			
	Independent Work	Computer Based	Student-Directed Group	Teacher-Directed Group
Objective Descriptor Enhanced				
Target				
Prerequisite				

**Exploratory topics:**

## Classroom Management Techniques for Work Time

### Teacher Calls

Purpose: To manage student requests for individual assistance

#### Teacher Calls:

- Reduce demands on teacher time for management purposes
- Promote student responsibility
- Increase efficiency of instructional delivery
- Ease the flow of activities in the classroom
- Enable students to request assistance without interrupting the teacher and to continue working while waiting for help (students should NOT hold up teacher calls)
- Can signal the maximum number of students the area can accommodate (to manage overcrowding)
- Are not practical for whole-group instruction
- Are great while teacher is working with small groups
- Are great while students are working in centers or on Student Learning Plan tasks

#### Examples of Teacher Calls

- Colored wooden blocks
- Oak tag paper stands or table tents
- Index card stands (folded in half)
- Cups (bottoms glued together)
- Laminated question mark or flag

### Wait-Time Activities

#### Guidelines for Developing Wait-Time Activities

- Wait-time activities are objectives-based.
- Students are given a choice of a variety of activities.
- Not all activities should be paper-and-pencil activities.
- When possible, the wait-time activities should be targeted to the individual student.
- The activities should be for practice and reinforcement and not for introducing new concepts.
- Activities should be useful additions to the existing curriculum, and not busy work.

### Student Folders

A student folder is a convenient way for the student to maintain assignments in one pocket and wait-time activities in the other. Wait-time activities are curriculum-relevant activities that students can do while they are awaiting teacher assistance. The student folder can travel home once each week for a parent's review, signature, and date.

## Planning Work Time Activities

Work Time is perfect for personalized instruction—each student or each flexible group of students can be working on different activities (leveled and differentiated) to best match their prior learning and readiness. How does the teacher differentiate assignments in an orderly way? The Student Learning Plan (see below) provides both a means for orderly differentiation of activity during Work Time and a means for building student self-responsibility for their learning. Activities assigned students on a Student Learning Plan come right off the Learning Plan Grid and Activity Instructions prepared by the Instructional Team.

All the careful preparation that goes into construction of units of instruction pays off most handsomely when the teacher individualizes instruction for each student with a Student Learning Plan. A master Student Learning Plan is prepared for the week (or, two weeks for high school and upper grades), with all possible instructional options included. The teacher then individualizes the master SLP for each student by selecting the specific learning activities appropriate to that student on that student's own SLP. The teacher levels the activities according to the student's demonstrated prior mastery (Unit Pre-Test and completed assignments) of the objectives. The teacher differentiates learning activities by assigning the right mix of independent work, various groups, centers (or work stations in high schools), and homework to match the student's motivational characteristics. The SLP provides the teacher a variety of learning activities for each target objective, and a means for individualizing instruction when appropriate.

### The Teacher During Work Time

Work Time finds students carrying out the learning tasks assigned to them on their Student Learning Plan while the teacher interactively weaves through the classroom, individual student desks, in-and-out of small group instruction and back through the business of independent learning. Monitoring the achievement of assigned tasks determines how each student works toward mastery of the aligned objective. It is opportunity to intervene as needed, check the completion of work, reinforce and extend “the student's learning through feedback and immediate instruction at the time when attention is needed and is most effective” (Wang, 1992). Attention to individual learning needs is at its peak when the teacher recognizes the success or difficulty each student displays in a prescribed task and modifies the Student Learning Plan “on the spot”. Early curriculum planning has provided the teacher with variety and alternative options for learning. Monitoring those instructional tasks contributes to a teacher's formative assessment of each student, and keeps the learning targeted.

### Using Groups During Work Time

The Student Group is a good time for cooperative learning strategies (see Appendix). The Teacher Group is an opportunity to directly teach leveled objectives to students with similar readiness. A row of computers or cluster of computers at tables may provide an area of the classroom for computer-based instruction. While students are working on their assigned activities in each of these areas, other students may be doing independent work at their desks. Students can move from area to area during a class session, engaging in a series of activities targeted to their need. So how does each student know what to do, which activities the teacher has planned just for him or her? Student Learning Plans are a perfect organizational tool for personalizing instruction and encouraging self-directed learning in students.

