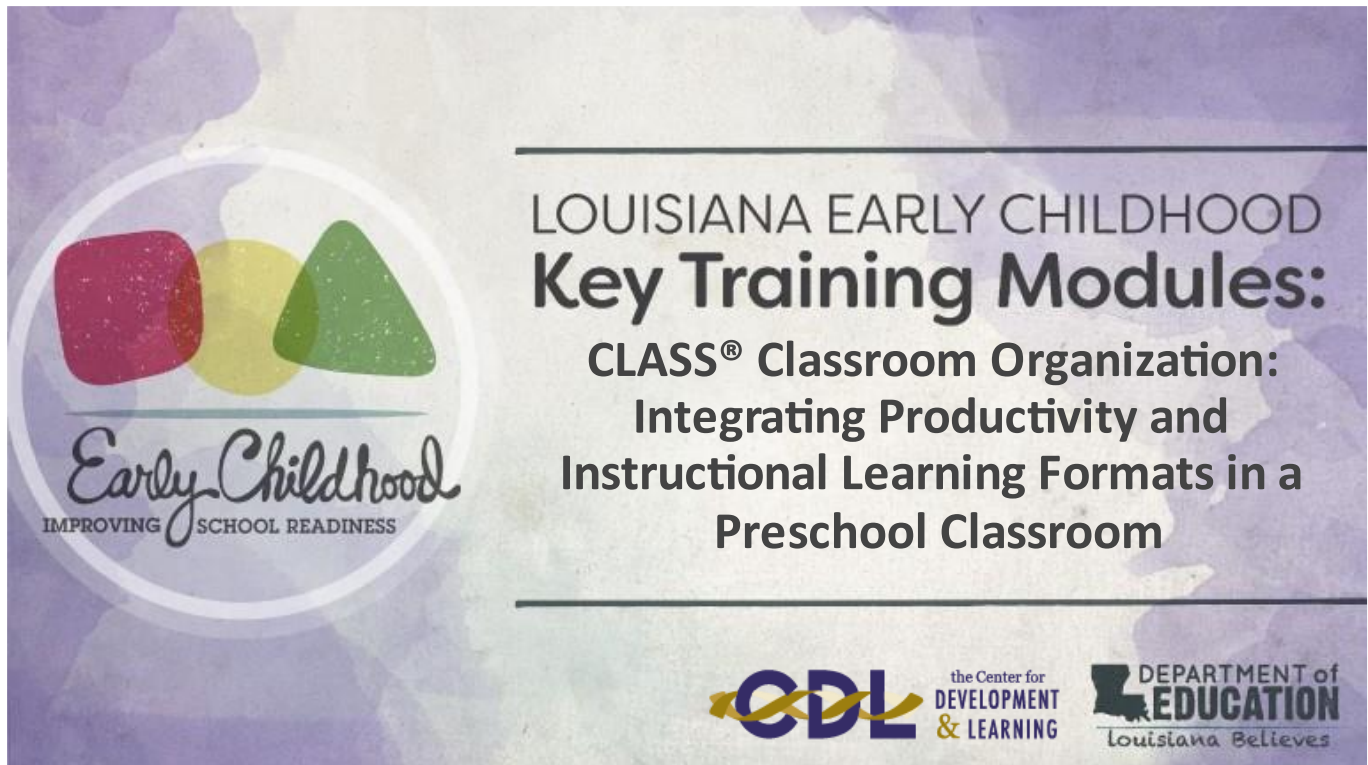# Module 3E: Outline & Manual

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

Contents

Module Description

This session will provide early childhood educators with a foundational understanding of Productivity and Instructional Learning Formats to actively support the organization and management of student's time and attention in the classroom. Early childhood educators will learn helpful strategies to manage instructional time and routines within their classroom environment. This session will also outline components focused on how teachers can maximize students' interest, engagement, and ability to learn through lessons and activities that are provided.

