Sumter District Schools Teacher Evaluation System Online PD Course

Lesson 4

The Road to Effective Teaching



A-Walk Down Memory Lane!

Pre-write

Think of a time when your classroom procedures were lacking or absent.

What was the result?

How was student learning affected? How did you recover from the mistake?



Course Objectives



- △Explore the Danielson Framework for teaching, each of the domains, and the rating levels.
- **△**Examine the 15 components in the Sumter Framework.
- △ Analyze the components of each domain in the Sumter Framework.
- △Develop ideas for each component to implement in the classroom.

Lesson #4

Domain 2

Component 2c:

Managing Classroom Procedures

Component 2d:

Managing Student Behavior



Remember the Domains of "A Framework for Teaching"

- Domain 1: Planning and Preparation
- Domain 2: Classroom Environment
- Domain 3: Instruction
- Domain 4: Professional Responsibilities



A Framework for Teaching: Components of Professional Practice

Domain 1: Planning and Preparation

- a. Demonstrating knowledge of content and pedagogy
- b. Demonstrating knowledge of students
- c. Selecting instructional outcomes
- d. Demonstrating knowledge of resources
- e. Designing coherent instruction
- f. Designing student assessment

Domain 4: Professional Responsibilities

- a. Reflecting on teaching
- b. Maintaining accurate records
- c. Communicating with families
- d. Participating in a professional community
- e. Growing and developing professionally
- f. Demonstrating professionalism

Domain 2: The Classroom Environment

- a. Creating an environment of respect and rapport
- b. Establishing a culture for learning
- c. Managing classroom procedures
- d. Managing student behavior
- e. Organizing physical space

Domain 3: Instruction

- a. Communicating with students
- b. Using questioning and discussion techniques
- c. Engaging students in learning
- d. Using Assessment in Instruction
- e. Demonstrating flexibility and responsiveness

Structure of FFT (Common Vocabulary)

Domains

Domain 1: Planning and Preparation

Components

Component 1e: Designing Coherent Instruction

Learning Activities
Instructional Materials and Resources
Instructional Groups
Lesson and Unit Structure

Elements

With rubrics

Sumter County Schools 15 Essential Components

Domain 1

1e: Designing Coherent Instru

PLAN

APPLY

• 4a:

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- 4b:
- 4c: Communicating with Families
- 4d: Participating in a Professional Community

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- 4e: Growing & Developing Professionally
- 4f: Demonstrating Profession

REFLECT

Domain 2

2a: Creating an Environment of Respect and Rapport

2b: Establishing a Culture for Learning

- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior

TEACH

ith Students

- 3b: Using Questioning and Discussion Techniques
- 3c: Engaging Students in Learning
 - 3d: Using Assessment in Instruction

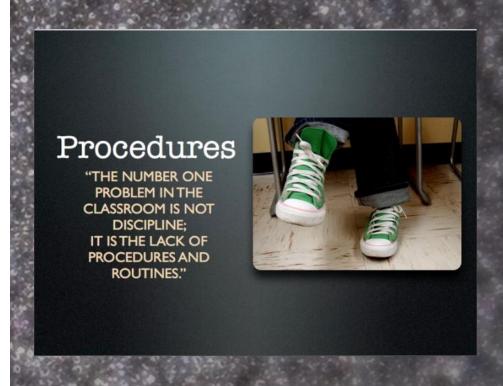
Domain 2: The Classroom Environment

Component 2c:

Managing Classroom Procedures

Elements:

- 1) Management of Instructional groups
- 2) Management of transitions
- 3) Management of materials and supplies
- 4) Performance of classroom routines



1) Management of Instructional groups:

Teachers help students to develop the skills to work purposefully and cooperatively in groups or independently, with little supervision from the teacher.



Important questions regarding Management of Instructional

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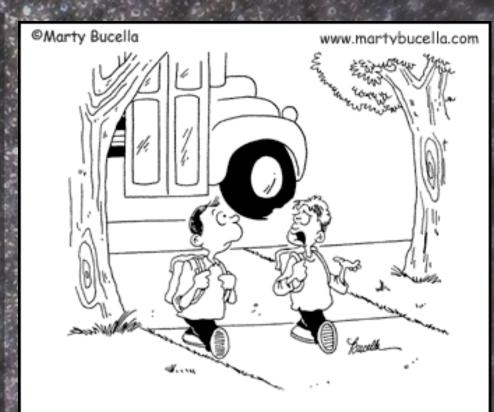


Groups:

- Is my instructional time designed to incorporate purposeful cooperative learning?
- When students are assigned instructional groups in my classroom do they work well without intense supervision?

