

**Education loves jargon.**



# Planning and Preparation for Classroom Management to Increase Engagement and Re-Engagement of Students



# Expectations & Norms

- 1) Active participation
- 2) Courtesies of cell phone use
- 3) Ask any question  
(may place questions on parking lot)
- 4) Other considerations?



# Today's Targets

- 1) Providing classroom management strategies to consider when planning and preparing for an afterschool program** (with example of project-based learning strategy)
- 2) Sharing current after school activities**
- 3) Navigating Online resources**

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Step 1: Collaboration



**DEVELOP A WORKING RELATIONSHIP WITH THE TEACHERS**

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[http://www.isbe.net/common\\_core/default.htm](http://www.isbe.net/common_core/default.htm)

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## **Speaking & Listening Anchor Standard 1:**

"Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively"



**Step Out**



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## Daily Routines

- Attendance
- Gathering Activity
- Norms and Expectations
- Schedules
- Environmental Conditions
- Pre-Correction
- Supplies

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## Attendance

Click on students below, or:

 Mark all present

 Mark all absent

cancel

Save Attendance

– Hide list

Give Award

All Students

■ Abigail Smith

■ Allen Jackson

■ Angelina Harrison

■ Carla Winters

■ Carrie Conners

■ Clark Kent

■ Daisy Sue Jones

■ Drake Johnson

■ Jack Sparrow

■ John Kim

■ Johnny Blackstone

 **Abigail**  
Smith 

 **Allen**  
Jackson 



 **Angelina**  
Harrison 

 **Carla**  
Winters 

 **Carrie**  
Conners 

 **Clark**  
Kent 

 **Daisy**  
Sue Jones 

 **Drake**  
Johnson 

 **Jack**  
Sparrow 

 **John**  
Kim 

 **Johnny**  
Blackstone 

 **Julian**  
Weathers 

 **Kyle**  
Young 

 **Sally**  
Smith 

 **Samantia**  
Lincoln 

 **Tommy**  
Jones 

[www.classdojo.com](http://www.classdojo.com)



