

Academic Development Institute

# Classroom Management Facilitator's Guide

Organizing the Classroom  
Work Time  
Rules & Procedures

Indicators in

 ***ACTION***<sup>TM</sup>

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**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.

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## Facilitator's Guide Overview

This is the Facilitator's Guide for Indicators in Action™ Instruction Course. This course is one of three in the Indicators in Action™ series: *Instruction*, *Leadership*, and *School Community*. *Instruction* includes three modules – Instructional Planning, Classroom Management, and Instructional Delivery.

Indicators in Action™ is different from other online professional development offerings because it gets into the specifics, the nitty-gritty details, of how to achieve exceptional leadership, great instruction, and strong school communities – all fundamental elements of rapid and sustained school improvement. Through Indicators in Action™, we'll show you how to plan, implement, and sustain great practice in leadership, instruction, and school communities.

There are a variety of ways that participants can engage in Indicators in Action™ courses: individual self-paced learning, group self-paced learning, and facilitated group learning.

We developed the Facilitator's Guides to provide you with ideas for the facilitated approach. Use the guide to drive your facilitated approach, supplement it, spark it, or to shake things up – but don't feel bound to it. In fact, we are pretty sure that you'll come up with strategies and approaches of your own. We hope that you will share what is working for you so that we can include it in future versions.

Accompanying each course module is a workbook. These workbooks are referenced throughout the modules and contain material, templates, and tools that participants will be encouraged to review. They are also referenced in this Facilitator's Guide. (Just a tip – plan in advance whether or not you will expect participants to print their own copies of each workbook or if you will provide copies.)

Finally, if you haven't already, be sure to review the Overview of Indicators in Action™, which is accessible on our website: [www.centerii.org/action](http://www.centerii.org/action) and on the DVD. The Overview provides information on how the courses were developed, what they include, and how to maximize their impact. Watch the Overview yourself, and make sure to show it to the participants.

If you have any questions don't hesitate to email us at [action@adi.org](mailto:action@adi.org).

Throughout this guide, you will see these icons. Here is a key that explains what they indicate:



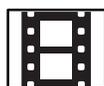
Facilitator commentary



Work in small group



Share with the group



Show video



Handouts



Workbook



## PART I: Organizing the Classroom (10 minutes)



Handouts to have ready for this module (in addition to workbook):

A. Classroom Management Reflection & Planning Table



1. Welcome and Introductions



2. Review workbook

Note: Either have copies of workbook printed out for participants or ask them to bring copies with them. Have extras on hand.

3. Review the Module Objectives (these cover all three parts of the Instructional Planning Module)

### Module Objectives

As a result of this module, participants/instructional teams will know and 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 a well-managed classroom

4. Review Success Indicator for Part I: Organizing the Classroom

- All teachers maintain well-organized student learning material.



5. Play slides 1 – 6, Encourage participants to take notes of what they see and hear and let them know there will be opportunity to discuss at the end. Ask participants to reflect on the questions posed:



- Has this sample classroom layout sparked any ideas for you?
- Would you say that your classroom is arranged to support effective classroom management?
- What can you change or improve?



6. At the conclusion, ask participants to work in small groups to discuss their classroom management practices. Use Handout A: Classroom Management Practices for prompts.



*Before we move to Part II: Work Time, please take a minute to work individually or in groups to complete this reflection tool. Use the notes that you've recorded – from watching clips, engaging in discussion, etc. to complete this table.*



*You will see that it asks you to assess where you currently are with various Classroom Management practices, how you feel you can improve, and the first step you'll take to ensure improvement.*



7. Ask participants to share their reflections and next steps before proceeding. Also use this time to reference back to comments, experiences, or questions that came up throughout the segment.

## End Part I: Organizing the Classroom



**PART II: Work Time (10 minutes)**

Handouts to have ready for this module (in addition to workbook):

- B. Work Time Discussion Questions
- C. Grouping
- D. Reflection & Planning Table

**1. Welcome and Introductions****2. Review Success Indicators for Part II: Work Time**

- 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.

