

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 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[™]. 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

L

Frequent Conversation:

Freq. back and forth?

Contingent responding?

Peer conversations?

H

Open Ended Questions:

Questions require more than a one-word response?

Students respond?

L

Repetition and Extension:

Repeats?

Extends elaborates?

L

Self and Parallel Talk:

Maps own and student actions with language?

L

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

L

Scaffolding:

Questions/cues?

Hints?

Assistance?

H

Feedback Loop:

Back and forth exchanges?

Persistence by teacher?

Follow up questions?

L

Prompting Thought Process:

Asks student to explain thinking?

Queries responses and actions?

L

Providing Information:

Expansion?

Clarification?

Specific feedback?

L

Encouragement/Affirmation:

Recognition?

Reinforcement?

Student persistence?

Instructional Support/Concept Development (CD):

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

H

Analysis and Reasoning:

Why and How questions?
Problem solving?
Prediction/experimentation?
Classification/comparison?
Evaluation?

L

Creating:

Brainstorming?
Planning?
Producing?

L

Integration:

Connects concepts?
Integrates with previous knowledge?

H

Connecting to the Real World:

Brings concepts to life?
Relates to student's lives?
Real world applications?

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

M

Effective Facilitation:

Teacher participating?
Effective questioning?
Expanding child involvement?

H

Variety of Modalities and Materials:

Interesting clear materials?
Hands on?
Auditory/visual/movement?

M

Student Interest:

Active participation?
Listening?
Focused attention?

H

Clarity of Learning Objective:

Teacher explains?
Adv. organizers?
Re-orientation statement?
Summary?

Classroom Organization/Productivity (PD):

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

L

Max. Learning Time:

Provision of activities?
Choice when finished?
Good Pacing?
Effective completion of managerial tasks?

L

Routines:

Students know what to do?
Little wandering?
Clear instructions?

L

Transitions:

Delays? Smooth? Brief?
Explicit follow through?
Learning within?

L

Preparations:

Material ready and accessible?
Knows lessons?

Classroom

Organization/ Behavior

Management (BM):

- How effectively teachers monitor, prevent, and redirect behavior

H

Clear Behavior Expectations:

Explains?
Rules?
Clear expectations?
Consistency?

H

Proactive:

Anticipates problems or escalation?
Low reactivity?
Monitors?

H

Redirection of Misbehavior:

Attending to positive behavior?
Uses subtle cues to redirect?
Efficient redirection?
Effective reduction of misbehavior?

H

Student Behavior:

Are students behaving?
Frequent compliance?
Little aggression and defiance?