Pre-Work

- Trainer to review participant engagement activities

Materials

- Chart paper and markers
- Copy paper
- Pencils or pens for participants
- Handouts
    - *Behavioral Markers Examples*
    - *Pre- and Post-Assessment*

Learning Outcomes

Candidates who actively participate in this session will be able to…

- Increase knowledge of how to actively manage instructional time and routines within the classroom environment to best support students' development and learning
- Increase knowledge of Productivity and Instructional Learning Formats within the Classroom Organization domain
- Demonstrate an understanding of the indicators and behavioral markers within each dimension
- Identify strategies to incorporate in teaching methods in order for the classroom to run like a well-oiled machine
- Increase their knowledge of 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
- Identify methods to help focus on the children's attention to ensure that they are interested, engaged, and prepared

Training Agenda

Total Content Time: 2.0 hours
Total Session Time: 3.0 hours

Item	Time/Duration
Registration/Sign-In	30 minutes prior to course start (*not included in total course time*)
Welcome, Session & Group Introductions	20 minutes
Theories and Basic Principles of Development and Learning and Developmentally Appropriate Practices Aligned	20 minutes
Factors that Influence Development and Learning	20 minutes
Introduction to the Louisiana Birth to Five Early Learning and Development Standards	15 minutes
Connecting Classroom Practices to the Louisiana Birth to Five Early Learning and Development Standards	30 minutes
Session Closing & Post-Assessment	15 minutes (*not included in total course time*)
Individualized Q&A	15 minutes following course completion (*not included in total course time*)

Training Manual
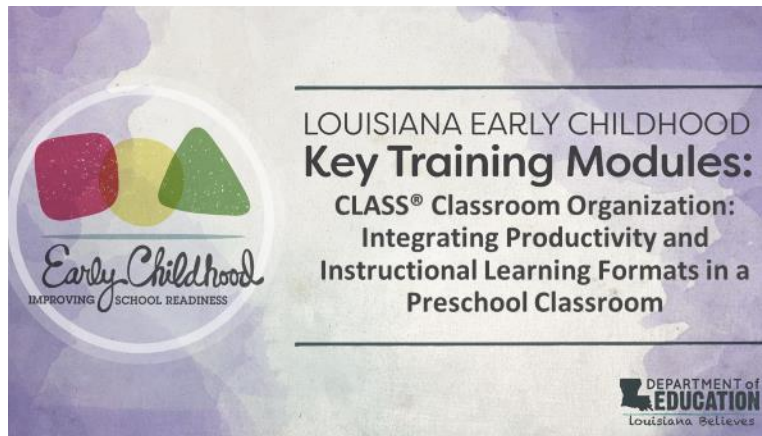
Distribute the Pre-Assessment Evaluation as participants enter the training.
- *Ask them to complete the Pre-Assessment Evaluation and return to you*
- *Briefly review the forms to identify the group's needs*
- *Emphasize the learning objective(s) identified by the group as needing support*
- *Modify the session to spend more time on knowledge, skills, and abilities needed by the group*
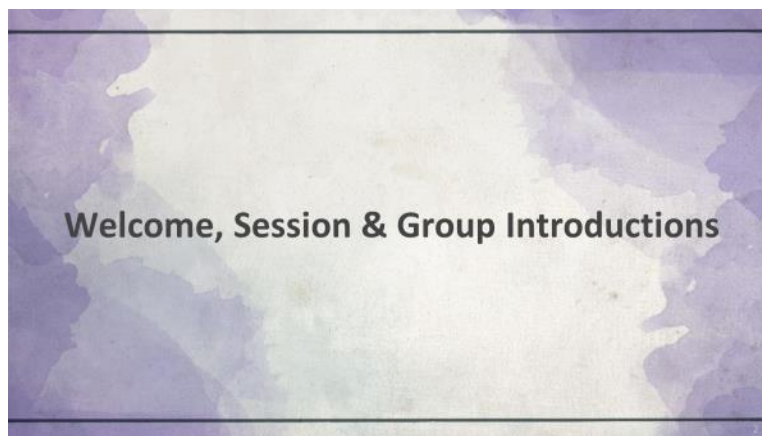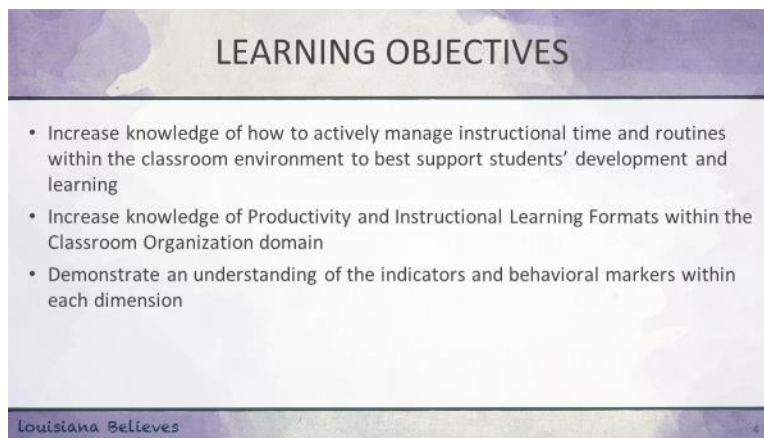