**3. Play slides 1 – 6**

(Templates and samples of the forms discussed in the video are available in the workbook.)

**4. Pause at the end of slide 6 and ask participants to reflect on the following prompts as a small or large group (also provided as Handout B: Work Time Discussion Questions):**

- Do you currently use a variety of instructional modes? What do you do that is similar to what we've seen so far and what is different?
- What opportunities do students have to practice what they've learned in work-time?
- Do you use a Learning Plan Grid, or something similar, to differentiate learning activities? Does it assist in the management of work-time?
- What questions do you have about what you've seen/heard so far?

**5. Now ask participants to share one highlight from their discussion or one question that they have. Record the highlights and the discussions for closing.****6. Handout C: Grouping. Use the following prompt as it is helpful:**

*We will now watch and listen as teachers share how they manage work time activities through grouping. On the handout, write down any ideas that these next few clips spark for you, questions that they raise, or similarities between what you see and what you do currently in your classroom.*

*At the end of these clips, you will have an opportunity to share your notes with your teammates/group members and discuss the more specific questions, also on your handout.*

**7. Play slides 7 – 12.****8. Ask participants to work individually or in small groups to share their notes and discuss the more specific questions on Handout C.**

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9. Reconvene group after \_\_\_\_\_ minutes. (You can decide how long you would like the discussion to last.) Ask them to share one highlight from their discussion – an idea that was sparked, a successful strategy that was shared, and/or a question that was raised.



10. Play slides 13–17.



11. Pause the course at the end of slide 17 and ask participants to write down their responses to the questions that were raised and ask for volunteers to share them after \_\_\_\_\_ minutes. (You can decide how long you would like the activity to last.)



- What strategies will you take back to your school or classroom?
- What support do you need to get started?
- What is your first step in getting that support?



12. Play slides 18–32. This content focuses on the second indicator:

- When waiting for assistance from the teacher, students are occupied with curriculum-related activities provided by the teacher.



Again, ask participants to take notes on what they see, particularly regarding strategies that they would like to use in their classroom and the steps they will take to get started.



13. Ask participants to work on Handout D: Reflection & Planning Table.



14. Ask participants to share their reflections and next steps. Also use this time to reference back to comments, experiences, or questions that came out of the discussions and agree on a process for keeping the discussion moving and/or following up on progress.

**END Part II: Work Time**

### Part III: Rules & Procedures (16 minutes)



Handouts to have ready for this module (in addition to workbook):

- E. Rules & Procedures Discussion Questions
- F. Rules & Procedures Reflection & Planning Table



**1. Welcome Participants and Introduce Part III, Rules & Procedures. Slide 1 of this part reviews what has already been covered in Part I and Part II.**

**2. Review Success Indicators: Rules & Procedures**

- 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.



**3. Play slides 1 – 6.**



**4. Pause after slide 6. Before playing slide 7, “Positively teaching rules & procedures”, give participants an opportunity to answer and discuss in small groups the questions that were posed (also listed on Handout E: Rules and Procedures Discussion Questions):**



- Do you take the time at the beginning of the year to talk with your students about your expectations for behavior – how they treat one another (rules) and how they engage in activities (procedures)?
- Do you consistently reinforce them? What gets in the way?
- Do your students understand that rules and procedures exist to support their success?
- What can you do to improve your implementation of these practices?



**5. Reconvene group after \_\_\_\_ minutes. (You can decide how long you would like the discussion to last.) Ask them to share one highlight from their discussion – an idea that was sparked, a successful strategy, a challenge that was shared, and/or a question that was raised.**



**6. Tell participants:**

*We will now watch and hear how teachers positively reinforce classroom rules & procedures.*



**7. Play slides 7 – 8.**



**8. Pause after slide 8 and ask participants:**

*What else did you notice about how this teacher engaged with her students?*



Note: This may prompt a more in-depth discussion among participants regarding their challenges in promoting positive behavior among students. It may also prompt them to think about the way they approach and engage with students, and how that may impact student behavior. Participants may have much to learn from one another in this discussion.