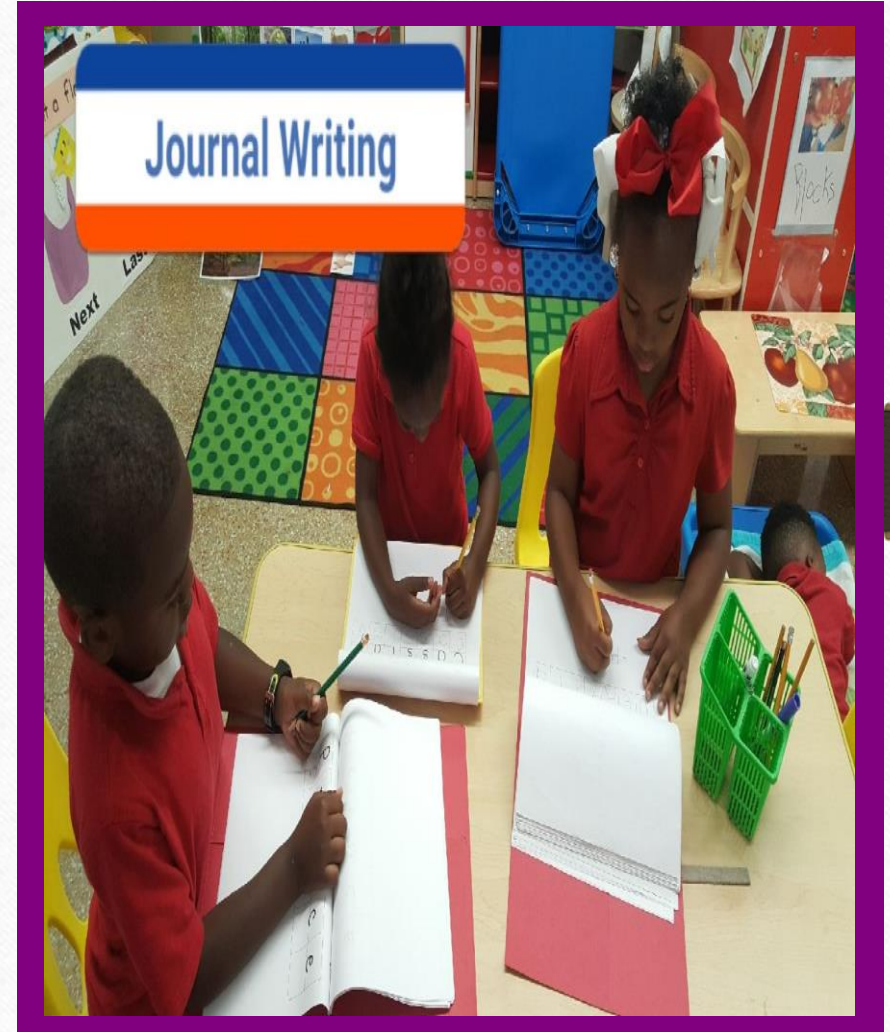
Classroom Organization

*1. Routine, Routine,
Routine (keeps
consistency)*



Classroom Organization

*2. Journal Writing
(organize so students
can recognize and
identify his/her name
on outside of folder)*



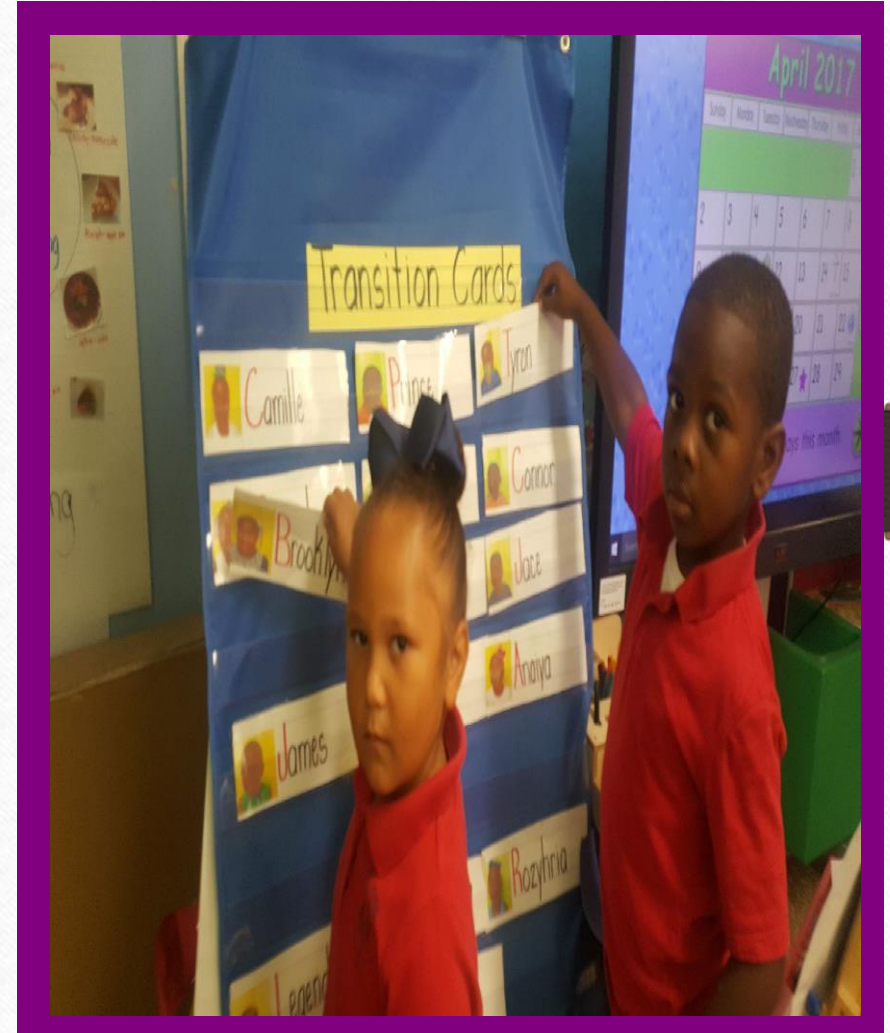
Classroom Organization

*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)



