



Proactive Classroom Management

Microcredential/Badge Information

Issuing Organization Name	Provo City School District
Badge Topic	Proactive Classroom Management
Meets Lane Change Criteria? 17 hours= research, video reflection, collaboration, modeling, demonstration, classroom practice, student engagement, student impact, peer coaching.	Yes. This badge is designed to teach proactive classroom management in a combination of theory and implementation, using the tools taught in <i>Help Teachers Engage Students</i> by Brinkman, Forlini, & Williams (The Big 8).

Badge Requirements

Sec. #	Section Name	Description	
1	Theory	Badge earners will increase theoretical understanding of the target skill.	
Req. #	Req. Title	Requirement Description	Require Evidence (Y/N)
1.1	Research	<p>Using the guide below, read from the following articles. For each article you read write a minimum ½ page summary. Use the <u>rubric</u> for part 1.1 to ensure that your summary is complete. Each section of this microcredential has one required assignment and then the option to choose two more from a list of optional resources or to find them on your own.</p> <p>Part 1-- Relationship Building (Teacher - Student)</p> <ul style="list-style-type: none"> Required: <i>The Warm Demander: An Equity Approach</i> 	Y

<https://www.edutopia.org/blog/warm-demander-equity-approach-matt-alexander>

- Required: Find 2 articles (either on your own or from the optional list below that relate to this topic and write a paragraph on why the article is applicable.
- Optional: *The Key to Classroom Management*
<http://www.ascd.org/publications/educational-leadership/sept03/vol61/num01/The-Key-to-Classroom-Management.aspx>
- Optional: *Developing Positive Teacher-Student Relationships*
http://www.ascd.org/publications/books/105124/chapters/Developing_Positive_Teacher-Student_Relationships.aspx
- Optional: *Developing Relationships with Difficult Students*
<https://www.amle.org/BrowsebyTopic/WhatsNew/WNDet/TabId/270/ArtMID/888/ArticleID/392/Developing-Relationships-with-Difficult-Students.aspx>
- Optional: *4 Timeless Elements Of Strong Student-Teacher Relationships*
www.teachthought.com/.../student.../4-timeless-elements-strong-student-teacher-relationships
- Optional: *Improving Students' Relationships with Teachers to Provide Essential ...*
<https://www.edutopia.org/blog/planning-for-engagement-6-strategies-joshua-block>

Part 2-- Classroom Environment

- Required: *Classroom environment and its impact on learning*
<https://beneylu.com/pssst/en/classroom-environment-and-its-impact-on-learning/>
- Required: Find 2 articles that relate to this topic and write a paragraph on why the article is applicable.
- Optional: *Build a Safe Environment*
<https://www.stopbullying.gov/prevention/at-school/build-a-safe-environment/>
- Optional: *Importance of Environment in the Classroom*
www.education.gov.gy/web/...for.../2074-importance-of-environment-in-the-classroom
- Optional: *How To Make Your Classroom A Safe Haven For Your Students*
<https://www.smartclassroommanagement.com/2011/11/19/make-your-classroom-a-safe-haven-for-students/>
- Optional: *Basic Tips For Teachers To Structure The Classroom Environment*