2) Management of transitions

Many lesson activities engage students in different types of activities: large group, small group, independent work. It's important that little time is lost as students move from one activity to another; students know the "drill" and execute it seamlessly.



"Want to hear something scary? This is the third time this week I've gotten off the bus and still remember what I learned."

Important questions regarding Management of Transitions:



- What types of learning activities do my students transition through during the lesson?
- What procedures can I establish to ensure valuable instruction time is not lost during transitions?

Excerpt from the Sumter Framework for

Teaching

Domain 2c: Managing Classroom Procedures

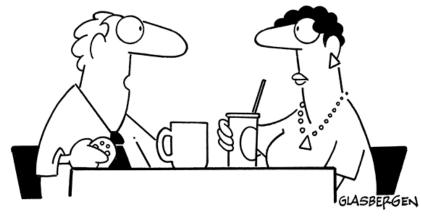
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	Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective		
	Much instructional time is lost due to inefficient classroom routines and procedures. There is little or no evidence of the teacher's managing instructional groups and transitions and/or handling of materials and supplies effectively. There is little evidence that students know or follow established routines.	Some instructional time is lost due to partially effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are inconsistent, leading to some disruption of learning. With regular guidance and prompting, students follow established routines.	There is little loss of instructional time due to effective classroom routines and procedures. The teacher's management of instructional groups and transitions, or handling of materials and supplies, or both, are consistently successful. With minimal guidance and prompting, students follow established classroom routines.	Instructional time is maximized due to efficient and seamless classroom routines and procedures. Students take initiative in the management of instructional groups and transitions, and/or the handling of materials and supplies. Routines are well understood and may be initiated by students.		
CRITICAL ATTRIBUTES	Students not working with the teacher are not productively engaged. Transitions are disorganized, with much loss of instructional time. There do not appear to be any established procedures for distributing and collecting materials. A considerable amount of time is spent off task because of unclear procedures.	Students not working directly with the teacher are only partially engaged. Procedures for transitions seem to have been established, but their operation is not smooth. There appear to be established routines for distribution and collection of materials, but students are confused about how to carry them out. Classroom routines function unevenly.	Students are productively engaged during small-group or independent work. Transitions between large-and small-group activities are smooth. Routines for distribution and collection of materials and supplies work efficiently. Classroom routines function smoothly.	With minimal prompting by the teacher, students ensure that their time is used productively. Students take initiative in distributing and collecting materials efficiently. Students themselves ensure that transitions and other routines are accomplished smoothly.		
POSSIBLE EXAMPLES	When moving into small groups, students ask questions about where they are supposed to go, whether they should take their chairs, etc. There are long lines for materials and supplies. Distributing or collecting supplies is time consuming. Students bump into one another when lining up or sharpening pencils. At the beginning of the lesson, roll-taking consumes much time and students are not working on anything. And others	Some students are not working with the teacher are off task. Transition between large-and small-group activities requires five minutes but is accomplished. Students ask what they are to do when materials are being distributed or collected. Students ask clarifying questions about procedures. Taking attendance is not fully routinized; students are idle while the teacher fills out the attendance form. And others	In small-group work, students have established roles; they listen to one another summarizing different views, etc. Students move directly between large-and small-group activities. Students get started on an activity while the teacher takes attendance. The teacher has an established timing device, such as counting down, to signal students to return to their desks. The teacher has an established attention signal, such as raising a hand or dimming the lights. One member of each small group collects materials for the table. There is an established color-coded system indicating where materials should be stored. Cleanup at the end of a lesson is fast and efficient. And others	Students redirect classmates in small groups not working directly with the teacher to be more efficient in their work. A student reminds classmates of the roles that they are to play within the group. A student redirects a classmate to the table he should be at following a transition. Students propose an improved attention signal. Students independently check themselves into class on the attendance board. And others		

3) Management of materials and supplies

Experienced teachers have all necessary materials at hand and have taught students to implement routines for distribution and collection of materials with a minimum of disruption to the flow of instruction.

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TEACHERS LOUNGE



"There's finally room in the school budget to upgrade our classroom equipment. I'm getting new chalk!"

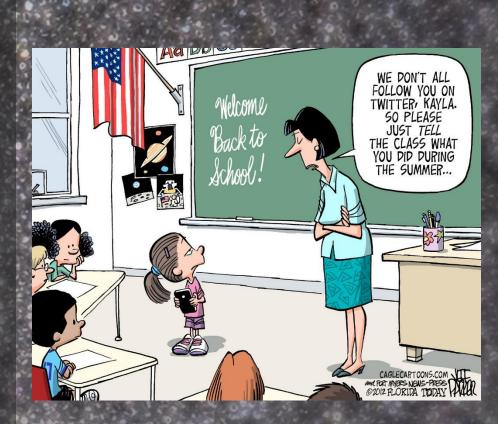
Important questions regarding Management of Instructional Materials and Supplies:



- What procedures for distribution of materials do I have in place in my classroom?
- What strategies can I establish to ensure valuable instruction time is not lost during material and supply distribution?