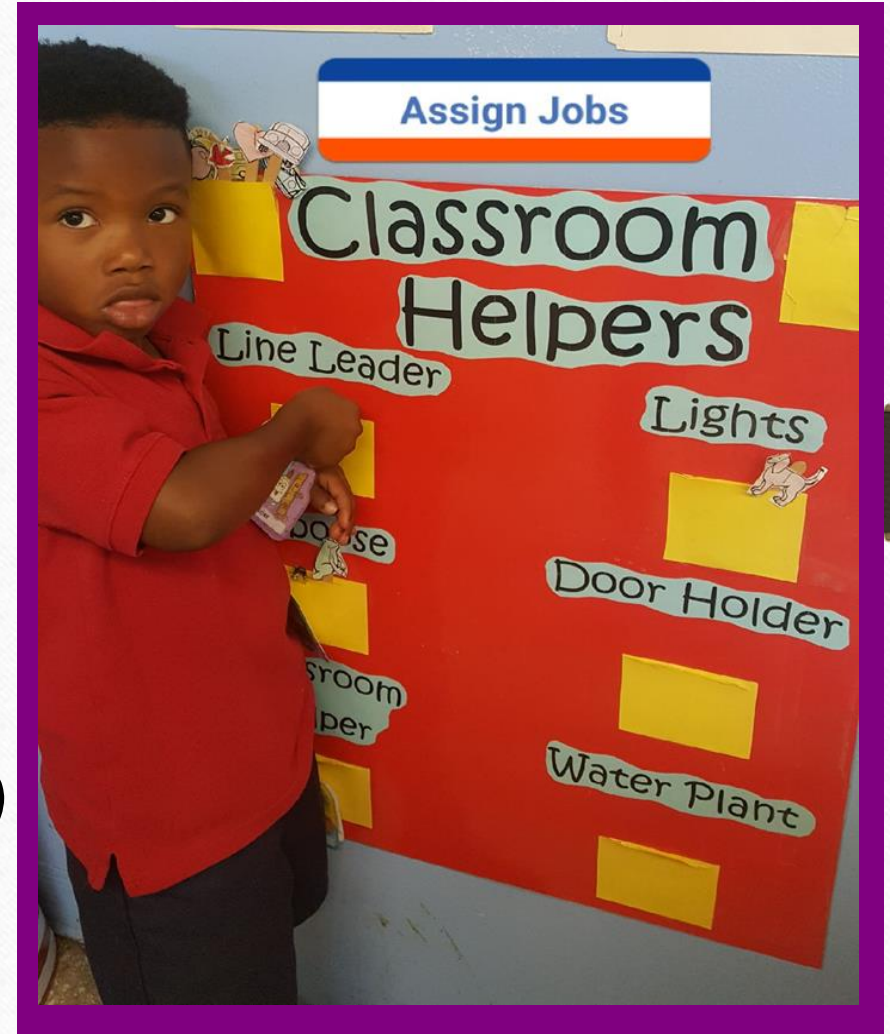
Classroom Organization

*5. Graphic Organizers
(use daily structure for
students answer)*



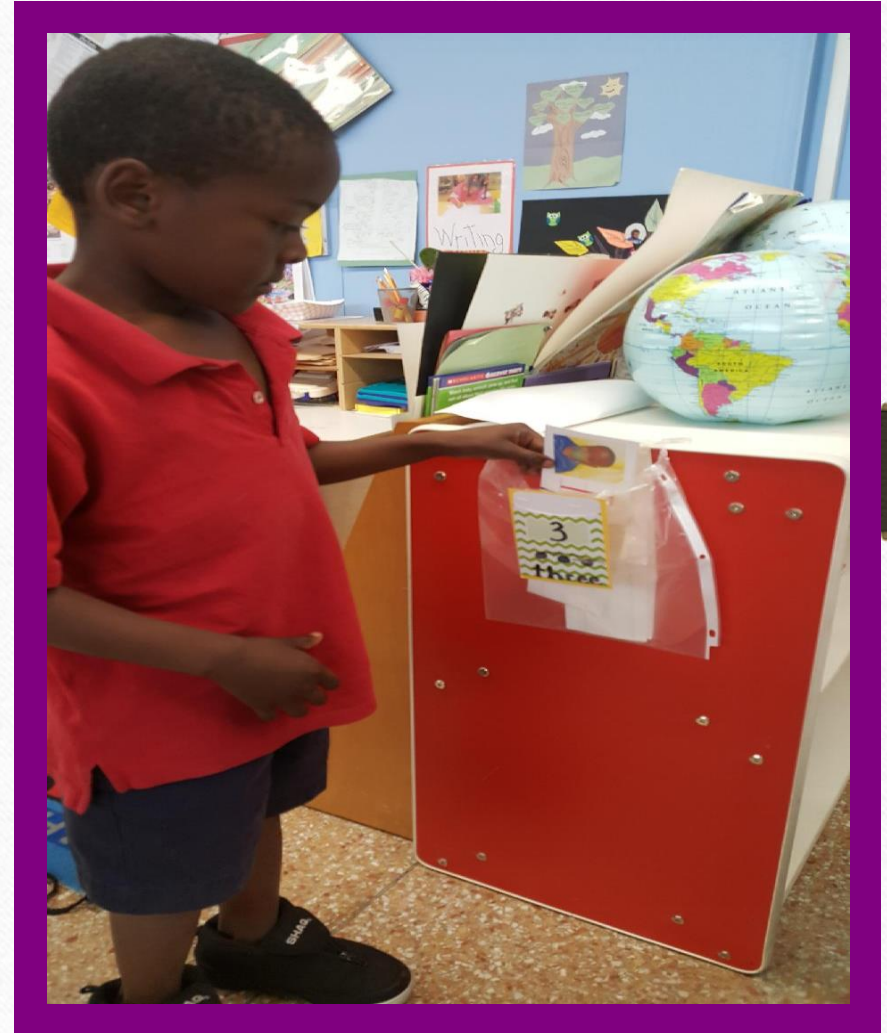
Classroom Organization

*6. Classroom Helpers
