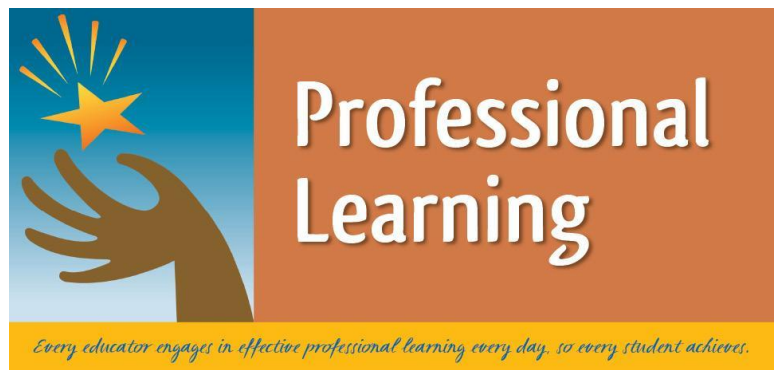


Facilitator's Guide

Introduction



Introducing Proactive Classroom Systems

Welcome and Introduction



Facilitator: Begin by welcoming participants and introducing yourself. Review logistics for the day. **(Slide 2)**

Guide participants through the **Getting to Know You** activity below. This activity can be replaced by another activity if desired.



Getting to Know You (Slide 3)

Time: 40 minutes

Materials: name table tents, markers, colored pencils, music, speakers

Directions: Each participant is to make a name tag and decorate it. They have until the end of *The Name Game* song to finish. Then participants will be grouped. Each group is to find 3-5 commonalities that cannot be seen by looking at them. They are then to create a group name incorporating those commonalities. Each group will share its group name and the audience will attempt to guess the commonalities.



Facilitator: Begin the introduction by showing the overview of Proactive Classroom Systems. **(Slide 4)** Explain how this course came to be. **(Slides 5-8)** Be sure to include the layered levels of support, school features, and universal system. Share the correlation between the universal system and classroom system which segues into the training. **(Slide 9)** Explain the graphic which establishes the sessions of Proactive Classroom Systems. **(Slide 10)**

- To have a proactive classroom, there are certain things that need to be in place. They are shown in the orange circles.
- The green sections affect all the others and are separate but need to be thought of throughout the training.

Guide participants through the *Danielson Rubric* activity. This activity allows the participants to start thinking about how their learning is related to the Danielson rubric and their teaching.

**Think Pair Share Danielson Rubric (Slide 11)**

Time: 10 minutes

Materials: copies of *Danielson Rubric* broken down into domains and components

Directions: Ask participants to review the rubric. What domain could this training address? What components could be addressed in this training? Think inside your head, share with a partner at your table, and share out with the group.

Tell participants that they will receive a rubric broken down into the element level.

**GLP Walk (Slide 12)**

Time: 10 minutes

Materials: none

Directions: Ask participants to find a person in the room that they do not know. For 5 minutes, take a walk and discuss:

- **G** – one thing you are **grateful** for
- **L** – one thing you hope to **learn** in this training
- **P** – one **promise** you will make to yourself

When everyone is back, each person should write down their classroom expectations.