Good morning/afternoon. This is a presentation of the Louisiana Early Childhood Key Training Modules. I am (insert name) and I will be your trainer today.

This morning/afternoon, we will begin by getting to know a little bit about one another, and also review what you will be learning today.

First, I want to welcome and thank you for taking the time to join us today. I/we appreciate your dedication to young children in Louisiana. Your efforts to grow will help them grow, so thank you.

In order to provide an environment and experiences that promote development and learning, it is essential to have a foundational understanding of the CLASS® dimensions of Classroom Organization, Productivity and Instructional Learning Formats. This training will look at Productivity and Instructional Learning Formats in great detail.
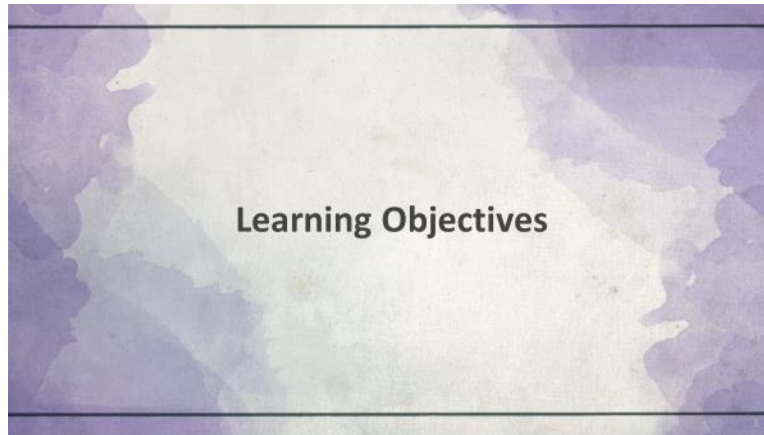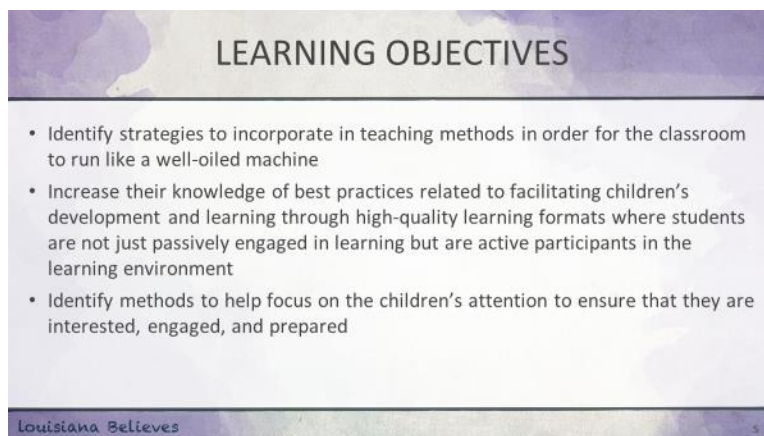
Learning Objectives

LEARNING OBJECTIVES

- Increase knowledge of how to actively manage instructional time and routines within the classroom environment to best support students' development and learning
- Increase knowledge of Productivity and Instructional Learning Formats within the Classroom Organization domain
- Demonstrate an understanding of the indicators and behavioral markers within each dimension

Louisiana Believes

Read each learning objective aloud.