Ideas



Help

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## Gathering Activity



**Step  
out**



# Planning and Preparation

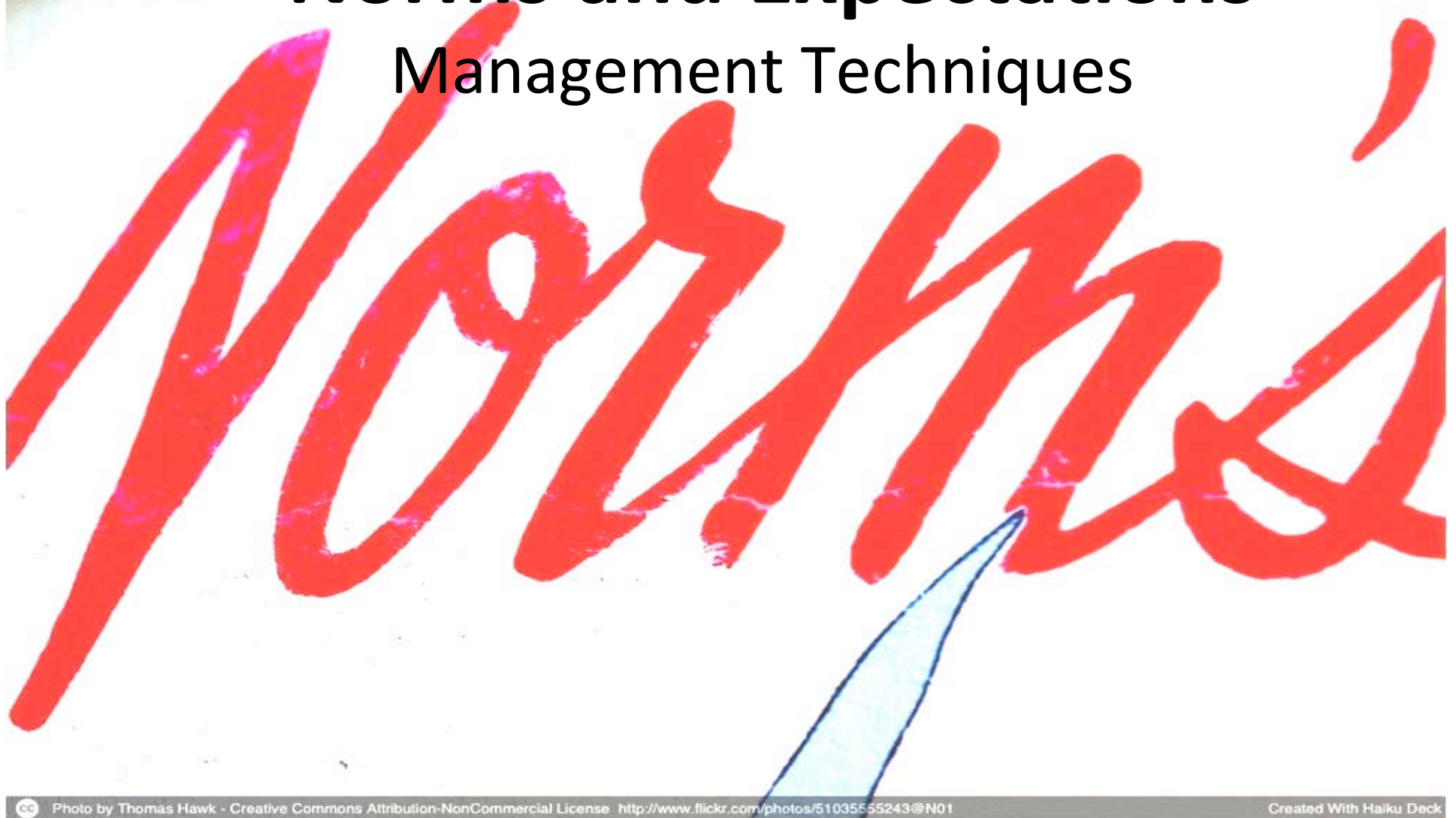
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## Norms and Expectations

Management Techniques



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## Norms and Expectation: Management Techniques

- Wait for quiet to talk
- Do not negotiate
- Provide choices
- Promote boundaries
- Each day begins with a new slate
- Celebrate victories



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# SCHEDULING

The image shows a hand-drawn scheduling grid on a whiteboard. The grid is organized into columns and rows. The leftmost column lists times from 11:30 AM to 5:00 PM. The top row is labeled 'Lunch'. The second row is labeled 'Break'. The third row is labeled 'Break'. The bottom row is labeled 'Final word!'. The grid is populated with various activities and sticky notes. A blue arrow points to the 5:00 PM mark on the left. The word 'Flicker Bar C' is written in the bottom right corner.

Time	Activity	Notes
11:30 AM		
12-1pm	Lunch	
1pm		DIY Ads (0-70)
1:30pm	PHOTO	Working the plan in Canada
2:00pm	CAMP	DIY Ads (0-70)
2:30 to 3:00pm	Break	Maple Heart Twitter
3:00pm		Intro to Drupal Training
3:30pm		Make Collaboration (exam) How to find Passwords
4:00pm		CRAB with REST - Why the hell don't we use it?
4:30pm		FACEBOOK for PHP/JS
5:00	Final word!	FACEBOOK for PHP/JS



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Time	Activity	Reminders	Groupings/ Room Layout	Supplies	Accommodations	Motivational Strategies	Environmental Considerations
3:00 – 3:15	Gathering Activity	Remind students of check in procedures and quiet way to enter room.	Large group, carpet squares spread out	Books, coloring sheets, crayons, markers	Check for inhaler with student	Earning more time for project.	Air quality in room.
3:15 – 3:30	Snack	Remind about respectful behaviors and manners	Lunchroom tables, helpers to pass out snacks	Snack, beverage, napkins, hand wipes, bucket/cloth to clean tables	None necessary	None necessary	Clean tables
3:30 – 4:15	Homework	Review rules and strategies for staying on task and asking for help – ask three then me	Group by subjects being worked on, have buddy system for help	Paper, pencils, crayons, markers, dictionary, resource books	None necessary	Check off homework completed for teachers/parents	John needs quiet space to work with no distractions. Kim needs headphones to provide white noise. Keith needs to have break every 10 minutes. Julie needs encouragement every 10

