

## Module 3E: Session Handouts

*CLASS® Classroom Organization:  
integrating Productivity and Instructional Learning Formats  
in a Preschool Classroom*

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# Pre- and Post-Assessment

Module 3E: CLASS® Classroom Organization

Date: \_\_\_\_\_

Trainer's Name: \_\_\_\_\_ Participant's Name: \_\_\_\_\_

Job Title:   Teacher                      Assistant Teacher                      Director                      Other: \_\_\_\_\_  
(circle one)

Ages you work with:   infants                      toddler: ones                      toddler: twos                      preschool                      pre-k  
(circle all that apply)   6 weeks to 12 months                      13 to 23 months                      24 to 35 months                      3 to 4 years                      4 to 5 years

**Instructions:** Think about the following statements in relation to what you understand BEFORE and AFTER the training. Please check the box that best describes how you would rate your level of knowledge and skills based on the training topic: 1 (lowest) to 5 (highest).

STATEMENTS	BEFORE THE TRAINING						AFTER THE TRAINING					
	1	2	3	4	5	N/A	1	2	3	4	5	N/A
How to actively manage instructional time and routines within the classroom environment to best support students' development and learning												
Productivity and Instructional Learning Formats within the Classroom Organization domain												
The indicators and behavioral markers within each dimension												
Strategies to incorporate in teaching methods in order for the classroom to run like a well-oiled machine												
Best practices related to facilitating children's development and learning through high-quality learning formats where students are not just passively engaged in learning, but are active participants in the learning environment												
Methods to help focus on the children's attention to ensure that they are interested, engaged, and prepared												

# Behavioral Markers Examples

Use this handout as a guide while we discuss each example together. We will discuss each bullet point aloud. Within the bullet points, the words that are in parentheses indicate the behavioral markers for each indicator.

## Maximizing Learning Time Example – Studying for Finals

Many of us can relate to being an adult learner.

- Adult learning sometimes means exams, as in the end of semester finals. There may be multiple subjects to study and various ways to do so. After you finish preparing for one subject, there are still others to choose from. (Choice when finished)
- Minimizing distractions allows optimal learning to take place. Notifying friends and family when your study hours are and turning off electronic distractions is a must. (Few disruptions)
- Before beginning to study, you have organized and gather all the supplies you need. (Effective completion of managerial tasks)
- And finally, to reward yourself at the end for all that hard work, you plan to choose something fun to do. (Choice when finished)

## Routines Example – Driving to Work

Everyone has their own morning routine, such as taking the same route to work or school every day. When a routine is in place, there is little time lost due to confusion or wandering because the route never alters.

- The rules and instructions have been established and practiced many times. (Students know what to do, Little wandering)
- Every now and again detour signs or a blocked road throws off our routines and routes. When this happens, we find ourselves wandering. We search for the next step or look for guidance to a more familiar route. Turning on our GPS tracker and following the instructions get us back on track. (Clear instructions)

## Transitions Example – Airport Security

Sometimes we do not think about how transitions happen in our adult lives, but when you stop and look, they are all around. Take airport security, for example – especially when it is running efficiently (and sometimes it does).

- To get to the first security checkpoint, one must wait in a long line. During this wait, security agents begin talking to the crowd. You find out what is not allowed through the checkpoint, and how to prepare to go through the scanner. (Embeds a learning opportunity within the transition)
- Once through the checkpoint, travelers send their luggage through a scanner. Then, you walk through the second checkpoint. This organized system, with all pieces working together, makes the transition from security to the concourse move quickly. (Briefly)

## Preparation Example – Party Planning

Preparing for a party can be a huge undertaking. It takes intentional planning and advanced preparation for a gathering to run smoothly.

- If the party has games or activities, you need to know how to play the games and all the rules ahead of time. (Knows lessons)
- Having all of the game pieces and materials organized and at the ready means less running around after guests arrive. When materials are set up and ready to go for each activity, guests can move through the event seamlessly and with little stress and wait time. (Materials ready and accessible)

### **Effective Facilitation Example – Baking Cookies**

- As they begin to place the dough on the cookie sheets, I ask “If we spread them out too much, we may not be able to get as many cookies on the cookie sheet. Is there a way we can fit them so that we will get 12 cookies on each cookie sheet?” (Effective questioning)
- After the cookies come out of the oven and they have had time to cool a bit, the decorating begins. Of course, I can’t help but take part in this as well. (Teacher involvement)
- Then I say, “I’m going to use chocolate frosting on my cookie and use the pink sprinkles. How are you going to decorate your cookie?” The girls begin to share all of the different ways they want to decorate the cookies. (Expanding children’s involvement)

### **Variety of Modalities and Materials Example – Baking Cookies**

This example is a continuation of the previous example.

- As we pull out all the ingredients and cooking utensils, I explain to the girls that we have several things that we will use to make the cookies. (Range of auditory, visual, and movement opportunities)
- We’ve got our cookie sheets, spatulas, spoons, cookie dough, three tubes of colored frosting, and an assortment of sprinkles. (Interesting and creative materials)
- I also found a couple of different cookie cutters in case they want to make the cookies into different shapes. (Hands-on opportunities)

### **Student Interest Example – Baking Cookies**

This example is a continuation of the previous example.

- If I needed any further proof, the aftermath left in my kitchen and on my counters was proof enough. (We will tackle clean-up duty at a later time).
- Throughout the cookie baking activity, there were no comments of “I’m bored” or “I don’t have anything to do.” They both actively participated in all parts of the activity – they listened and stayed focused on what they were doing. (Student interest)

### **Clarity of Learning Objectives Example – Baking Cookies**

This example is a continuation of the previous example.

- My initial question to them of “How about we make some cookies?” got us started with the purpose, or objective, of this activity. (Advanced organizers)
- Halfway through the activity, I noticed daughter #2 eating the raw cookie dough. I say, “Remember, the cookie dough is to be used to make the cookies, not to eat it.” (Reorientation statement)
- Honestly though, who can blame her? Raw cookie dough is very tempting. I remind them they are using all of these items to make and decorate the cookies in any way that they want. (Summaries)