### Student Learning Plans (SLPs)

The unit pre-test gives the teacher a basis for individualizing the first Student Learning Plan of the unit. Then the teacher adjusts the Student Learning Plan, and each subsequent Student Learning Plan, in response to the student's demonstrated mastery of objectives in the assigned learning activities. The class progress chart helps the teacher keep track of how everyone is progressing in meeting the objectives of the unit. Scanning the chart also helps the teacher know where to re-teach, alter whole-class instruction, or focus instruction at the Teacher Group. When a Student Learning Plan is completed, it is sent home for review by parents and then returned to the student's file. At the end of a unit of instruction (or the end of a grading period), the Student Learning Report is sent home to parents to report the student's progress toward learning objectives.

It is a good idea for the teacher to keep a copy of each different SLP used for the week, with the names of the students who were given that SLP attached. These are called student monitoring SLPs, help the teacher keep track of who is doing what, and provide a backup in case an SLP is misplaced. When the teacher changes the student's SLP during the week, the change can be noted on the student monitoring SLP. Of course, the student's copy of the SLP is a record of activities completed as well as assigned, and when finally placed in the student's file provides perfect documentation of what the student has done.

See the template for a Student Learning Plan on the following page. SLPs for kindergarten and early grades can be created using symbols and colors instead of words to direct the students to centers and activities. Activity packets can be similarly coded and colored.

## Student Learning Plan Template

Student's Name: \_\_\_\_\_ Teacher's Name: \_\_\_\_\_  
 Pre-Test Date: \_\_\_\_\_ Post-Test Date: \_\_\_\_\_ Subject: \_\_\_\_\_  
 Standards/Benchmarks Codes: \_\_\_\_\_ Objective Codes: \_\_\_\_\_ Week(s) of: \_\_\_\_\_

Sequence	Independent Activities (Check) Activity Number and Title	Centers (Check)/(Number AC)	Homework (Circle) Activity Number and Title	Teacher Check Initial/Date
1	____ 1) _____ 3) ____ 2) _____ 4)	AC ____ CC ____ EC ____	____ 1) _____ 3) ____ 2) _____ 4)	
2	____ 1) _____ 3) ____ 2) _____ 4)	AC ____ CC ____ EC ____	____ 1) _____ 3) ____ 2) _____ 4)	
3	____ 1) _____ 3) ____ 2) _____ 4)	AC ____ CC ____ EC ____	____ 1) _____ 3) ____ 2) _____ 4)	
4	____ 1) _____ 3) ____ 2) _____ 4)	AC ____ CC ____ EC ____	____ 1) _____ 3) ____ 2) _____ 4)	
5	____ 1) _____ 3) ____ 2) _____ 4)	AC ____ CC ____ EC ____	____ 1) _____ 3) ____ 2) _____ 4)	

Centers: AC \_\_\_\_ = Activity Center and number of activity to complete; CC = Cooperative Center; EC = Exploratory Center

Activity Number and Title correspond with Activity Instructions.

Student: Draw line through completed activity. Teacher Check indicates that sequence was completed by student.