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## Pre-Corrections

Step  
out





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# Supplies



Step out

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## Planning and Preparation Daily Routines

- Attendance
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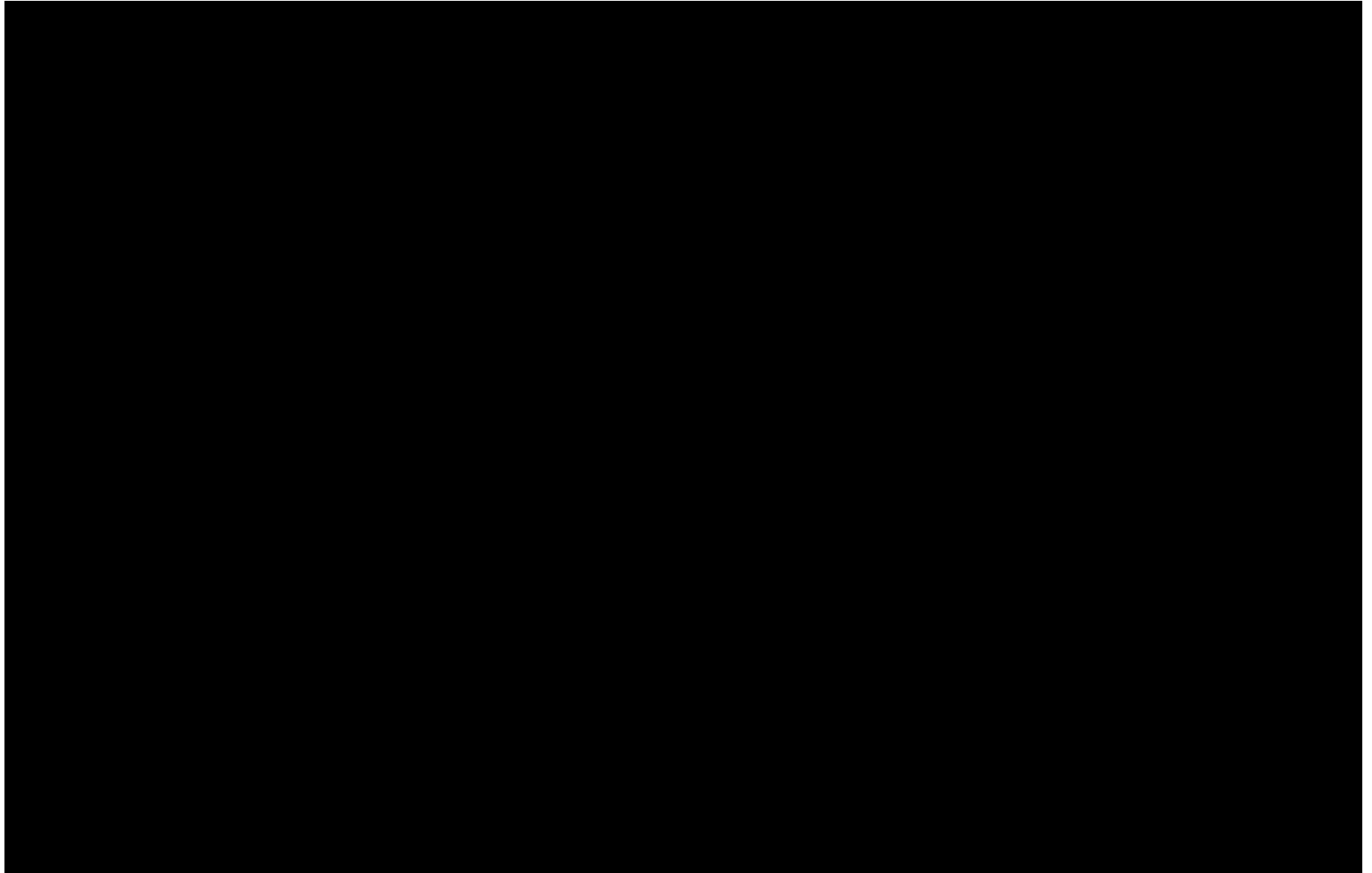