(assign daily job/
student responsibilities)*



Classroom Organization

*7. Organize Centers
(label items with
pictures and words for
students to read)*



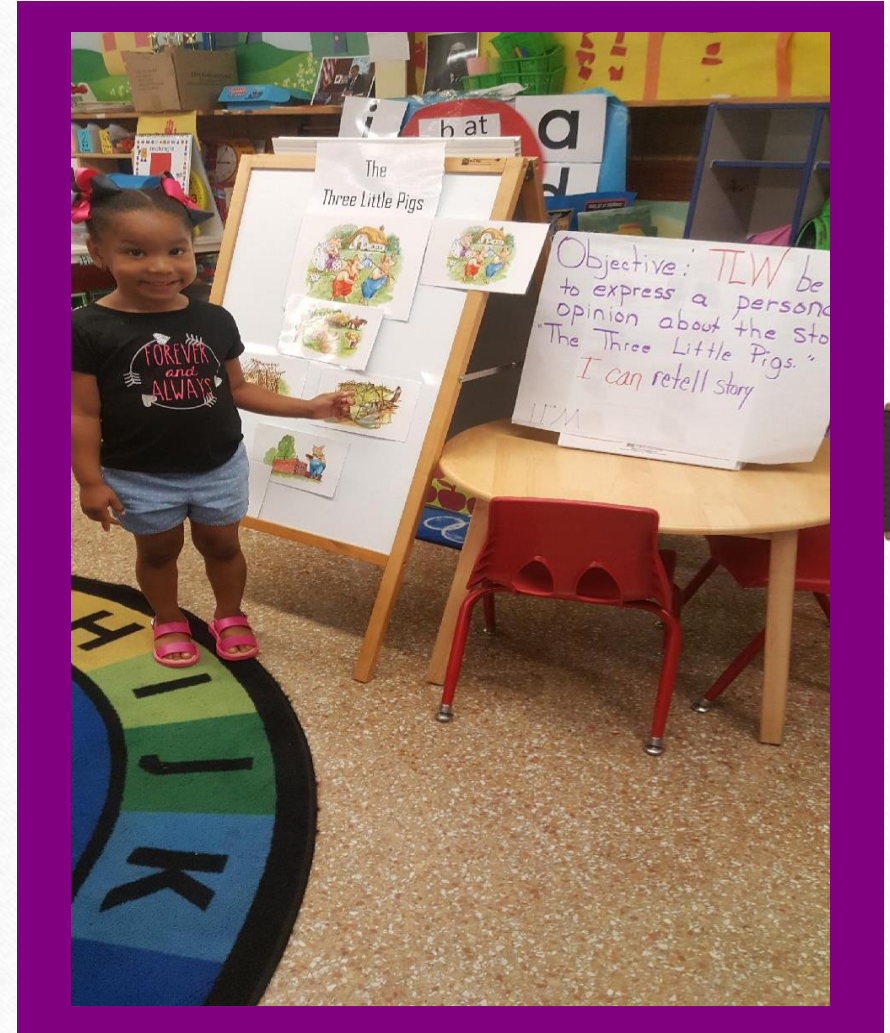
Classroom Organization