Teacher Comments: \_\_\_\_\_

Parent Comments: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_

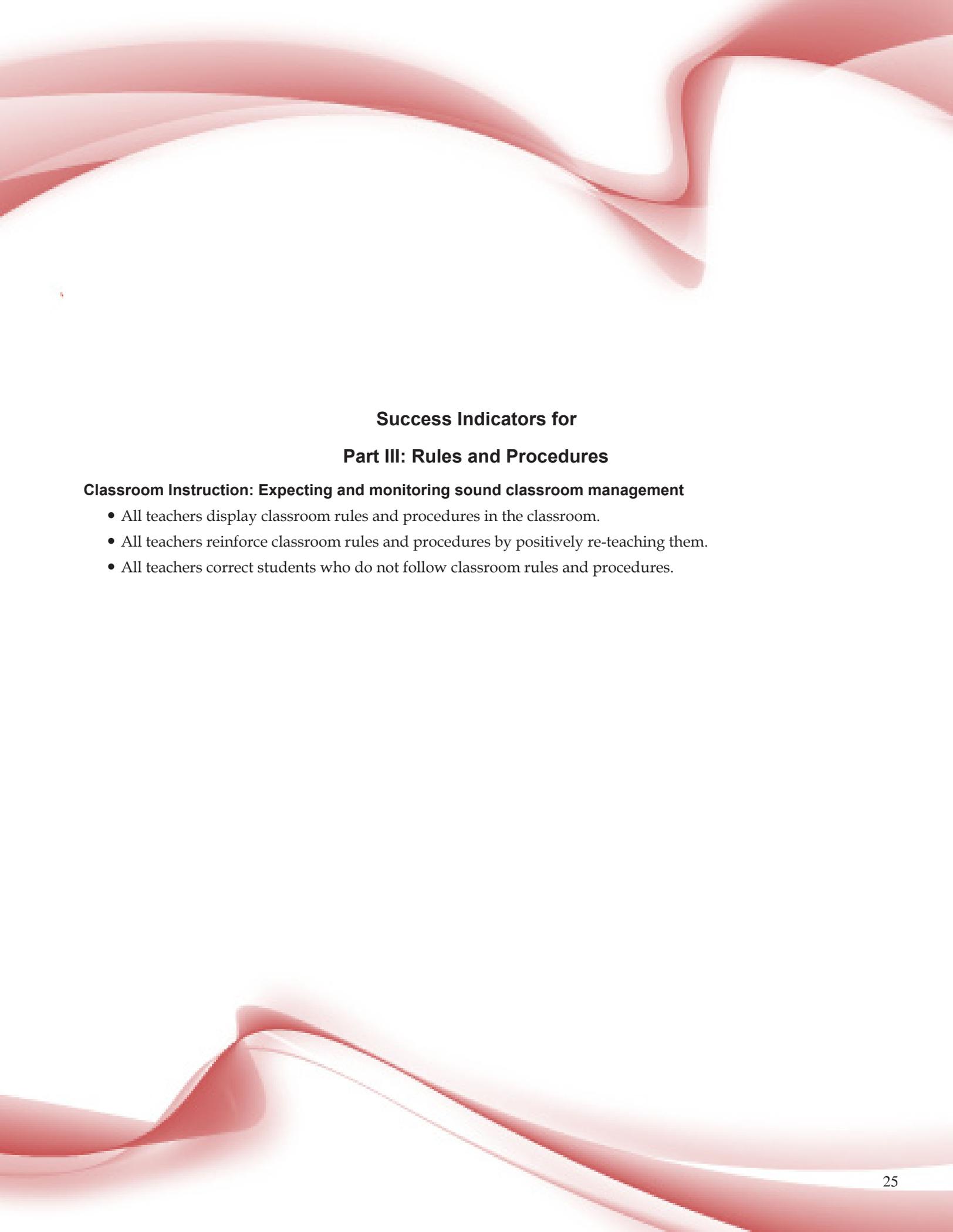
### **Guidelines for Work Time**

1. Activities and assignments should be varied and interesting enough to motivate student engagement. What motivates the individual student is key to assigning particular activities for work time.
2. A sufficient portion of the tasks should be related to current instruction; another portion should provide systematic, cumulative review.
3. Work should be meaningful, not pointless busywork.
4. Work should be easy enough to allow students to achieve high rates of success if they give forth reasonable effort.
5. Teachers should explain the work and go over practice examples before releasing them to work independently; explanations should be clear and easy to follow.
6. Extra tasks should be available for students who need extra practice or finish early.
7. Response modes should feature sustained reading and writing (as opposed to circling, underlining, drawing arrows, etc.).
8. Cute, non-functional, space- and time-consuming tasks should be avoided.
9. Teachers should monitor performance for completion and provide timely and specific feedback.

### **Guidelines for Developing Wait-Time Activities**

1. Wait-time activities are objectives-based.
2. Students are given a choice of a variety of activities.
3. Not all activities should be paper-and-pencil activities.
4. When possible, the wait-time activities should be targeted to the individual student.
5. The activities should be for practice and reinforcement and not for introducing new concepts.
6. Activities should be useful additions to the existing curriculum, and not busy work.