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## Planning for a Community Garden Project

- 1) Stage 1- Research
- 2) Stage 2- Budgets (tax) & proposals
- 3) Stage 3- Purchase & verify items
- 4) **Stage 4- Preparing the garden**
- 5) Stage 5- Planting & maintenance
- 6) Stage 6- Harvest
- 7) Stage 7- Reflection



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# Reflection

**Step  
out**


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Resources

[www.isbe.net](http://www.isbe.net): Find “Learning Supports”  
under “Teachers/Administrators.”



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**A-Z Index**

- Career & Tech Ed
- Charter Schools
- Early Childhood
- English Language Learning
- Homeless
- Home Schooling
- School Health
- School Information
- Special Education
- Transportation



Teachers/Administrators

**Administrator A-Z Index**

- Innovation & Improvement
- ILDS Project
- Learning Supports
- Nutrition Programs
- SIS
- Teacher A-Z Index**
- Certification
- ROE Information



Illinois Schools

**A-Z Index**

- eReport Cards
- General State Aid
- IL Honor Roll
- IL School Code
- Interactive Report Cards
- Race to the Top
- Reports & Statistics
- Response to Intervention (Rtl)



Learning Standards

- Adequate Yearly Progress (AYP)
- Assessment and Test Information
- Common Core- Math and ELA
- Illinois Learning Stds
- NCLB
- Next Generation
- Science Stds
- Public School Recognition



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[www.isbe.net/](http://www.isbe.net/)

## [learningsupports](http://www.isbe.net/learningsupports) : Learning Supports Home



The screenshot shows the Illinois State Board of Education website. The header includes the ISBE logo, the name of the board, and the names of the Chairman and State Superintendent. Below the header is a navigation menu with links to ISBE Home, Site Map, Funding Opps, IWAS, ECS, FRIS Inquiry, and Programs. A search bar is located below the navigation menu. The main content area features a section titled "Comprehensive System of Learning Supports" with a Venn diagram icon. This section contains a statement about the importance of learning supports and a list of goals. A sidebar on the right contains a "Navigation" menu with links to various resources and a "Hot Topics" section with links to current issues.

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**Navigation**

- ▶ A - Z Index
- ▶ Conditions for Learning Indicators
- ▶ Home-School-Community Partnerships
- ▶ Interconnected System of Support Model
- ▶ School Climate
- ▶ Social and Emotional Learning
- ▶ Calendar of Events

**Hot Topics**

- ▶ Children of Military Families
- ▶ Before and After School
- ▶ Bullying Prevention
- ▶ Positive Behavior Intervention & Supports (PBIS)

**Comprehensive System of Learning Supports**

***Equal attention to Learning Supports is essential so that:***

- Every student will demonstrate academic achievement and be prepared for success after high school;
- Every student will be supported by highly prepared and effective teachers and school leaders; and
- Every school will offer a safe and healthy learning environment for all students.

**A Comprehensive System of Learning Supports:**

- Promotes the necessary conditions for learning which includes:
  - ▶ A safe, caring, participatory, and responsive [school climate](#) and;
  - ▶ The development of academic, physical, social, emotional, and behavioral competencies.
- Addresses barriers to learning and teaching such as: bullying, disengagement, absenteeism, and behavioral health issues.