		<p>https://www.pdx.edu/sites/www.pdx.edu.coun/files/media_assets/sca_point_as2.pdf</p> <p>Part 3-- Lesson Design & Student Engagement</p> <ul style="list-style-type: none"> • Required: Edutopia, October 1, 2013 <i>Planning for Engagement: 6 Strategies for the Year</i> (article) https://www.edutopia.org/blog/planning-for-engagement-6-strategies-joshua-block • Required: Grant Wiggins Article <i>A Veteran Teacher Turned Coach</i> (2014) https://grantwiggins.wordpress.com/2014/10/10/a-veteran-teacher-turned-coach-shadows-2-students-for-2-days-a-sobring-lesson-learned/ • Required: Find 2 articles that relate to this topic and write a paragraph on why the article is applicable. • Optional: <i>Education Update: Private Eyes: How To Plan Effective Lessons - ASCD</i> http://www.ascd.org/publications/newsletters/education-update/oct11/vol53/num10/How-To-Plan-Effective-Lessons.aspx • Optional: <i>10 Steps to Better Lesson Plans</i> http://teaching.monster.com/benefits/articles/9177-10-steps-to-better-lesson-plans <p>Part 4-- The Proactive Design (Consistency, Perseverance, & Flexibility)</p> <ul style="list-style-type: none"> • Required: <i>Perseverance And Passion Are Musts For A Teacher</i> https://www.teachingchannel.org/blog/2013/09/18/lessons-in-perseverance/ • Required: Find 2 articles that relate to this topic and write a paragraph on why the article is applicable. • Optional: <i>Consistency is key to positive student behaviour - Education Gazette</i> www.edgazette.govt.nz/Articles/Article.aspx?ArticleId=8819 • Optional: <i>Keeping Consistency in the Classroom School Improvement Network</i> www.schoolimprovement.com/keeping-consistency-in-the-classroom/ • Optional: <i>The 16 Proactive Classroom Management Skills to Support Academic ...</i> www.state.ky.us/.../Diana%20-%20Session%201%20Ho%20-%202016%20Proactive%2... 	
1.2	School-based training	Choose 1: <ul style="list-style-type: none"> • Attend a BIG 8 Training 	Y

		<ul style="list-style-type: none"> • Have a coach come in to train on engagement strategies • Find a teacher trainer and have them come in and train on engagement strategies 	
1.3	Training Module	<p>For each part:</p> <ul style="list-style-type: none"> • Create a training module for each part (1 per term), using the <u>1.3 rubric</u>, and share your training module with your PLC or group of three additional peers. If necessary, you can watch the videos from the next part before creating your training module. <p>Part 1-- Relationship Building (Teacher - Student) Part 2-- Classroom Environment Part 3-- Lesson Design & Student Engagement Part 4-- The Proactive Design (Consistency, Perseverance, & Flexibility)</p>	Y

Sec. #	Section Name	Description	
2	Demonstration/Modeling	Badge earners will view and critically evaluate demonstrations of the target skill.	
Req. #	Req. Title	Requirement Description	Require Evidence (Y/N)
2.1	Videos	<p>Watch and write a reflective paragraph on 3 video clips per part based on the schedule below. See <u>rubric</u> for details.</p> <p>Part 1: Relationship Building (Teacher-Student)</p> <ul style="list-style-type: none"> • Required: <i>Rita F. Pierson: Every kid needs a champion</i> https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion • Optional: <i>Building Relationships With Your Students</i> https://www.teachingchannel.org/videos/teacher-student-relationship • Optional: <i>Student-teacher relationships</i> https://www.youtube.com/watch?v=UBP6TtL3miE • Optional: <i>Classroom Management Strategies To Take Control Of Noisy Students</i> https://www.youtube.com/watch?v=u086rr7SRso • <p>Part 2:-- Classroom Environment</p> <ul style="list-style-type: none"> • Required: <i>Caring and Control Create a Safe, Positive ... - Teaching Channel</i> https://www.teachingchannel.org/videos/create-a-safe-classroom • Optional: <i>Establishing Classroom Culture: Positive Learning Environment</i> 	Y

