

# Interactive Handout

TRAINING UNIT: CT Training

TRAINING UNIT: Classroom Management



Name: \_\_\_\_\_ Role: \_\_\_\_\_

## Do Now

Directions: Think back to your experience in school.

- Who in your experience was an engaging teacher who also got you to be excited about their class?
- What did he/she do to engage you?
- What expectations did he/she have for the students?
- Did he/she have control of the classroom?

## Effective Directions: When telling a student What to do, be...

- 1.
- 2.
- 3.
- 4.

## Activity 1: Setting and Maintaining High Expectations

Nonverbal intervention and Positive Group correction

Pledge of Allegiance:

*I pledge allegiance to the flag  
of the United States of America  
and to the Republic  
for which it stands  
One nation, under god, indivisible,  
With liberty and justice for all.*

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In order to lead the memorization, use the following model:

1. Say the first line
2. Ask the class to repeat the first line
3. Say the second line
4. Ask class to repeat the second line
5. Say 1<sup>st</sup> and 2<sup>nd</sup> lines
6. Ask the class to repeat the 1<sup>st</sup> and 2<sup>nd</sup> lines
7. Etc.

Role Play Takeaways:

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**More Practice:** Below are some common classroom situations. Using the example, write what type of **nonverbal** or **positive group** intervention is called for.

1. Student slouching in his chair.

Nonverbal Intervention: Make "hands folded" gesture (and folded in front of you with elbows bent ninety degrees and fingers intertwined) to send the message 'sit up and pay attention'.

2. Student with her head down on her desk (but eyes up).

Nonverbal Intervention:

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3. Student with her head down on her desk (eyes hidden).

Intervention:

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4. Student signaling that he wants to use the bathroom at a critical time during the lesson.

Intervention:

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5. Frequent struggler doing well and working hard today.

Intervention:

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6. Student engaged in sustained looking under desk for “something”.

Intervention:

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## Economy of Language Exercise

Directions:

- Working with a partner, one person reads the entire script out loud
- Work independently to cross out any extraneous words or phrases directly on your script
- Turn back to your partner and have each person read their edited script
- Compare versions and discuss any differences and their impact (positive or negative)

*Context: It's Tuesday afternoon and Mr. Pratt's is teaching a 6<sup>th</sup> grade Apprenticeship about creative writing. The class is learning how use of setting can enhance the plot of a story.*

1. **Mr. Pratt:** “Sometimes you can add in small details that will help your reader visualize where your story is taking place. Even little things like how the air smells or the temperature place us in the character’s shoes. My favorite writers include a lot of detail when they write.”

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*[Several students start whispering to each other, doodling on their handouts, and have switched seats while he was hanging up a visual.]*

2. **Mr. Pratt:** “Okay, I know you guys have all had a really long day and it’s almost the end of the week but I need to see your focus on the lesson right now.”

*[Four second pause.]*

3. **Mr. Pratt:** “So, Kassidy, where’s your assigned seat?”

*[Kassidy points.]*

4. **Mr. Pratt:** “Move there. Taylor, are you having trouble too? Where’s your seat?”

*[Taylor points and moves to his spot.]*

5. **Mr. Pratt:** “Very good and that’s how you should be sitting. Aubrey, how should you be sitting?”

*[Aubrey sits up straight and looks at Mr. Pratt.]*

6. **Mr. Pratt:** “Jackson... how should you be sitting?”

*[Jackson sits up straight while Kassidy begins fanning herself with her hand in an exaggerated fashion.]*

7. **Mr. Pratt:** Kassidy, do you remember how we talked about if you do this [imitates Kassidy’s fanning] it actually makes you hotter because you’re moving your body and creating heat? So that’s why your hands should be still.”

*[Ten second pause as teacher scans group of students.]*

8. **Mr. Pratt:** So, I want to read through the example story and look for two examples of...

## Level and Approach Translation Exercise

Directions: Below are some things a teacher leading an apprenticeship might be tempted to say. Translate them from ‘adult’ into ‘student’ level and approach.

1. “Solar cars combine technology typically used in the aerospace, bicycle, alternative energy and automotive industries.”

Translation:

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2. "Internal combustion engines are most commonly used for mobile propulsion in vehicles and portable machinery. In mobile equipment, internal combustion is advantageous since it can provide high power-to-weight ratios together with excellent fuel energy density."

Translation:

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3. "Tobacco companies follow the same rules of branding as other companies such as appealing to target audiences, creating a brand identity, and a brand lifestyle."

Translation:

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## Video Clip: Giving Directions

Directions: As you watch at the this video clip, note your answers to these questions:

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1. What do you notice about the way instructions are given?
2. What do you notice about the level of language used?
3. What do you notice about the approach of this teacher?