CLASS® | Learning Community

REAL WORLD EXAMPLES: CLASSROOM ORGANIZATION

Explore the CLASS dimensions in the Classroom Organization domain to see how they play out in our everyday lives

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Introduction

Interactions are important everywhere, not just in a classroom. Once you've been through CLASS Training, you begin noticing interactions everywhere you go! Perhaps you are noticing areas you wish incorporated more CLASS-based interactions, like your child's soccer team, meetings at work, or museum experiences.

We know how important linking new concepts to previous experiences and to the real world can be. In this, the second in our series on Real World Examples e-books, we'll focus on Real World Examples of Classroom Organization.

Each section will look at one of the three dimensions within the Classroom Organization domain. Within each section, you'll see the indicators bolded and examples of behavioral markers in parentheses.

Soon you'll see the organization of behavior, time, and attention everywhere you go!

Behavior Management

The Example: The Community Pool

Clear Behavior Expectations

The minute you walk into the pool center you see the sign with the rules clearly stated behind the sign in desk:

1. No Glass
2. No Food
3. No Running
4. Children must be accompanied by an adult.

As you head into the locker rooms to change, you see a sign with the rules clearly posted again by the hand washing sinks. Then, as you settle down into a chair by the pool you see another post on the fence (clarity of rules and clear expectations)! As you are applying your sunscreen you hear the lifeguard say, "Remember to walk so that you stay safe!" (consistency).

Proactive

You noticed that the lifeguards on duty are constantly monitoring the water and the perimeter of the pool to ensure everyone's safety (monitors). Additionally, they are watching for congestion at the diving board area, as this space can get congested with kids anxiously awaiting their turn (anticipates problem behavior or escalation).

Behavior Management (cont.)

Redirection of Misbehavior

At the diving board when two girls start to shove each other and shout, "It's my turn! I was first!" the lifeguard calmly responds, "You will each get a turn to jump off the diving board. Let's cheer her on!" The girls begin to cheer, "Go Samantha! Go!" (effective reduction of misbehavior). As the day hot day continues on you hear the lifeguard saying, "Thank you for walking! You're being safe—high five!" and, "Thank you for not splashing" (attention to the positive).

Student Behavior

With consistent and clear behavior expectations, being proactive and monitoring, paying attention to the positive, you hear the sounds of excited children having a fun and safe day at the pool. They are walking, and waiting their turn for the diving board (frequent compliance, little aggression and defiance).

By having proactive behavior management strategies in place at the community pool, children are able to engage in social play, develop their gross motor skills, and spend quality time with their friends and family in a safe and engaging learning environment!

Productivity

Maximizing Learning Time

The Example: Studying for Finals

Many of us can relate to being an adult learner. And adult learning sometimes means exams, as in the end of semester finals. There may be multiple subjects to study and various ways to do so. After you finish preparing for one subject, there are still others to choose from (Choice when finished). Minimizing distractions allows optimal learning to take place. Notifying friends and family when your study hours are and turning off electronic distractions is a must (Few disruptions). Before beginning to study, you have organized and gathered all the supplies you need (Effective completion of managerial tasks). And finally, to reward yourself at the end for all that hard work, you plan to choose something fun to do (choice when finished).

Routines

The Example: Driving to Work

Everyone has their own morning routine, such as taking the same route to work or school every day. When a routine is in place, there is little time lost due to confusion or wandering because the route never alters. The rules and instructions have been established and practiced many times (Students know what to do, Little wandering). Every now and again a detour sign or a blocked road throws off our routines and routes. When this happens, we find ourselves wandering. We search for the next step or look for guidance to a more familiar route. Turning on our GPS tracker and following the instructions get us back on track (Clear instructions).

Productivity (cont.)

Transitions

The Example: Airport Security

Sometimes we don't think about how transitions happen in our adult lives, but when you stop and look, they are all around! Take airport security, for example—especially when it is running efficiently (and sometimes it does)! To get to the first security checkpoint, one must wait in a long line. During this wait, security agents begin talking to the crowd. You find out what is not allowed through the checkpoint, and how to prepare to go through the scanner (Embeds a learning opportunity within the transition). Once through the checkpoint, travelers send their luggage through a scanner. Then, you walk through the second checkpoint. This organized system, with all pieces working together, makes the transition from security to the concourse move quickly (Brief).

