CLASS- A - BRATION

Saint John the Baptist Parish
Welcome!!

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Session Objective:

In this session participants will learn at least ten instructional strategies to improve interactions at the behavior marker level in all domains, as well as testing their current knowledge on behavior markers at every dimension.

Teachers in the school system and the child care setting will be sharing their most effective strategies while also compiling strategies from participants in a collaborative manner.
Throughout the presentation we will have interactive games dealing with the CLASS Observation Tool. All of these materials will be provided to participants for Professional Developments!
Find Your Domain!!
“Turn and Talk”
Black Friday, Cyber Monday, Child’s Birthday Party
If we can be intentional and strategic about shopping, then shouldn’t we be intentional and strategic about teaching?
Instructional Support/Language Modeling (LM):

- How the teacher facilitates and encourages student language

**Frequent Conversation:**
- Freq. back and forth?
- Contingent responding?
- Peer conversations?

**Open Ended Questions:**
- Questions require more than a one-word response?
- Students respond?

**Repetition and Extension:**
- Repeats?
- Extends elaborates?

**Self and Parallel Talk:**
- Maps own and student actions with language?

**Advanced Language:**
- Variety of words?
- Connected to familiar words and ideas?
Instructional Support/Quality of Feedback (QF):

• How teachers extend learning through their responses to students ideas, comments, and work
**Instructional Support/Concept Development (CD):**

- **Analysis and Reasoning:**
  - Why and How questions?
  - Problem solving?
  - Prediction/experimentation?
  - Classification/comparison?
  - Evaluation?

- **Creating:**
  - Brainstorming?
  - Planning?
  - Producing?

- **Integration:**
  - Connects concepts?
  - Integrates with previous knowledge?

- **Connecting to the Real World:**
  - Brings concepts to life?
  - Relates to student’s lives?
  - Real world applications?

- **How teachers use instructional discussions and activities to promote HOTS**
Instructional Support

1. Cheat (Post the questions throughout the classroom)
Instructional Support

2. Way Back When
   (apply previous learning by saying “Remember when…….)
Instructional Support

3. There’s No Place Like Home (Relate to student lives)
Instructional Support

4. Talk to Yourself
(Self and Parallel Talk)
Instructional Support

5. Question of the Day? (Peer talk, child talk, engaging in conversation)
Instructional Support

6. Reporter (Back and forth exchanges, students explaining, follow up questions, persistence by teacher)
Instructional Support

7. Create It (opportunities for creativity)
8. Graphic Organizers

*brainstorming, compare & contrast, experiment, predications*
Instructional Support

9. Smarty’s (Encouragement and Affirmation)
Instructional Support

10. Play Dumb (discussion, thinking, problem solving)
Instructional Support
Collaboration Time!
### Classroom Organization/Instructional Learning Format (ILF):

- How teachers facilitate activities and provide interesting materials for maximum engagement and learning

<table>
<thead>
<tr>
<th>Effective Facilitation:</th>
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<tbody>
<tr>
<td>Teacher participating?</td>
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<td>Effective questioning?</td>
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<td>Expanding child involvement?</td>
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<table>
<thead>
<tr>
<th>Variety of Modalities and Materials:</th>
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<tbody>
<tr>
<td>Interesting clear materials?</td>
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<tr>
<td>Hands on?</td>
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<td>Auditory/visual/movement?</td>
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<tr>
<th>Student Interest:</th>
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<tbody>
<tr>
<td>Active participation?</td>
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<tr>
<td>Listening?</td>
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<tr>
<td>Focused attention?</td>
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<tr>
<th>Clarity of Learning Objective:</th>
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<tbody>
<tr>
<td>Teacher explains?</td>
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<tr>
<td>Adv. organizers?</td>
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<tr>
<td>Re-orientation statement?</td>
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<tr>
<td>Summary?</td>
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Classroom Organization/Productivity (PD):

- How well the classroom runs with respect to routines, organization of activities, and directions

Max. Learning Time:
- Provision of activities?
- Choice when finished?
- Good Pacing?
- Effective completion of managerial tasks?

Routines:
- Students know what to do?
- Little wandering?
- Clear instructions?

Transitions:
- Delays? Smooth? Brief?
- Explicit follow through?
- Learning within?