**A Comprehensive System of Learning Supports based on a Public Health 3-tiered Model which offers a full continuum of behavioral health programming based on local needs and includes:**

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## A-Z Index

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## Take “C” for example:

C

- Career and Technical Education (CTE) Division, ISBE
- Child & Adolescent Behavioral Health Supports
- Children of Military Families
- Classroom Management and Discipline
- **Climate**
  - Institutional Environment
  - Relationships
  - Resources
  - School Safety
  - Teaching and Learning
- **Conditions for Learning Indicators**
- Cyberbullying (ISBE Digital Safety Page)
- Children Living in Poverty
- Common Core, ISBE New Illinois Learning Standards Incorporating the
- **Comprehensive System of Learning Supports Home Page**
- Crisis Intervention
- Cultural Sensitivity

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## CHILDREN LIVING IN POVERTY

A growing number of children are living in poverty. Living in poverty can negatively impact the health and well-being of children and places children at greater risk of poor academic achievement and dropping out of school. Living in poverty also tends to limit children's access to supports and resources within their homes, schools, and communities.

*Some strategies for working with children living in poverty:*

- Understand the cultural, social and economic conditions of children living in poverty;
- Build relationships of respect;
- Create a supportive and collaborative culture;
- Connect lessons to students' lives;
- Communicate high expectations;
- Engage students through dialogue and activities that advance their understanding;
- Encourage the use of formal language (i.e., precise words and syntax);
- Engage parents; and
- Monitor progress and plan interventions accordingly

### Articles

[Characteristics of Effective Elementary Schools in Poverty Areas](#)

[Coping in Hard Times: Fact Sheet for School Staff](#)

[Poverty and Potential: Out-of-School Factors and School Success](#)

[Responding to the Needs of At-Risk Students in Poverty](#)

***Educator resource:***  
*This is one example of information and resources found under specific topics in the A-Z Index.*

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[www.isbe.net](http://www.isbe.net): Find “Common Core” under  
“Learning Standards”

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**SUPERINTENDENT'S  
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**NEW  
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**RECOVERY** illinois.gov

**Preschool  
FOR ALL**

## The New Illinois Learning Standards Incorporating the Common Core



- Fewer, clearer, higher
- Internationally benchmarked
- 21st Century Skills
- Evidence-based



The Illinois State Board of Education has adopted new Math and English Language Arts standards for K-12 education known as the New Illinois State Learning Standards Incorporating the Common Core. The goal is to better prepare Illinois students for success in college and the workforce in a competitive global economy.

### Why new standards?

- Our expectations for what students must know and be able to demonstrate were different in 1997 when Illinois adopted the current standards.
- The new standards aim to provide clear, consistent academic benchmarks with "fewer, clearer and higher" academic standards for essential learning and skills. The standards were developed while considering the standards of top performing countries and the strengths of current state standards.
- The 2010 state standards provide benchmarks for academic progress (skills and knowledge) that students should have at the conclusion of each grade level. This will allow teachers to establish the best approach to help their students meet those standards.
- Students and parents will clearly understand the knowledge students are expected to attain **each year**.

### What about assessments?

The 2013 Reading and Mathematics ISATs will contain items written to the Common Core Standards. Approximately twenty percent (20%) of the operational items on the Reading and Mathematics ISATs were written to Common Core Standards and will be included as part of students' scores/results for the 2013 ISAT. The following two "Roadmaps for the 2013 ISAT" are available to assist in

#### Navigation



- ▶ Illinois Core: Put it to the Test Workshops April 25 & 26th
- ▶ Capture the Core K-12 Newsletter - March Posted!
- ▶ ELA Common Core Shift Training Announced!
- ▶ Common Core Professional Learning Series
- ▶ I-SAIL - A resource developed by IL librarians
- ▶ ISBE Recommended Resources for Common Core Standards
- ▶ Using Student Digital Literacy Out-of-school Practices to Foster Learning in School (21:20)
- ▶ How to Evaluate Lessons for the Common Core State Standards For Mathematics (5/12)

#### ELA Teaching Strategies

- ▶ Reading Informational Text / Reading Literature

The New Common Core - Standards with Intro & Glossary

- ▶ English Language Arts

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## Common Core Learning Standards



## Capture the Core Newsletters

2013	Grade Level												
January	K	1	2	3	4	5	6	7	8	9	10	11	12
February	K	1	2	3	4	5	6	7	8	9	10	11	12
March	K	1	2	3	4	5	6	7	8	9	10	11	12

2012	Grade Level												
September	K	1	2	3	4	5	6	7	8	9	10	11	12
October	K	1	2	3	4	5	6	7	8	9	10	11	12
November	K	1	2	3	4	5	6	7	8	9	10	11	12



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## “Capture The Core” Monthly Newsletter



***Comprehensive  
System of  
Learning Supports***

*Cultivating thriving learning environments that promote the dignity and foster the well-being of students, educators, and communities.*



WELCOME, to your second full month of the school year. And thank you, for making time to read Capture the Core despite the many demands of teaching class in full swing!