Preparation

The Example: Party Planning

Preparing for a party can be a huge undertaking! It takes intentional planning and advanced preparation for a gathering to run smoothly. If the party has games or activities, you need to know how to play the games and all the rules ahead of time (Knows lessons). Having all of the game pieces and materials organized and at the ready means less running around after guests arrive (Materials ready and accessible). When materials are set up and ready to go for each activity, guests can move through the event seamlessly and with little stress and wait time!

Instructional Learning Formats

The Example: Baking Cookies

Last weekend, my daughters and I had the best time baking and decorating cookies. Wait—let me take a step back and tell you how we came to that decision.

Daughter #1: "Mom, I'm bored."
Me: "Why don't you read that new book I just bought you?"
Daughter #1: "I don't really feel like reading. Maybe I'll just watch TV."

Ten minutes later

Daughter #2: "Mom, I'm bored. There's nothing to do."
Me: "Why don't you call a friend and see if she wants to come over?"
Daughter #2: "No one is home. Maybe I'll just go play on the computer."

Fifteen minutes later

Daughter #1 and Daughter #2: "We're bored. Is there anything we can do?" (Don't you just love it when they team up on you?)
Me: "How about we bake some cookies?"
Daughter #1: "Yeah, I guess," in a rather unenthusiastic tone. (Once they become teenagers, it's not so cool to bake cookies with mom anymore. I'd like to believe that secretly she still loves it, but doesn't like to admit it.)
Daughter #2: "Yes, can we? That would be awesome!" (At least one of them still gets excited.)

Instructional Learning Formats (cont.)

The Example: Baking Cookies

Variety of Modalities and Materials

As we pull out all the ingredients and cooking utensils, I explain to the girls that we have several things that we will use to make the cookies (Range of auditory, visual, and movement opportunities). We've got our cookie sheets, spatulas, spoons, cookie dough, three tubes of colored frosting, and an assortment of sprinkles (Interesting and creative materials). I also found a couple of different cookie cutters in case they want to make the cookies into different shapes (Hands-on opportunities).

Clarity of Learning Objectives

My initial question to them of "How about we make some cookies?" got us started with the purpose, or objective, of this activity (Advanced organizers). Halfway through the activity, I noticed daughter #2 eating the raw cookie dough. I say, "remember, the cookie dough is to be used to make the cookies, not to eat it" (Reorientation statement). Honestly though, who can blame her? Raw cookie dough is very tempting. I remind them they are using all of these items to make and decorate the cookies in any way that they want (Summaries).

Instructional Learning Formats (cont.)

The Example: Baking Cookies

Effective Facilitation

As they begin to place the dough on the cookie sheets, I ask, "If we spread them out too much we may not be able to get as many cookies on the cookie sheet. Is there a way we can fit them so that we will get 12 cookies on each cookie sheet?" (Effective questioning). After the cookies come out of the oven and they have had time to cool a bit, the decorating begins. Of course, I can't help but take part in this as well. (Teacher involvement). I then say, "I'm going to use chocolate frosting on my cookie, and use the pink sprinkles. How are you going to decorate your cookie?" The girls begin to share all the different ways they want to decorate the cookies (Expanding children's involvement).

Student Interest

There was no question in my mind that they were both very engaged in this activity. If I needed any further proof, the aftermath left in my kitchen and on my counters was proof enough. (We will tackle clean-up duty at a later time.) Throughout the cookie baking activity, there were no comments of "I'm bored" or "I don't have anything to do." They both actively participated in all parts of the activity—they listened and stayed focused on what they were doing.

With cookies complete, the three of us sat down with a tall glass of milk to enjoy the fruits of our labor. And, in typical fashion, fifteen minutes after we had finished, I hear, "Mom, I'm bored."

What are your examples?

We hope you got some concrete examples of these CLASS dimensions and that it has sparked more ideas. Now, we'd love to hear from you! What other real life examples can you add to the mix? Create a discussion in the CLASS Learning Community.

START A DISCUSSION