Classroom Management Strategies

COMPONENT NUMBER: 5-404-005
    Function: Classroom Management (5)
    Focus Area: Classroom Management and Organization (404)
    Local Sequence Number(s): 005

POINTS TO BE EARNED: **120 maximum points per year**

DESCRIPTION:

Participants will explore the many facets of effective classroom management and the research-based strategies suggested by Robert Marzano and other researchers. Participants will dig down into the finer areas of classroom management to understand what makes a program effective. Participants will design and implement classroom management strategies and reflect on student impact.

LINK(s) TO PRIORITY INITIATIVES:
Identify the alignment of the targeted professional learning with key district Priorities (select all that apply)

- ☐ Academic content standards for student achievement
- ☐ Assessment and tracking student progress
- ☐ Collegial learning practices
- ☒ Continuous Improvement practices
- ☐ Digital Learning/Technology Infusion
- ☐ Evaluation system indicators/rubrics/components
- ☐ Instructional design and lesson planning
- ☐ Instructional leadership (as per FPLS standards)
- ☒ Learning environment (as per FEAPS standards)
- ☐ Mastery of a specific instructional practice: Click here to enter text.
- ☐ Mastery of a specific leadership practice: Click here to enter text.
- ☐ Multi-tiered System of Supports (MTSS)
- ☐ Needs Assessments/Problem Solving supporting improvement planning (SIP, IPDP, DP)
- ☐ Non-Classroom Instructional staff proficiencies supporting student success
- ☐ Organizational leadership proficiencies (as per FPLS)
- ☒ Professional and ethical behavior
- ☐ Regulatory or compliance requirements
- ☐ Other: Click here to enter text.

FLORIDA PD PROTOCOL STANDARDS SUPPORTED BY THIS COMPONENT:
Identify any Florida Protocol Standards supported by this component

	Educator	School	District
Planning	☐ 1.1.1; 1.1.3	☐	☐ 3.1.3; 3.1.4; 3.1.5
Learning	☐ 1.2.2; 1.2.3; 1.2.4	☐ 2.2.2; 2.2.3; 2.2.4.	☐ 3.2.3; 3.2.4; 3.2.8; 3.2.9
Implementing	☐ 1.3.1	☐ 2.3.1	☐ 3.3.1; 3.3.2
Evaluating	☐ 1.4.2; 1.4.3	☐ 2.4.2; 2.4.3	☐ 3.4.2; 3.4.3

☐ Check here if not significantly related to any Protocol Standard

Note: Identifying the protocol focus and areas of responsibility (educator, school, or district) supports notifications to appropriate parties about monitoring/supporting implementation need for successful completion of learning targets in the component.

IMPACT AREA(S):
Select all that apply.

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☒ Study leading to deep understanding of the practice(s), standard(s), and/or process (es) targeted
☒ Repetitive practice leading to changes in proficiency of educator or leader on the job
☒ Tracking improvements in student learning growth supported by the professional learning

SPECIFIC LEARNER OUTCOMES:
Identify the priority study and/or on-the-job implementation outcomes. (Guides development of the implementation agreements)

1. Understand the critical role of classroom management by looking at research.
2. Learn the difference between rules and procedures as well as how to design and implement their own rules and procedures. A special focus will be on the following areas:
    a. General classroom behavior
    b. Beginning and ending the period or the day
    c. Transitions and interruptions
    d. Use of materials and equipment
    e. Group work
    f. Seat work and teacher-led activities
3. Recognize how disciplinary interventions impact student behaviors and performance. Specific areas that will be address are:
    a. Teacher reaction
    b. Tangible rewards
    c. Impact
    d. Contingencies
4. Consider how teacher-student relationships affect classroom management strategies. Personal interest, being equable and responding affirmatively to questions as well as being aware of the needs of different types of students are all critical parts of the teacher-student relationship.
5. Realize that a teacher's ability to exhibit "withitness" and emotional objectivity will be important in effective classroom management.
6. Understand that students have a responsibility and a role to play in effective classroom management.
7. Build, implement and sustain an effective classroom management system by learning classroom organizational techniques for the beginning of the year.
8. Reflect on how the school can impact their classroom management strategies and organization.

LEARNING PROCEDURES (Methods):

B: Electronic: Interactive – This component includes facilitation supporting development/application on the job

G: Structured Coaching/Mentoring – This component may include one-to-one or small groups instruction with a specific learning objective.

I: Job Embedded – This component is focused on modeling and supporting new/improved practices being successfully demonstrated on the job.

- **WHAT** will occur during this professional development component delivery:

Participants will explore resources on effective classroom management and complete at least 80% of the training material. Participants will participant in job-embedded activities to deepen knowledge, engage in self-reflection of their current practices and new knowledge/skills, and determine impact to teacher and student performance as a result of engaging in this learning activity.

- **HOW** will the experiences be provided to participants during this delivery:

This training will be provided primarily as an online learning opportunity to provide the teacher flexibility in their scheduling of courses. Smaller online, face-to-face and coaching opportunities will also be available for those who wish to take a deeper dive into the content or need to focus on a specific component of classroom management.

- **KEY ISSUES** to be included in participant implementation agreements (should support the specific learner outcomes identified above):

Regular participation in the coursework, commitment to complete the work and engage in the learning activities identified in the course are critical. Collection of data regarding changes in teaching practices and student performance as a result of applying the new knowledge is important to gauge the impact of this training.

IMPLEMENTATION/MONITORING PROCEDURES:
   M: Structured Coaching and Mentoring
   P: Participant Product related to training
   T: Evaluation of Practice Indicators

District coaches/mentors will follow-up with participants to provide support and guidance during implementation. Participant product related to training will provide evidence of the level to which participants have brought their new knowledge back to the classroom and have used it with their students. Participants should continuously incorporate their new knowledge into their school day. In addition, school administrators will routinely observe through observations and may look for new techniques in specific areas of classroom management.

IMPACT EVALUATION PROCEDURES:
   Staff (Select most appropriate)
   A: Changes in instructional of learning environment practices
   F: Changes in observed educator proficiency in implementing targeted state standards or initiatives

   Student (Select most appropriate)
   D: Observation of student performance
   F: Other performance assessment(s) that reveal impact on students including learning objectives or behavioral growth

- **What methods will be used to evaluate the impact of the component on the targeted Impact Areas and Targeted Learner Outcomes?**

Participants will use multiple measures to determine changes in professional practice and student performance as a result of participating in this training. These measures will include documentation of changes in instructional practices related to the skills learned in this training and changes in student performance.

Results from the following may be used as evidence:
   ✓ observation of student performance
   ✓ other performance assessment(s) that show impact on students learning objectives and behavior growth

- **Who will use the evaluation data gathered?**

The impact data will be reviewed by the school administrator and members of the Office of Professional Learning who supported this training.

PROCEDURES FOR USE OF THE COMPONENT'S EVALUATION FINDINGS:

- What other forms of evaluation data will be gathered:
   a. What evaluation data addresses value of the PD design?
   b. What evaluation data addresses quality of implementation the P D?
   c. Who will use these aspects of PD evaluation data?

In addition to routine examination of information regarding changes to teacher practices and student performance throughout the training, participants will also complete classroom implementation and reflection to determine the degree to which the training is impacting their mastery of the focus area goals and objectives. This survey will be evaluated by district or school-based administrators to show the impact this training has had on the participant and their students. The information from the impact evaluations and process monitoring will be reviewed by school/district leadership teams to determine need for revision of the training.

Date approved: Click here to enter text.
Department: Office of Professional Learning
Name(s) of Component Author(s): Marianne Robey, Mike Thorpe
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