4) Performance of classroom routines

Overall, little instructional time is lost in activities such as: taking attendance, recording the lunch count, or the return of permission slips for a class field trip.



Important questions regarding Performance of classroom



routines:

- What methods have I put in place to accomplish daily procedural tasks, while minimizing disruption to instruction?
- How can I ensure valuable instruction time is not lost during daily tasks such as attendance and record keeping?

Excerpt from the Sumter Framework for

Teaching

Domain 2c: Managing Classroom Procedures

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If you do not structure your classroom, your students will structure your classroom for you.



Harry and Rosemary Wong

Domain 2: Classroom Environment

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2c: Managing Classroom Procedures

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2d: Managing Student Behavior



Sumter Principals Survey: Which components do new teachers struggle with the most?

Domain 2

- 2a: Creating an Environment of Respect and Rapport
- 2b: Establishing a Culture for Learning
- 2c: Managing Classroom Procedures
- 2d: Managing Student Behavior

The importance of Managing Student Behavior in the Classroom Teacher Evaluation Tool

d. Demonstrating Know					
e. Designing Coherent	Designing Coherent Instruction				7%
f. Designing Student A	ssessment				
Domain II	The Classroom Environment				
a. Creating an Environn	nent of Respect and Rapport		3%		3%
b. Establishing a Cultur	re for Learning		3%		3%
	c. Managing Classroom Procedures				3%
d. Managing Student B	ehavior		20%		20%
e. Organizing Physical	Space				
Domain III	Instruction				
a. Communicating with			7%		7%
b. Using Questioning and Discussion Techniques			8%		8%
c. Engaging Students in Learning			20%		20%
d. Using Assessment i	d. Using Assessment in Instruction		10%		10%
e. Demonstrating Flexibility and Responsiveness					
Domain IV	Professional Responsibilities				
a. Reflecting on Teachi	ng		1%		1%
b. Maintaining Accurate Records			3%		3%
c. Communicating with Families			1%		1%
d. Participating in a Professional Community			1%		1%
e. Growing and Developing Professionally			3%		3%
f. Demonstrating Professionalism			10%		10%
		Forma	ative	Summ	native
Instructional Practice Score			100%		100%

2d: Managing Student Behavior

Component 2d:

Managing Student Behavior

Elements:

- 1) Expectations
- 2) Monitoring of student behavior
- 3) Response to student misbehavior



1) Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.

I will follow the rules I will follow the rules

I will follow the rules I will follow the rules I will follow the rules I will follow the rules I will follow the rules I will follow the rules I will follow the rules v the rules the rules ow the rule w the rules e rules e rules rules ne rules he rules

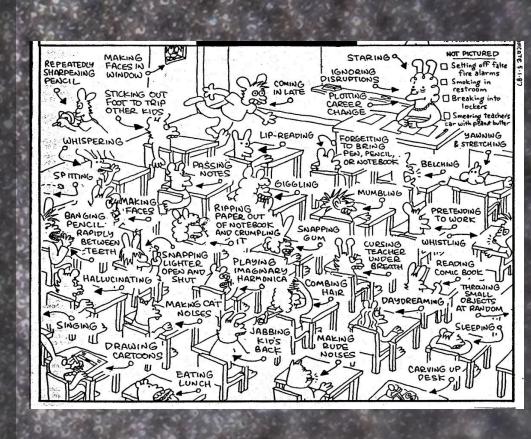
Important questions regarding Expectations:



- How have I, and will I, establish and teach student conduct expectations to my students?
- What methods can I implement to periodically remind students of the expectations in my classroom?
- How can students be involved in developing my classroom expectations?

2) Monitoring of Student Behavior

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what's happening in the classroom and can move subtly to help students, when necessary, re-engage with the content being addressed in the lesson. At a high level, such monitoring is preventative and subtle, which may make it challenging to observe.



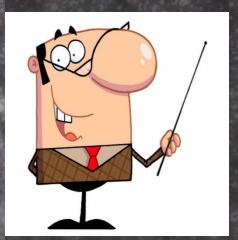
Important questions regarding Monitoring Student Behavior:



- What measures do I have in place to be highly attuned to student behavior?
- How have I subtly and preventatively monitored student behavior in the past?
- Why do I need to have subtle re-engagement strategies?