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



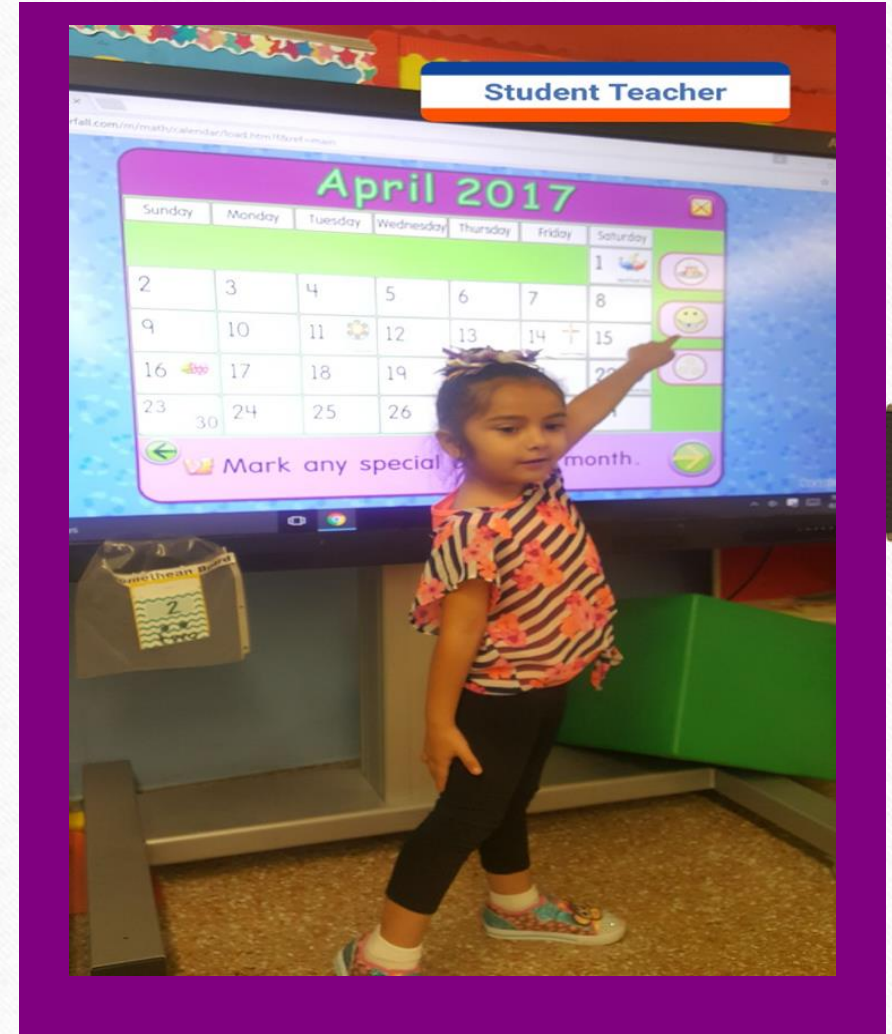
Classroom Organization

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**

L

Flexibility and Student Focus:

Rigid or flexible?
Regard for child's interests?
Incorporates student ideas?
Follows student lead?

M

Support for Autonomy:

Student responsibility?
Student leadership?
Allows choice?

L

Student Expression:

Child talk?
Child expression?
Encourages student talk?
Elicits ideas?

L

Restriction of Movement:

Can students move?
Is not rigid?

Emotional Support/Teacher Sensitivity (TS):

- **Teacher's awareness of and responsivity to students' academic and emotional concerns – not niceness**

H

Awareness:

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

H

Responsiveness:

Acknowledges emotions?
Provides comfort and assistance?
Individualized support?

H

Addresses Problems:

Helps in effective way?
Resolves problems?

H

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

L

Negative Affect:

Irritability?

Anger?

Harsh Voice?

Peer aggression?

Disconnected or escalating negativity?

L

Punitive Control:

Threats?

Yelling?

Physical control?

Harsh punishment?

L

Sarcasm/Disrespect:

Sarcastic voice – statement?

Teasing?

Humiliation?

L

Severe Negativity:

Victimization?

Bullying?

Physical punishment?

POSITIVE CLIMATE

(PC):

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

H

Relationships:

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

H

Positive Affect:

Enthusiastic?
Positive?
Laughter?

H

Positive Communication:

Pos. comm.?
Physical affection?
Verbal affection?
Positive expectations?

H

Respect:

Cooperation/Sharing Encouragement?
Voice warm and calm?
Eye contact?
Respectful language?