Indicators in Action



**9. Reconvene participants and tell them:**

*We will watch and hear more about positive reinforcement, specifically, using praise. Write down your reflections while you watch – specifically what you would want to change in your own classroom*



**10. Play slides 9 – 12, which focus on use of praise to reinforce rules & procedures and encourage a positive learning environment.**



**11. Play slides 13 – 21.**



**12. Pause after slide 21. Ask participants:**

*What do you do in your classrooms that you may have seen in the video?*

- Do you use humor?
- Do your students know you care? How do you ensure that?
- What about when students pick on or are mean to one another? What are the consequences for that?
- Do you correct students privately? Publicly? What kind of success have you had with either?



**13. Play slides 22 through to the end. Ask participants to complete Handout F: Rules & Procedures Reflection & Planning Table.**



**14. Ask participants to share their reflections and to share next steps. Also use this time to reference back to comments, experiences, or questions that came out of the discussions and agree on a process for keeping the discussion moving and/or following up on progress.**

**END: Classroom Management Course**

**Appendix:**

**Handouts**

- A. Reflection and Planning Table: Classroom Management
- B. Work Time Discussion Questions
- C. Grouping
- D. Reflection and Planning Table: Managing Work Time
- E. Rules and Procedures Discussion Questions
- F. Reflection and Planning Table: Rules and Procedures



**Handout A**  
**Reflection and Planning Table**

| Classroom Management Reflection   | What Do We Do Now? | How Can It Be Improved? | What Is the First Step? |
|---|--------------------|-------------------------|-------------------------|
| Describe the physical layout of your classroom. Does it work for you and your students?   |                    |                         |                         |
| What routines have you implemented with your students? For example, what would someone see upon entering the classroom at start time? During transitions? At dismissal?   |                    |                         |                         |
| What other organizational systems (e.g. folder system) do you use to keep your classroom managed—physically and operationally? (In other words, to ensure that the layout supports student learning and materials are accessible and well-organized?) |                    |                         |                         |



## Handout C Grouping

**Instructions:** Record any notes regarding grouping in the space below.

Share your notes with group members as well as your response to the more detailed questions once the course is paused.

### GROUPING

|                                     |  |
|-------------------------------------|--|
| <b>Note-Taking Prompts</b>          |  |
| Ideas I have                        |  |
| Questions I have                    |  |
| What I already do                   |  |
| What I don't do (but would like to) |  |

Discussion Questions:

- How do you currently use groups in your instruction?
- How do your students benefit from grouping?
- What challenges have you experienced with grouping?
- Describe a successful grouping strategy or grouping experience.

**Handout D  
Reflection and Planning Table**

| Managing Work Time Success Indicators & Effective Practices   | What Do We Do Now? | How Can It Be Improved? | What Is the 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 use fluid grouping to manage work time activities.   |                    |                         |                         |

**Handout E**  
**Rules and Procedures Discussion Questions**

- Do you take the time at the beginning of the year to talk with your students about your expectations for behavior – how they treat one another (rules) and how they engage in activities (procedures)?
  
  
  
  
  
  
  
  
  
  
- Do you consistently reinforce them? What gets in the way?
  
  
  
  
  
  
  
  
  
  
- Do your students understand that rules and procedures exist to support their success?
  
  
  
  
  
  
  
  
  
  
- What can you do to improve your implementation of these practices?

**Handout F**  
**Reflection and Planning Table**

| <b>Rules and Procedures</b><br><b>Success Indicators &amp; Effective Practices</b>    | <b>What Do We Do Now?</b> | <b>How Can It Be Improved?</b> | <b>What Is the First Step?</b> |
|---|---------------------------|--------------------------------|--------------------------------|
| 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.       |                           |                                |                                |

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



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