		<p>https://www.teachingchannel.org/videos/establish-classroom-cult...</p> <ul style="list-style-type: none"> Optional: <i>Classroom Environment Educational Videos WatchKnowLearn</i> www.watchknowlearn.org/Category.aspx?CategoryID=4529 Optional: <i>Creating Positive Learning Environments</i> https://www.youtube.com/watch?v=DTT9i4n6cxM <p>Part 3:-- Lesson Design and Student Engagement</p> <ul style="list-style-type: none"> Required: <i>Improving Student Engagement In Middle School</i> https://www.teachingchannel.org/.../student-engagement-language... Optional: <i>Secondary Learning Target Video</i> https://www.pd360.com/#resources/videos/2521 Optional: <i>Elementary Learning Target Video</i> https://www.pd360.com/#resources/videos/2512 Optional: <i>Engaging Students How to Keep Students Engaged!</i> https://www.youtube.com/watch?v=b-39RPNvmoE <p>Part 4:-- Proactive Design: Consistency, Perseverance & Flexibility</p> <ul style="list-style-type: none"> Required: <i>Consistency for Middle School Teachers Classroom Management Tip</i> https://www.youtube.com/watch?v=gi9yfbCD Optional: <i>TeachingMinute: Consistency</i> https://www.youtube.com/watch?v=qESUsrPqcdE Optional: <i>Teach Like a Champion Technique 47 - Emotional Consistency</i> https://www.youtube.com/watch?v=O7xfs73n5sw Optional: <i>Educational Leadership: The Effective Educator: The Flexible Teacher</i> www.ascd.org/publications/educational-leadership/.../The-Flexible-Teacher.aspx Optional: <i>Grit: The power of passion and perseverance</i> https://www.ted.com/talks/angela_lee_duckworth_grit_the_power_of_passion_and_perseverance 	
2.2	Live Demonstrations	<p>Observe 4 peers in their classrooms (1 per term). Specifically watch for effective strategies that relate to the topic in each part. See observation guide.</p> <p>Part 1:-- Relationship Building (Teacher-Student)</p>	Y

		<p>Part 2:-- Classroom Environment</p> <p>Part 3-- Lesson Design and Student Engagement</p> <p>Part 4-- Proactive Design: Consistency, Perseverance & Flexibility</p>	
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Sec. #	Section Name	Description	
3	Practice	Badge earners will show evidence of consistent practice of the target skill.	
Req. #	Req. Title	Requirement Description	Require Evidence? (Y/N)
3.1	Write Lesson Plans	<p>Develop 4 lessons with your PLC team (1 per term) in which you include techniques from <i>Proactive Classroom Management</i> based on the schedule below. You may use the lesson plan template provided or use one of your choice.</p> <p>Part 1:-- Relationship Building (Teacher-Student)</p> <ul style="list-style-type: none"> Write a lesson plan for an upcoming lesson you are going to teach. At the end of the lesson plan, include ways that you will work on building relationships during this lesson. Focus on relationships with both your whole class and students you struggle with. As you teach this lesson, be strategic about following your plan to build relationships. Write a ½ page reflection on how this affected this lesson. <p>Part 2:-- Classroom Environment</p> <ul style="list-style-type: none"> Required: Write a lesson plan for an upcoming lesson you are going to teach. At the end of the lesson plan, write the procedures specific to this lesson (and the steps to teach them) that students need to follow in order to be successful. Teach these at the start of your lesson. Write a ½ page reflection on how this affected this lesson. <p>Part 3-- Lesson Design and Student Engagement</p> <ul style="list-style-type: none"> Required: Write a lesson plan for an upcoming lesson you are going to teach. In the lesson plan, include at least one DOK 3 question or activity. In addition, write down the most important questions you will ask to guide learning. Be sure at least 75% of these questions are engagement questions rather than random or targeted. As you teach the lesson, follow your plan. Take notice of how this affects learning and classroom management. Write a ½ page 	Y