- **Increase knowledge of how to actively manage instructional time and routines within the classroom environment to best support students' development and learning**
- **Increase knowledge of Productivity and Instructional Learning Formats within the Classroom Organization domain**
- **Demonstrate and understanding of the indicators and behavioral markers within each dimension**

LEARNING OBJECTIVES

- Identify strategies to incorporate in teaching methods in order for the classroom to run like a well-oiled machine
- Increase their knowledge of 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
- Identify methods to help focus on the children's attention to ensure that they are interested, engaged, and prepared

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- **Identify methods to help focus on the children's attention to ensure that they are interested, engaged, and prepared**

Are there any additional points we should add to our list of objectives for today?

Record responses on chart paper.
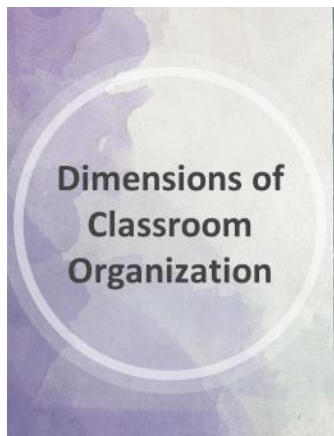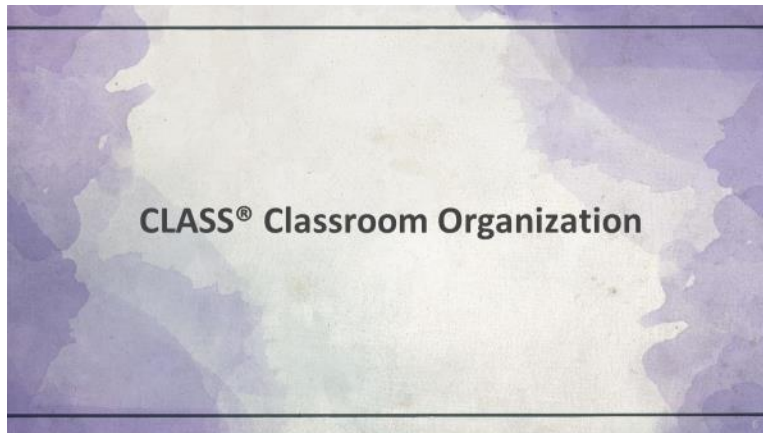
Productivity and **Instructional Learning Formats** are both **dimensions** in the **Classroom Organization** domain along with **Behavior Management**. We are going to spend our time today discussing Productivity and Instructional Learning Formats.

As defined by the CLASS® manual, **Productivity** "considers how well the teacher manages instructional time and routines and provides activities for students so that they have the opportunity to be involved in learning activities."

In the Productivity dimension, there are four indicators. These indicators are:
- **Maximizing Learning Time**
- **Routines**
- **Transitions**
- **Preparation**

What does a productive classroom look like? *Allow time for participants to respond.*

According to the CLASS® manual, Productivity refers to "how well the classroom runs with respect to routines and the degree to which teachers organize activities and directions so that maximum time can be spent in learning activities."

FUNDAMENTALS OF A
PRODUCTIVE CLASSROOM ENVIRONMENT

The CLASS® manual describe the elements of productivity as follows:
- The teacher provides activities for the students and deals effectively with disruptions and managerial tasks.
- The classroom resembles a "well-oiled machine" – everybody knows what is expected of them and how to go about doing it.
- Transitions are quick and efficient.
- The teacher is fully prepared for activities and lessons.

Louisiana Believes

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- **The teacher is fully prepared for activities and lessons.**

Trainer Note: Below are instructions for a participant engagement activity.

Begin shuffling paper and looking for lost notes. Act like you are unable to locate your lost notes. Tell participants that you left your notes in another room, and leave the room for several minutes. When you leave, look into the room to observe what the participants are saying and doing.

Then, reveal the trick. Explain that if a teacher comes in unprepared, without a plan, making you wait around – then they are wasting your time. It is no different for your students when you indulge in a distraction or forget to prepare materials.


Introducing Productivity Activity

- What did this disruption do to the flow of our class?
- How does this experiment relate to creating productive classrooms?
- How would this similar disruption within a preschool classroom affect their learning and development?