Preparations:
- Material ready and accessible?
- Knows lessons?
### Classroom Organization/Behavior Management (BM):

- **How effectively teachers monitor, prevent, and redirect behavior**

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<tr>
<th>Clear Behavior Expectations:</th>
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<tr>
<td>Explains?</td>
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<td>Rules?</td>
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<td>Clear expectations?</td>
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<tr>
<td>Consistency?</td>
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<th>Proactive:</th>
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<tbody>
<tr>
<td>Anticipates problems or escalation?</td>
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<td>Low reactivity?</td>
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<td>Monitors?</td>
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<tr>
<th>Redirection of Misbehavior:</th>
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<tbody>
<tr>
<td>Attending to positive behavior?</td>
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<tr>
<td>Uses subtle cues to redirect?</td>
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<tr>
<td>Efficient redirection?</td>
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<tr>
<td>Effective reduction of misbehavior?</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Student Behavior:</th>
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<tbody>
<tr>
<td>Are students behaving?</td>
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<td>Frequent compliance?</td>
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<tr>
<td>Little aggression and defiance?</td>
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Classroom Organization

1. Routine, Routine, Routine (keeps consistency)
2. Journal Writing (organize so students can recognize and identify his/her name on outside of folder)
3. Transition from Classroom (singing, nursery rhymes, counting or chants)
Classroom Organization

4. Transition to Centers (use transition cards to control amount of *students* in centers)
Classroom Organization

5. Graphic Organizers (use daily structure for students answer)
6. Classroom Helpers
(assign daily job/student responsibilities)
7. Organize Centers (label items with pictures and words for students to read)
Classroom Organization

8. Color Code Bears
(match tables to control students taking turns to transition to centers or lining up)
Classroom Organization

9. ”I Can”, state daily lesson objectives – I can retell the story of The Three Little Pigs!
Classroom Organization

10. Utilize Active Inspire on a daily basis for student learning.
Classroom Organization Collaboration Time!
Emotional Support/Regard for Student Perspective (RSP):
Teacher interactions place an emphasis on student interests, motivations, and point of view

- **Flexibility and Student Focus:**
  - Rigid or flexible?
  - Regard for child’s interests?
  - Incorporates student ideas?
  - Follows student lead?

- **Support for Autonomy:**
  - Student responsibility?
  - Student leadership?
  - Allows choice?

- **Student Expression:**
  - Child talk?
  - Child expression?
  - Encourages student talk?
  - Elicits ideas?

- **Restriction of Movement:**
  - Can students move?
  - Is not rigid?
**Emotional Support/Teacher Sensitivity (TS):**

- **Teacher’s awareness of and responsibility to students’ academic and emotional concerns** – not niceness

**Awareness:**
- Anticipates problems?
- In tune w/ students?
- Adjusts instruction?
- Teacher scanning room?
- Notices lack of understanding?

**Responsiveness:**
- Acknowledges emotions?
- Provides comfort and assistance?
- Individualized support?

**Addresses Problems:**
- Helps in effective way?
- Resolves problems?

**Student Comfort:**
- Students feel safe?
- They seek guidance?
- Freely participates/takes risks?
NEGATIVE CLIMATE (NC):

• The level of expressed negativity such as anger, hostility, or aggression exhibited by teachers and/or students
POSITIVE CLIMATE (PC):

• The emotional connection, respect, enjoyment demonstrated between teachers, and students, and among students

**Relationships:**
- Proximity?
- Shows interest?
- Peer assistance?
- Student/teacher affect?
- Warm and supportive?
- Shared smiles?
- Playing?
- Shared activities?

**Positive Affect:**
- Enthusiastic?
- Positive?
- Laughter?

**Positive Communication:**
- Pos. comm.?
- Physical affection?
- Verbal affection?
- Positive expectations?

**Respect:**
- Cooperation/SharingEncouragement?
- Voice warm and calm?
- Eye contact?
- Respectful language?
Emotional Support

1. Teacher sitting in close proximity with students.
Emotional Support

2. *Routine morning circle time* – a student leads counting attendance every morning.
Emotional Support

3. Establish a routine to allow choice in centers (cards, verbal choice, etc.)
Emotional Support

4. Have a routine in place that allows students to choose how they transition out of the classroom or in the classroom (Act like airplanes, slither like snakes, hop like bunnies, etc.)
Emotional Support

5. Hug Jar/Emotions Chart/Feelings Plates.
Emotional Support

6. Use “Turn and Talk”, “Find your match”, to get students talking and sharing ideas in the classroom.
7. Lights, Camera, Action!

Bring on the drama to increase enthusiasm.
Emotional Support

8. Use a timer or schedule to manage adult active participation with each center or small group activity.
Emotional Support

9. Have scheduled time every morning for students and teacher to share nice statements with one another.
Emotional Support

10. Bo dup bo bo bo bo – I’m loving it! All set you, bet!! 1,2,3 all eyes on me! Positive focus. Use chants!
Emotional Support

Collaboration Time!