

# Facilitator's Guide

## Course Outline



## Professional Learning

*Every educator engages in effective professional learning every day, so every student achieves.*

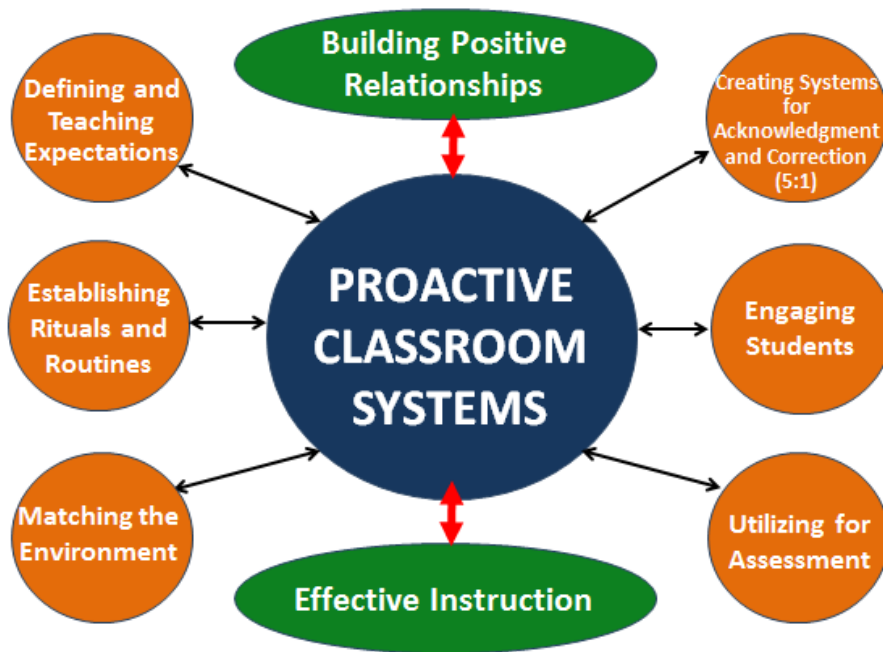
***Course Description***

***Course Schedule & Key***

***Course Resources***

## Course Description

Proactive Classroom Systems is a course designed for any teacher or person who works with students. It includes the components essential for an effective and engaging classroom environment. Many activities can be done before school is in session to set up a class for success. Below is the course outline.



This course is aligned with other courses provided by the Rochester City School District. To learn more about certain topics mentioned in this course, see the list of courses below.

- Differentiated Instruction
- Brain-Based Learning
- Therapeutic Crisis Intervention (TCI)

**Learning Targets:**

- I can apply the critical features learned to create a setting that promotes independent student behavior and that is:
  - Predictable
  - Consistent
  - Positive
- I can create and define effective classroom expectations that align with school wide expectations.
- I can create and execute a plan to teach and reteach expectations based on student behavior.
- I can state the differences between procedures, rituals, and routines.
- I can create a list of procedures for my classroom and develop a ritual for them.
- I can establish a teaching plan for my rituals.
- I can establish a plan for building positive relationships with my students.
- I can understand how the environment affects my students.
- I can establish a plan for modifying my classroom environment to fit the needs of my students.
- I can develop an acknowledgement system for my classroom.
- I can understand the role that my attention plays in the classroom.
- I can establish a correction system.
- I can plan activities and instruction in order to engage students.
- I understand why the activities and instruction I use engages students.
- I can apply the knowledge and skills from this course to address assessment in my classroom and with my students.

Session Title	Synopsis	Time Allotment
Introduction	This session will provide an overview of Proactive Classroom Systems. It will explain the background for the course and how the course relates to the Danielson rubric. Teams will be formed and will participate in team building.	60 minutes
Defining and Teaching Expectations	This session will provide the critical features for classroom expectations. Participants will define those expectations for multiple instructional activities. A teaching plan will be created so students internalize the expectations.	110 minutes
Establishing Rituals & Routines	This session will show how important it is to have rituals for every procedure in one's classroom. Those procedures will be brainstormed and rituals will be planned out. A teaching plan will be created so students know the expectations.	105 minutes
Building Positive Relationships	This session will focus on additional team building. It will also focus on building positive relationships since these relationships are essential for an effective classroom learning environment.	45 minutes
Matching the Environment	This session will teach participants the three types of environments (emotional, physical, social) in the classroom and how to address students' needs in each of them. More emphasis will be placed on the physical environment.	100 minutes
Creating Systems for Acknowledgement and Correction	This session will focus on the role that adult attention plays in student behavior. Acknowledging students when following expectations is important as well as correcting student problem behaviors. The professional development workshop, <i>Responding vs. Reacting</i> , will be presented.	180 minutes
Engaging Students	This session will teach participants that they need to engage their students in learning. In addition, strategies and activities will be discussed and demonstrated that can be used to engage students in a classroom.	165 minutes
Utilizing for Assessment	This session will apply all skills and critical features from the past sessions and apply them to assessment.	80 minutes
Closing	This session will culminate the course.	20 minutes