Allow time for participants to respond after each question.
- **What did this disruption do to the flow of our class?**
- **How does this experiment relate to creating productive classrooms?**

- **How would this similar disruption within a preschool classroom affect their learning and development?**

Maximizing Learning Time
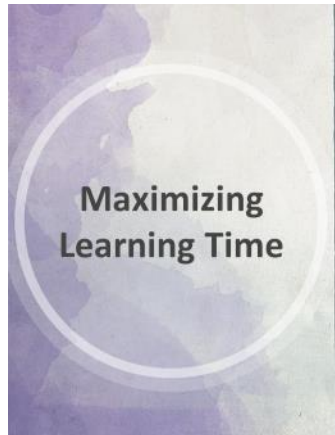
Indicator: Maximizing Learning Time

Behavioral Markers:

Provision of Activities

Choice When Finished

Few Disruptions

Effective Completion of Managerial Task

Pacing

CLASS® behavioral markers is the list of concrete examples located under indicators. The CLASS® manual defines the behavioral markers of Maximizing Learning Time as well as providing examples.

- Activities and centers are accessible as soon as students arrive in the classroom.
- The teacher is prepared to offer children a range of activities along with choices for what they can do when they are finished.
- The teacher will not let disruptions to interfere with activities. Teachers should minimize the number and length of disruptions to learning.
    o For example, if an announcement comes on over the public address system, the teacher has the students listen but then quickly reengages them in the activity that they are working on.
- If the teacher needs to check work, she first makes sure the students are involved in another activity or involves whole groups so that students are not waiting.

Maximizing Learning Time Example
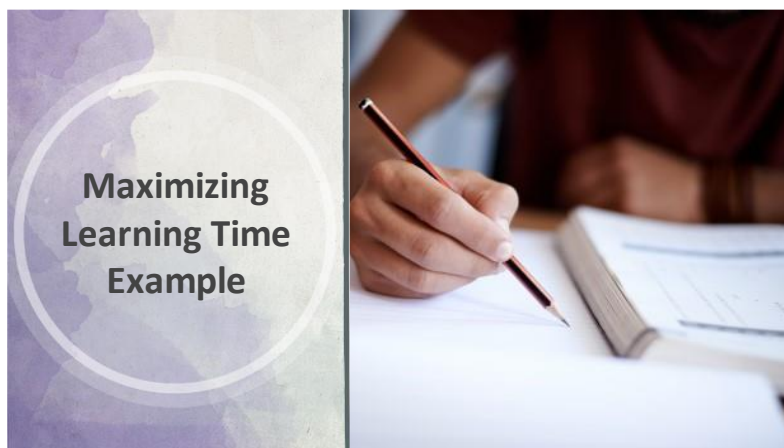
Many of us can relate to being an adult learner. Adult learning sometimes means exams, as in the end of semester finals. There may be multiple subjects to study and various ways to do so.

- 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 gathered 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)

The CLASS® behavioral markers for **Routines** are:
- **Students Know What to DO,**
- **Clear Instructions,** and
- **Little Wandering.**

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 practice many times. (students know what to do, little wandering)

Every now and again a detour sign 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 gets us back on track. (clear instructions)

The CLASS® behavioral markers for **Transitions** are:
- **Brief,**
- **Explicit Follow Through,** and
- **Learning Opportunities Within.**

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. (brief)

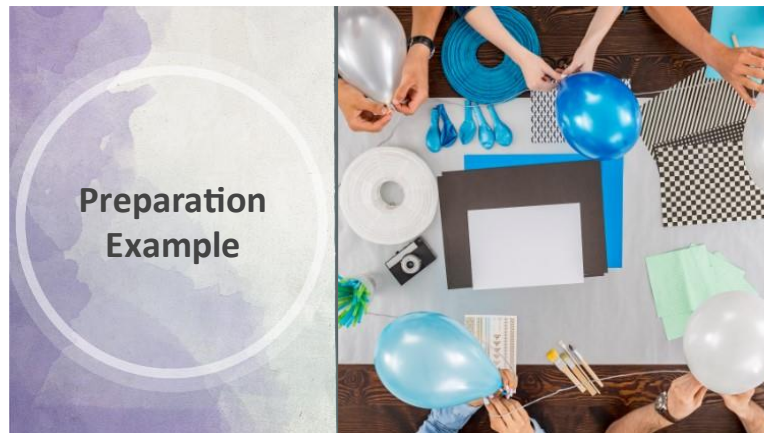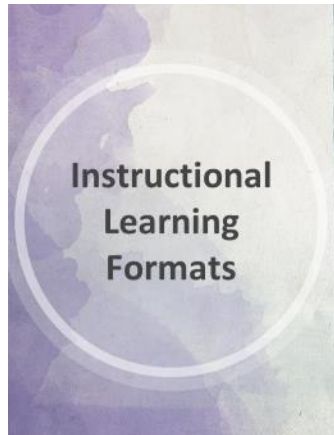The CLASS® behavioral markers for **Transitions** are:
- **Materials Ready and Accessible,** and
- **Know Lesson.**