3) Response to student misbehavior

Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher's skill. Accomplished teachers try to understand why students are conducting themselves in



such a manner (Are they unsure of the content? Are they trying to impress their friends?) and respond in a way that respects the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.

Important questions regarding Response to Student Behavior:



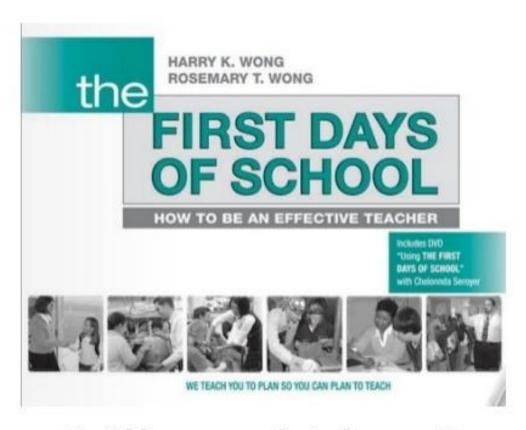
- Typically, how do I react and respond to student misbehavior?
- Why should I determine the causes to the student misbehavior?
- How can I adjust my classroom procedures and behavior management plans to address these causes?

Domain 2d: Managing Student Behavior

#		Unsatisfactory	Needs Improvement/Developing	Effective	Highly Effective
		There appear to be no established standards of conduct, or students challenge them. There is little or no teacher monitoring of student behavior and response to students' misbehavior is repressive or disrespectful of student dignity.	Standards of conduct appear to have been established, but their implementation is inconsistent. The teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.	Student behavior is generally appropriate. The teacher monitors student behavior against established standards of conduct. Teacher response to student misbehavior is consistent, proportionate, and respectful to students and is effective.	Student behavior is entirely appropriate. Students take an active role in monitoring their own behavior and/or that of other students against standards of conduct. Teacher monitoring of student behavior is subtle and preventive. The teacher's response to student misbehavior is sensitive to individual student needs and respects students' dignity.
Control of the Contro	CRITICAL ATTRIBUTES	The classroom environment is chaotic, with no standards of conduct evident. The teacher does not monitor student behavior. Some students disrupt the classroom, without apparent teacher awareness or with an ineffective response.	The teacher attempts to maintain order in the classroom referring to classroom rules, but with uneven success. The teacher attempts to keep track of student behavior, but with no apparent system. The teacher's response to student misbehavior is inconsistent; sometimes harsh, other times lenient.	Standards of conduct appear to have been established and implemented successfully. Overall, student behavior is generally appropriate. The teacher frequently monitors student behavior. The teacher's response to student misbehavior is effective.	Student behavior is entirely appropriate; any student misbehavior is very minor and swiftly handled. The teacher silently and subtly monitors student behavior. Students respectfully intervene with classmates at appropriate moments to ensure compliance with standards of conduct.
	POSSIBLE EXAMPLES	Students are talking among themselves, with no attempt by the teacher to silence them. An object flies through the air, apparently without the teacher's notice. Students are running around the room, resulting in chaos. Students use their phones and other electronic devices; the teacher doesn't attempt to stop them. And others	Classroom rules are posted, but neither the teacher nor the students refer to them. The teacher repeatedly asks students to take their seats; some ignore her. To one student: "Where's your late pass? Go to the office." To another: "You don't have a late pass? Come in and take your seat; you've missed enough already." And others	Upon a nonverbal signal from the teacher, students correct their behavior. The teacher moves to every section of the classroom, keeping a close eye on student behavior. The teacher gives a student a "hard look," and the student stops talking to his neighbor. And others	A student suggests a revision to one of the classroom rules. The teacher notices that some students are talking among themselves and without a work moves nearer to them; the talking stops. The teacher speaks privately to a student about misbehavior. A student reminds her classmates of the class rule about chewing gum. And others

How to Handle Misbehavior the First Two Weeks of School

- 1. Pause
- 2. Hide your disappointment
- 3. Lose the battle
- 4. Follow through
- 5. Move on immediately
- 6. Don't take it personally
- 7. Build rapport
- 8. Handle it yourself



Still need ideas?



Take This Exit!

- Congratulations! You have finished the content for Lesson #4.
- Please review the content and complete the Forms assessment using the link below:
- https://forms.office.com/Pages/ ResponsePage.aspx?id=2pKTVgli fkqusoJ5cOrsYCSC5vXrqdMr3hUu8ZKjJlUQ1J1TUNJM VdQMjJGOUpORE5UTVNUV0tY My4u