		<p>reflection on how this affected this lesson.</p> <p>Part 4-- Proactive Design: Consistency, Perseverance & Flexibility</p> <ul style="list-style-type: none"> Required: Write a lesson plan for an upcoming lesson you are going to teach. In the lesson plan, identify a common behavior concern and design preventative strategies (ie: change seating, strategic grouping, setting expectations, etc.) that you will use or teach during your instruction. Consistently use the strategy throughout the lesson. Write a ½ page reflection on how this affected this lesson. 	
3.2	Film and Evaluate Lessons	<p>Film your class 4 times (1 per term) for at least 20 minutes while you implement techniques from each of the parts based on the schedule below. Watch your video and then write a ½ page reflection on the experience. See <u>rubric</u> for details.</p> <p>Part 1-- Relationship Building (Teacher-Student)</p> <ul style="list-style-type: none"> Film during term 1 <p>Part 2-- Classroom Environment</p> <ul style="list-style-type: none"> Film during term 2 <p>Part 3-- Lesson Design and Student Engagement</p> <ul style="list-style-type: none"> Film during term 3 <p>Part 4-- Proactive Design: Consistency, Perseverance & Flexibility</p> <ul style="list-style-type: none"> Film during term 4 	Y
3.3	Student Impact	<p>Provide 4 examples (1 per term) of how using technique(s) from <i>Proactive Classroom Management</i> impacts student engagement. Write a ½ page reflection and attach evidence. Select technique(s) based on the schedule below. See <u>rubric</u> for details.</p> <p>Part 1-- Relationship Building (Teacher-Student)</p> <ul style="list-style-type: none"> Term 1 <p>Part 2-- Classroom Environment</p> <ul style="list-style-type: none"> Term 2 <p>Part 3-- Lesson Design and Student Engagement</p> <ul style="list-style-type: none"> Term 3 <p>Part 4-- Proactive Design: Consistency, Perseverance & Flexibility</p> <ul style="list-style-type: none"> Term 4 	Y

Sec. #	Section Name	Description	
4	Peer Coaching/Collaboration	Badge earners will give and receive peer coaching on the target skill.	
Req. #	Req. Title	Requirement Description	Require Evidence? (Y/N)
4.1	Receive Feedback	<p>Invite a district instructional coach, administrator, peer or department head to observe your classroom one time while you model the use of any technique(s) from <i>Proactive Classroom Management</i>. Ideally, you can invite the observer in to observe a lesson plan you are teaching from 3.1 but this is not required. Use the schedule below to determine which techniques to select in the term you are observed. Give your observer a <u>copy of the observation guide</u> to use while they observe. After your lesson, debrief with your observer to elicit feedback and write a summary that addresses your strengths and one area to focus on. *If you are teaching the lesson from 3.1, simply add your strengths and area of focus to your previous reflection.</p> <p>Part 1:-- Relationship Building (Teacher-Student)</p> <ul style="list-style-type: none"> • Term 1 <p>Part 2:-- Classroom Environment</p> <ul style="list-style-type: none"> • Term 2 <p>Part 3-- Lesson Design and Student Engagement</p> <ul style="list-style-type: none"> • Term 3 <p>Part 4-- Proactive Design: Consistency, Perseverance & Flexibility</p> <ul style="list-style-type: none"> • Term 4 	
4.2	Give Feedback	Provide feedback to the 4 teachers you observed in conjunction with completing the requirements for part 2.2. Give these teachers feedback by giving them a copy of your <u>observation guide</u> and discussing your observations. Keep a copy of the observation guides for yourself.	

Sec. #	Section Name	Description
5	Submission	Badge earners will compile and review evidence of the target skill.

Req. #	Req. Title	Requirement Description	Require Evidence? (Y/N)
5.1	Review Evidence	Meet with a district coach or teacher trainer to review your evidence.	

Completion Checklist:

- 1.1-- 12 paragraphs (summary and reflection) of required reading articles with rubrics attached.
- 1.2-- Attendance at a training (dates and trainer)
- 1.3-- 4 training modules with rubrics attached
 - Shared with peers? Yes or no
- 2.1-- 4 paragraphs (summary and reflection) on 12 video clips watched with rubrics attached.
- 2.2-- 4 observation guides (1 per term)
- 3.1-- Copy of 4 lesson plans and date taught (1 per term)
 - Four ½ page reflections written on each lesson
- 3.2-- 4 ½ page reflections on video tapings of your own classroom with rubrics attached (1 per term)
- 3.3-- 4 ½ page reflections of how the techniques impacted student achievement and engagement with rubrics attached (1 per term)
- 4.1-- Copy of the observation guide used by your observer
 - Summary of feedback given. (This might be the reflections from 3.1)
- 4.2 --4 copies of the observation guide used while you observed 4 teachers (1 per term)