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 an 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. (materials ready and accessible)

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.

The CLASS® manual defines **Instructional Learning Formats** as "focuses on the ways in which the teacher maximizes students' interest, engagement, and ability to learn from lessons and activities.

In the Productivity dimension, there are four indicators. These indicators are:
- **Effective Facilitation**
- **Variety of Modalities and Materials**
- **Student Interest**
- **Clarity of Learning Objectives**

CLASS® behavioral markers is the list of concrete examples located under indicators. The **behavioral markers** of the **Effective Facilitation indicator** are:
- **Teacher Involvement,**
- **Effective Questioning,** and
- **Expanding Children's Involvement.**

Effective Facilitation Example

Baking cookies is a great example of effective facilitation.

- 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 the different ways they want to decorate the cookies. (expanding children's involvement)

Variety of Modalities and Materials

Indicator: Variety of Modalities and Materials

Behavioral Markers:

Range of Auditory, Visual, and Movement Opportunities

Interesting and Creative Materials

Hands-On Opportunities

The **behavioral markers** of the **Variety of Modalities and Materials indicator** are:
- **Range of Auditory, Visual, and Movement Opportunities,**
- **Interesting and Creative Materials,** and
- **Hands-On Opportunities.**

Variety of Modalities and Materials 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

Indicator: Student Interest

Behavioral Markers:

Active Participation

Listening

Focused Attention

The **behavioral markers** of the **Student Interest indicator** are:
- **Active Participation,**
- **Listening,** and
- **Focused Attention.**

Student Interest Example

There was no question in my mind that they were both very engaged in this activity. 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.

Clarity of Learning Objectives
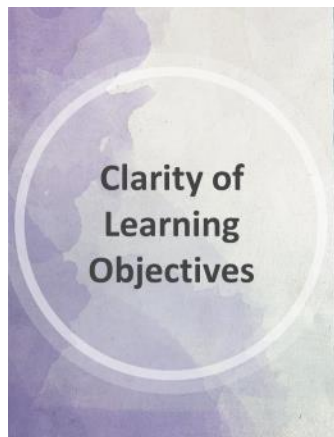
Indicator: Clarity of Learning Objectives
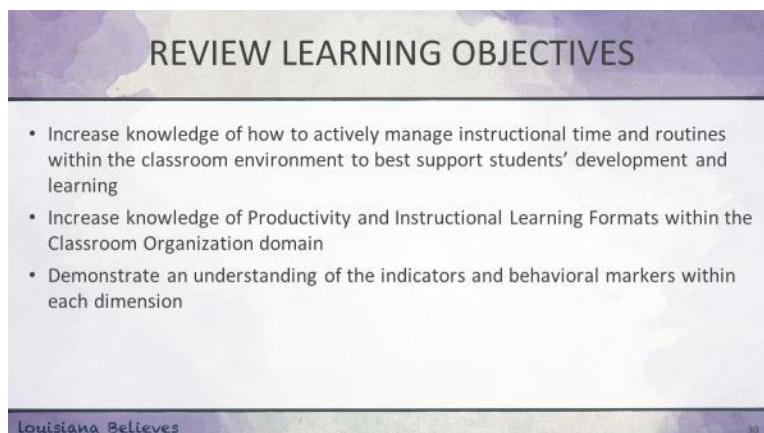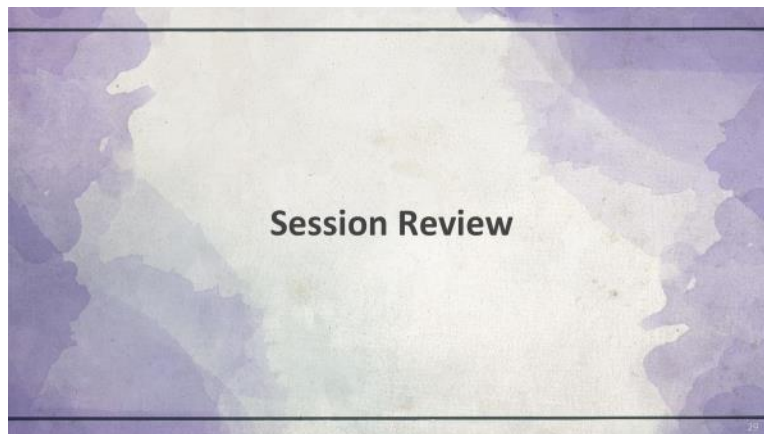Behavioral Markers:
Advanced Organizers
Summaries
Reorientation Statements