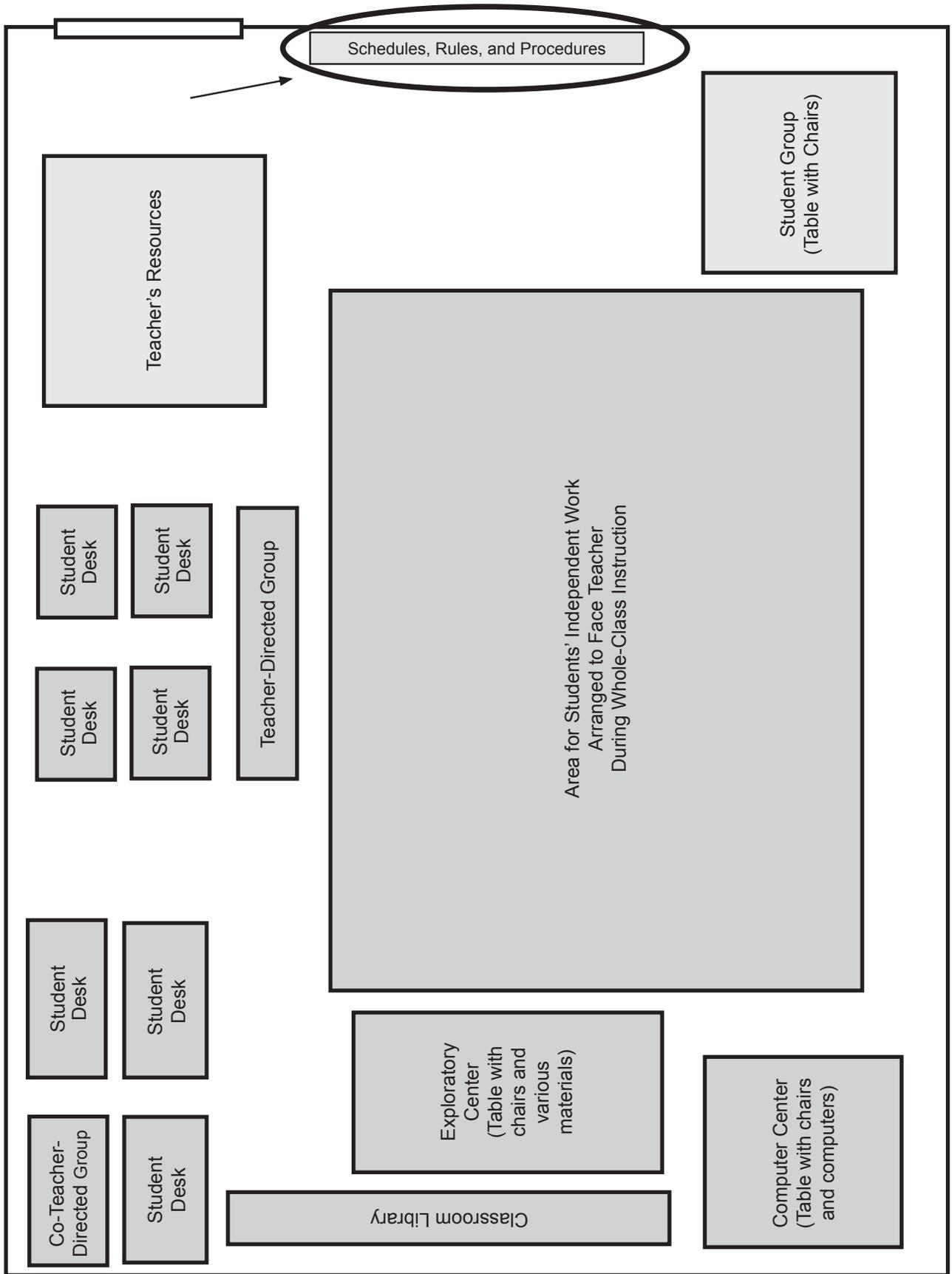
**Success Indicators for  
Part III: Rules and Procedures**

**Classroom Instruction: Expecting and monitoring sound classroom management**

- All teachers display classroom rules and procedures in the classroom.
- All teachers reinforce classroom rules and procedures by positively re-teaching them.
- All teachers correct students who do not follow classroom rules and procedures.