## *Course Schedule & Key*

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This course is designed to be completed during 18 professional development hours. These 18 hours can be broken down into three six hour sessions or six three hour sessions. The six hour sessions would be a total of seven hours apiece to include a one hour lunch.

### Three six hour sessions

#### **Day 1**

Introduction  
Defining and Teaching Expectations  
Lunch  
Establishing Rituals & Routines

#### **Day 2**

Building Positive Relationships  
Matching the Environment  
Lunch  
Creating Systems for Acknowledgement & Correction

#### **Day 3**

Engaging Students  
Lunch  
Utilizing for Assessment  
Closing

### Six three hour sessions

#### **Day 1**

Introduction  
Defining and Teaching Expectations

#### **Day 2**

Establishing Rituals & Routines

#### **Day 3**

Building Positive Relationships  
Matching the Environment

#### **Day 4**

Creating Systems for Acknowledgement & Correction

#### **Day 5**

Engaging Students

#### **Day 6**

Utilizing for Assessment  
Closing

### **Course Key**



This icon means that the facilitator is speaking and leading that part of the session.



This icon means there is an activity for the participants to complete.

## Course Resources

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- Albert, L. (1989). *A teacher's guide to cooperative discipline: How to manage your classroom and promote self-esteem*. Ags Pub.
- Blaydes, J. (2000). *Thinking on your feet: 100+ activities that make learning a moving experience*. Action Based Learning.
- Colvin, G.T. (2010). *Defusing disruptive behavior in the classroom*. Thousand Oaks, CA: Corwin.
- Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2<sup>nd</sup> ed.). Alexandria, VA: ASCD.
- Jensen, E.P. (2003). *Tools for engagement: Managing emotional states for learner success*. San Diego, CA: The Brain Store, Inc.
- Jones, F. H., Jones, P., Lynn, J. & Jones, F. (2007). *Fred jones' tools for teaching: Discipline, instruction, motivation* (2<sup>nd</sup> ed.). Santa Cruz, CA: Fredric. H. Jones & Associates, Inc.
- Marzano, R.J., Marzano, J. S. & Pickering, D. J. (2003). *Classroom management that works: Research-based strategies for every teacher*. Alexandria, VA: Association for Supervision and Curriculum Development.
- McCarney, S. B. (2000). *Teacher's resource guide, the staff development guide to the most common learning and behavior problems encountered in the educational environment* (2<sup>nd</sup> ed.). Hawthorne Educational Services, Inc.
- Nissman, B. S. (2008). *What every teacher should know about teacher-tested classroom management strategies* (3<sup>rd</sup> ed.). Pearson.
- Skvorak, M. (2013). *Resistant students reach me before you teach me*. Lanham, MD: Rowman and Littlefield Education.
- Sprick, R. (2006). *Discipline in the Secondary Classroom* (2<sup>nd</sup> ed.). San Francisco, CA: Jossey-Bass.
- Sprick, R., Garrison, M. & Howard, L. (1998). *CHAMPs: A Proactive and Positive Approach to Classroom Management*. Longmont, CO: Sopris West.
- Tileston, D. W. (2003). *What every teacher should know about classroom management and discipline*. Thousand Oaks, CA: Corwin Press.
- Wong, H.K. & Wong, R. T. (2009). *The first days of school: How to be an effective teacher* (4<sup>th</sup> ed.). Mountainview, CA: Harry K. Wong Publications, Inc.

### Websites

- [www.educationworld.com](http://www.educationworld.com) (professional development section)
- <http://principalspartnership.com/> (classmanagement.pdf)
- <http://www.duvalschools.org>
- [www.pbis.org](http://www.pbis.org)
- [www.safeandcivilschools.com](http://www.safeandcivilschools.com) (Randy Sprick's Safe and Civil Schools, Practical Solutions, Positive Results!)

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