In last month's issue, you were introduced to the state-wide effort to assist each district and school in building a Comprehensive System of Learning Supports that reduces barriers to teaching and learning and continuously engages and re-engages students in the learning process. Sounds ideal, doesn't it? But, how does it happen?

A comprehensive approach works within a framework of district, school, and classroom systems designed to create optimal Conditions for Learning, and YOU are a part of this.

Research (and teachers' good sense) point to Conditions for Learning as fundamental to student achievement. Conditions for Learning are included among the best practice indicators representing Eight Essential Elements of Effective Education within the Illinois Continuous School Improvement Model. These indicators are listed in the Rising Star on the *Illinois Interactive Report Card* system.

Regardless of what improvement model is used in your school and district, you can help ensure that Conditions for Learning (CL) indicators remain an important part of the school improvement dialogue.

### Classroom Connections

This month, let's take a closer look at just one, but a very significant, Conditions for Learning indicator:

*"The environment of the school (physical, social, emotional, and behavioral) is safe, welcoming, and conducive to learning."* \*

Note that the learning environment, or school climate, includes so much more than physical surroundings! Research proves that the nature of interactions among people hugely impacts student and family engagement and therefore, student achievement.

As a classroom teacher, YOU are the most important professional impacting your students' school experience. Teachers often create positive environments intuitively, but we know that making our efforts intentional significantly improves outcomes.

How do you foster support, respect, and high expectations in your classroom? *Now is the time to set and model behavioral norms*, by applying the "three Cs":

**Collaboratively develop.** Invite your students to add thoughtful input when determining their class norms.

**Clearly communicate.** Norms require learning, as do academics. Teach and model with dignity and clarity.

**Consistently reinforce.** Acknowledge appropriate actions, correct inappropriate responses with dignity.

Learn more about school climate by clicking "CL7" at [www.isbe.net/learning-supports/html/conditions.htm](http://www.isbe.net/learning-supports/html/conditions.htm).

\* Continuous School Improvement Connection: This best practice indicator is listed as a "Smart Start" Indicator, CL7, in the Rising Star on IIRC system.

### Helpful Resources

[www.isbe.net/learning-supports](http://www.isbe.net/learning-supports)

Learning Supports resources including Conditions for Learning Indicators and an A-Z list of topics related to specific issues that create barriers to student learning.



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# Thank you for your time.

**Exit** How was your day at the After School program?

What I liked today was \_\_\_\_\_

**Ticket** What I would change about today \_\_\_\_\_



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## Resources

<http://www.aft.org/pdfs/tools4teachers/CT-BehaviorMgmt0310.pdf>

<http://www.squidoo.com/classroommanagementtechniques>

<http://www.teachervision.fen.com/classroom-management/gallery/52282.html?page=5&detoured=1>

<https://www.msu.edu/~dunbarc/dunbar3.pdf>

[http://www.isbe.state.il.us/21cclc/PDF/21stCCLC\\_state\\_plan0711.pdf](http://www.isbe.state.il.us/21cclc/PDF/21stCCLC_state_plan0711.pdf)

Ashcroft, M. (2008). *Best practices workbook: Guidelines and resources for school-age programs*. Eden Prairie, MN: Sparrow Media Group.

Hrbacek, P. (2011). *Caring after school*. Amazon Digital Publications.

Sefton-Green, J. (2013). *Learning at not-school: A review of study, theory, and advocacy for education in non-formal settings*. Cambridge, MA: The MIT Press.