### Classroom Configuration





## Classroom Culture

A meta-analysis of 28 factors that affect school learning (Wang, Haertel, & Walberg, 1993) found that the single most powerful factor is classroom management—the way the teacher organizes and manages the complex variables of curriculum, time, space, and interaction with students. Classroom management is evidenced in the teacher’s “withitness,” the learner’s accountability for learning, the clear procedures in the classroom, and the way the teacher mixes whole-class instruction, small-group instruction, and individual instruction.

Consistent reinforcement of classroom rules and procedures is key to classroom management (Emmer et al., 1984; Evertson et al., 1984). Rules and procedures are posted in the classroom, and students are reminded of them and learn to operate according to them. The effective teacher “teaches” classroom procedures in a positive way rather than relying solely on correction of violations. Frequently resorting to correction and punishment is a sign of inadequate classroom management methods, but consistent enforcement of rules and procedures is a necessity (Stage & Quiroz, 1997).

Teacher “withitness” is described by Brophy (1996) as the teacher being “aware of what is happening in all parts of the classroom at all times ... by continuously scanning the classroom, even when working with small groups or individuals. Also [the teacher demonstrates] ... this withitness by intervening promptly and accurately when inappropriate behavior threatens to become disruptive” (p. 11). The way a teacher plans, organizes, manages, and watches over the classroom determines the prevailing “culture.” Students adopt the ethos of the classroom culture, responding to what the teacher has created and to the way the teacher behaves.

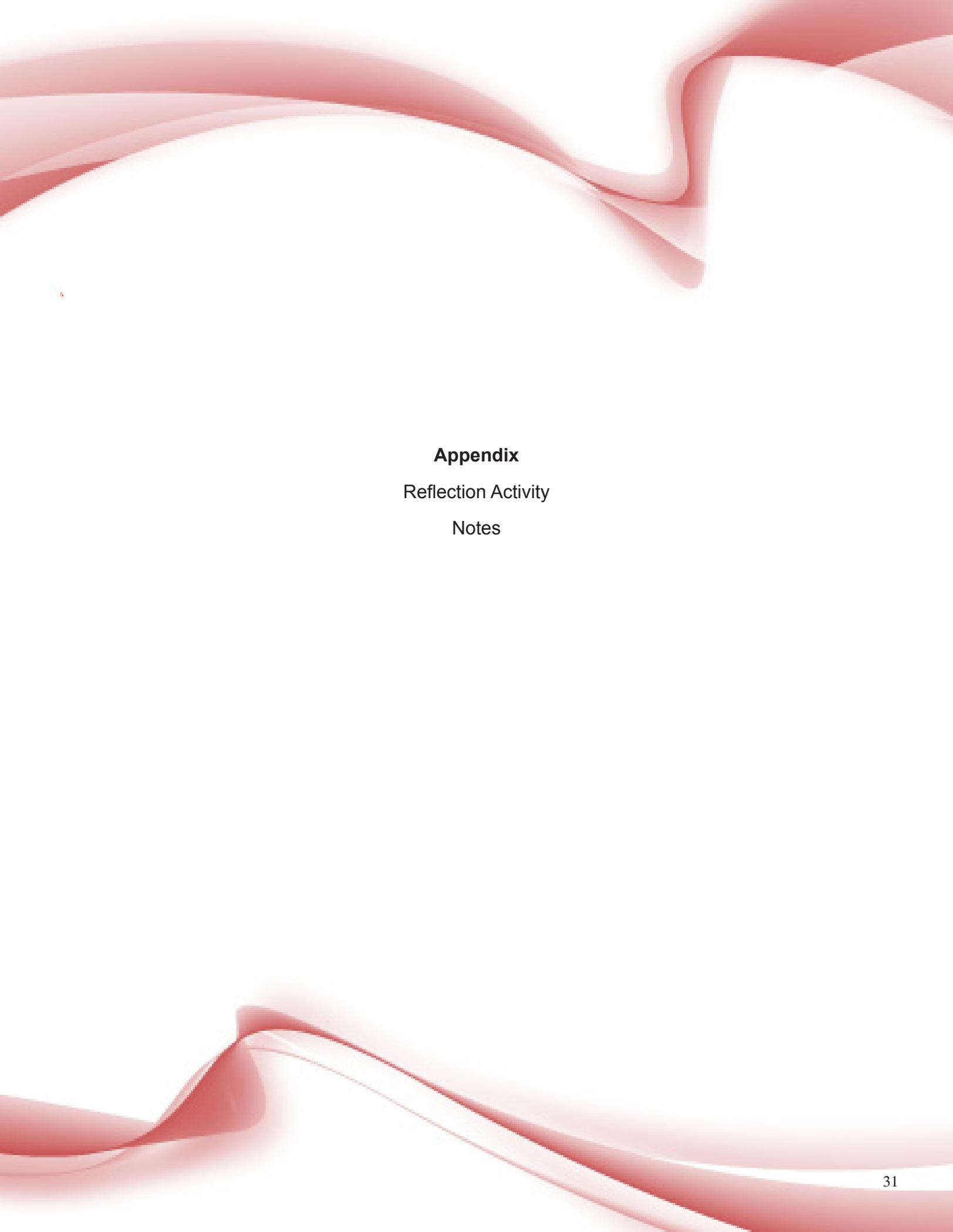
The classroom culture is determined by many factors, not the least of which is the teacher’s “withitness,” that intangible quality of being in touch with all that is going on and connecting positively with each student. The students’ sense of responsibility for their learning, encouraged by the student learning plan and work time schedule, add a purposeful energy to the classroom. The physical environment of the classroom is also important. Well-marked areas of the room and learning materials help students navigate their learning environment. Simple rules and procedures, posted strategically in friendly fashion help students know what is expected of them. Student folders, wait-time activities, and teacher calls are other tools that facilitate productive time on task and contribute to a busy but orderly atmosphere.