The **behavioral markers** of the **Clarity of Learning Objectives indicator** are:
- **Advanced Organizers,**
- **Summaries,** and
- **Reorientation Statements.**

Clarity of Learning Objectives 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 one of my daughters 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)
- I remind them that they are using all of these items to make and decorate the cookies in any way that they want. (summaries)

Session Review

REVIEW LEARNING OBJECTIVES

- Increase knowledge of how to actively manage instructional time and routines within the classroom environment to best support students' development and learning
- Increase knowledge of Productivity and Instructional Learning Formats within the Classroom Organization domain
- Demonstrate an understanding of the indicators and behavioral markers within each dimension

Louisiana Believes

Review learning objectives.

Explain that for each statement, they will show a "thumbs up" if they think we covered the objective, a "thumbs down" if we did not cover the objective, and a "sideways thumb" if we partially covered the objective.

- **Increase knowledge of how to actively manage instructional time and routines within the classroom environment to best support students' development and learning**
- **Increase knowledge of Productivity and Instructional Learning Formats within the Classroom Organization domain**
- **Demonstrate an understanding of the indicators and behavioral markers within each dimension**
- **Identify strategies to incorporate in teaching methods in order for the classroom to run like a well-oiled machine**
- **Increase their knowledge of 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**
- **Identify methods to help focus on the children's attention to ensure that they are interested, engaged, and prepared**

Open the floor for participants' comments and questions.
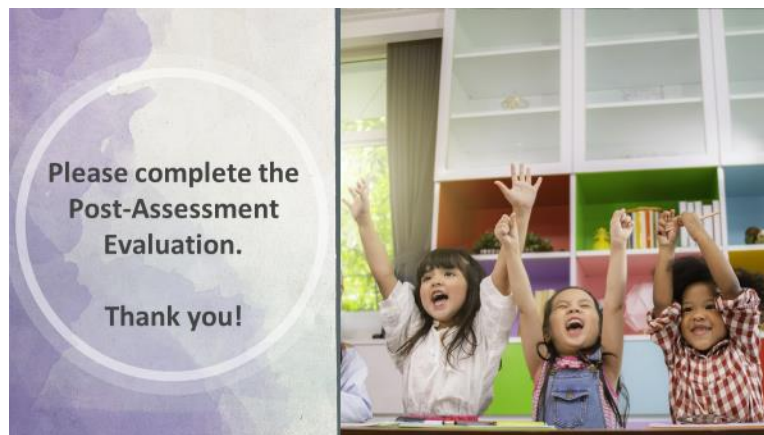
That brings us to the end of our time. Thank you so much for your attention and hard work today. Before you go, please complete the Post-Assessment Evaluation.

Distribute the Post-Assessment Evaluation.

When you have completed the evaluation, please fold it and leave it in the center of your table before you leave. I hope this has been valuable! If you have any additional questions, I will be available to talk further.

Thank you.

Post-Assessment Evaluation Guidance
- *Review the forms to identify the group's responses*
- *Compare the results and identify the areas in which participants expressed greatest growth and the areas in which participants might still need support*
- *Share results with Louisiana DOE representative to inform local continuing professional development efforts*