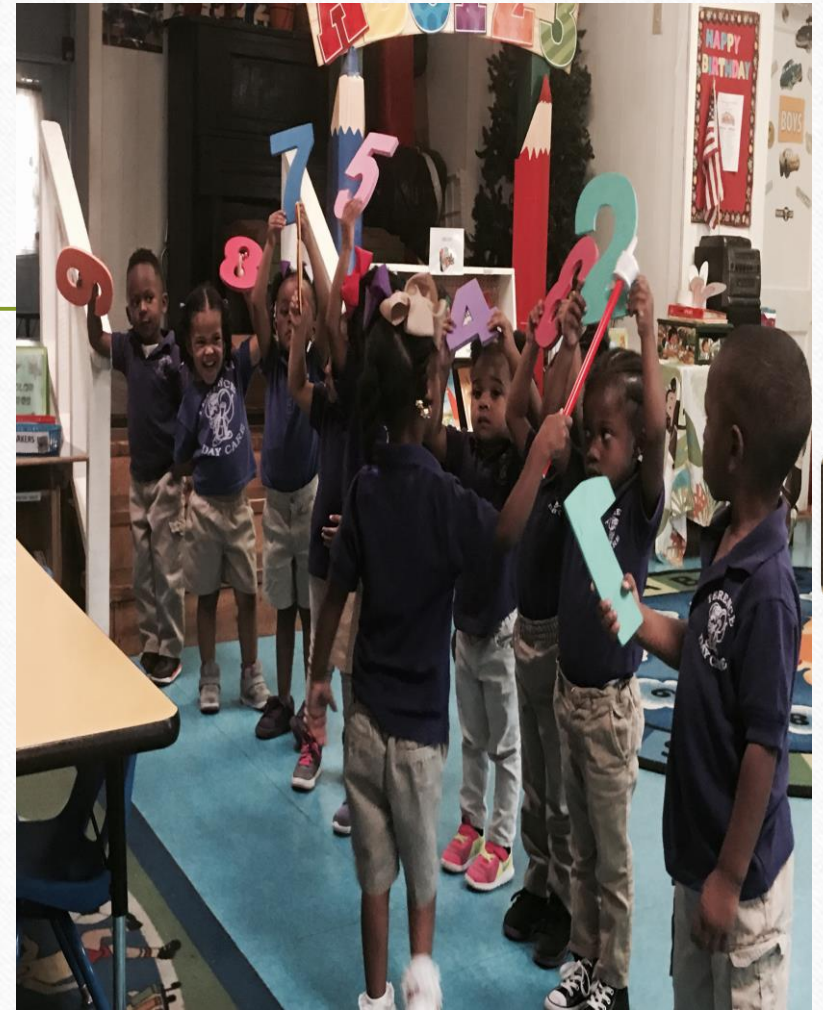
Emotional Support

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.)



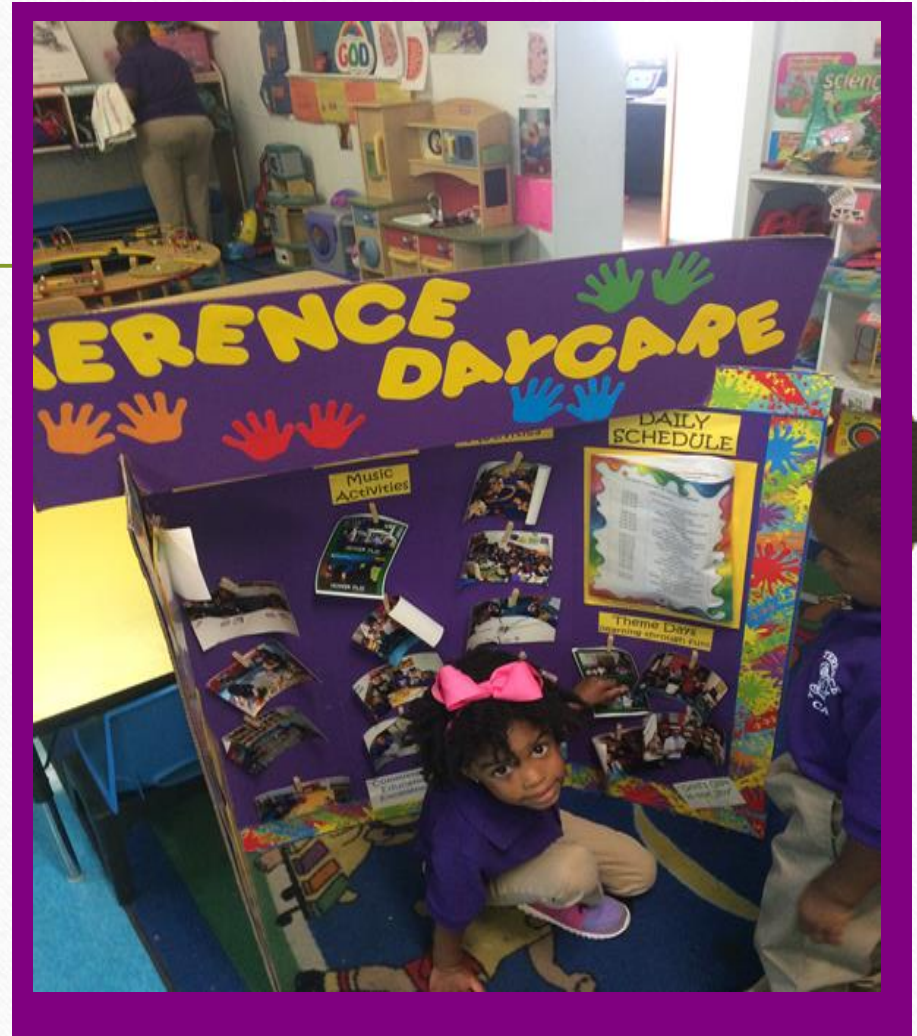
Emotional Support

*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.



Emotional Support

*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 –
I'm loving it! All set you,
bet!! 1,2,3 all eyes on me!
Positive focus. Use
chants!*



*Emotional Support
Collaboration Time!*

*“Name That
Dimension”*

Teacher Feud!

The End

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