Classroom rituals, such as a word for the day, quote for the day, and daily trivia question enliven the routines of whole-class instruction. Well-planned whole-class instructional segments inspire students as well as instructing them. They cement the bonds of friendship among classmates. The teacher’s interaction with each student—social as well as academic interaction—makes learning personal and stirs students’ motivational fires.

### References

- Emmer, E. T., Evertson, C. M., Sanford, J. P., Clements, B. S., & Worsham, M. E. (1984). *Classroom management for secondary teachers*. Englewood Cliffs, NJ: Prentice-Hall.
- Brophy, J. E. (1996). *Teaching problem students*. New York: Guilford.
- Redding, S. R. (2006). *The mega system: Deciding. Learning. Connecting. A handbook for continuous improvement within a community of the school*. Lincoln, IL: Academic Development Institute.
- Stage, S. A., & Quiroz, D. R. (1997). A meta-analysis of interventions to decrease disruptive classroom behavior in public education settings. *School Psychology Review*, 26(3), 333-368.
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (1993). Toward a knowledge base for school learning. *Review of Educational Research*, 63, 249-294.





**Appendix**  
Reflection Activity  
Notes



### Reflection Activity

Use this template to reflect on how the Classroom Management indicators are currently implemented in your classroom. Refer back to it, as you plan or their improved implementation in your classroom.

Classroom Management Indicators	What Do You Do Now?	How Can It Be Improved?	What Is Your First Step?
All teachers maintain well organized student learning material			
All teachers use a variety of instructional modes			
When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher			
All teachers display classroom rules and procedures in the classroom			
All teachers reinforce classroom rules and procedures by positively reteaching them			
All teachers correct students who do not follow classroom rules and procedures			

**Notes**

For more information, please visit [www.indistar.org/Action/](http://www.indistar.org/Action/)



Academic Development Institute  
121 N. Kickapoo Street Lincoln, IL 62656  
t. 217.732.6462 f. 217.732.3696  
[www.adi.org](http://www.adi.org)

<http://www.indistar.org/Action/>