



to

Supporting Whole Group Classroom Leadership

The Foundational Skills



Developed by
Nancy Burns & Jacki Brickman

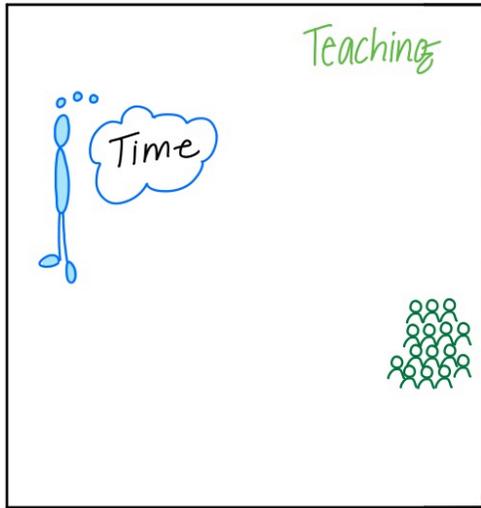
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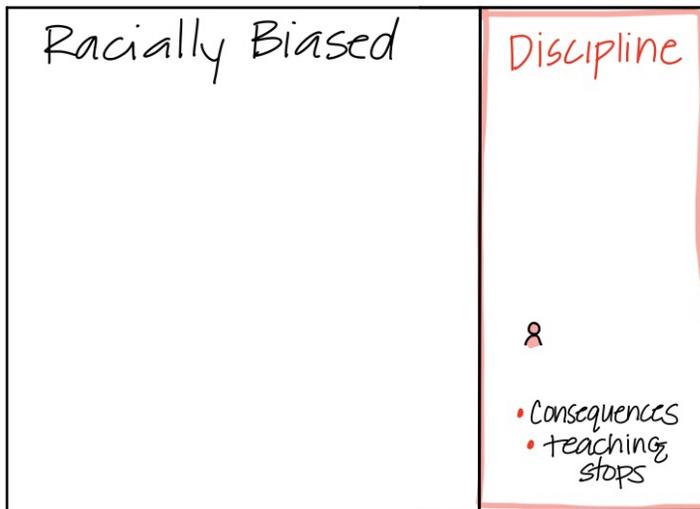
V6

Rationale



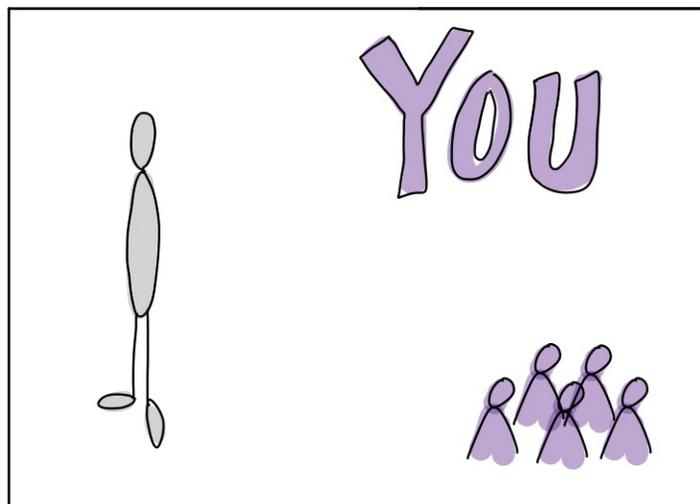
Pause & Reflect:
Micromanagement & Discipline

Students:



Pause & Reflect:
Micromanagement & Discipline

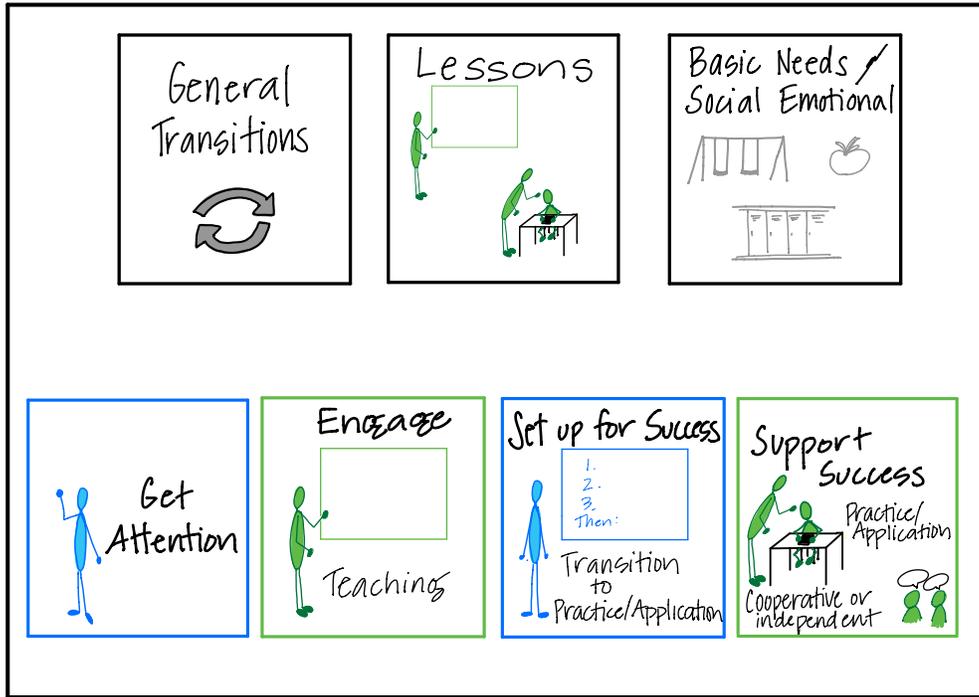
Behaviors:



Pause & Reflect:
Impact of Discipline
for Small Infractions

- 1.
- 2.
- 3.

Management Contexts



Oral Language

Oral Language

Verbal Clutter

Hands to yourself My I'll wait
 Eyes up still turn Quiet
 here Pay attention
 this is important
 put your phone away

Oral Language

Verbal Clutter

Hands to yourself My I'll wait
 Eyes up turn
 here this is important

Pause & Reflect:
 Which Management Contexts...

1. frustrate:
2. think of least often:

Communication & Patterns

The goal of Whole Group Leadership is to help educators maximize their non-verbal communication skills in order to preserve relationships while maximizing productivity and learning in the classroom. When communication is meaningful, purposeful, and deliberate, comprehensible input and understanding increases.

When leaders preserve oral language for relationships (establishing and building) and curriculum (both the social and academic curriculum) while utilizing signals and other forms of non-verbal communication for management, relationships are preserved and productivity increases. This fosters oral language development because the learner can focus on the language of learning without thinking patterns being interrupted.

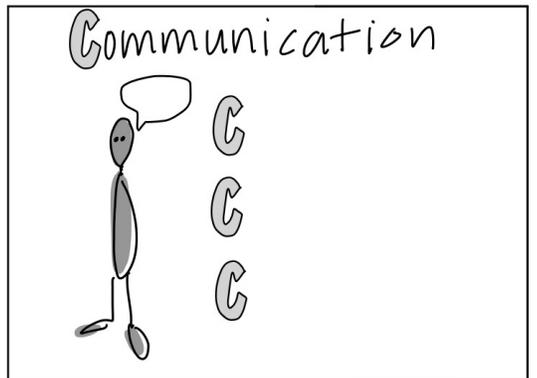
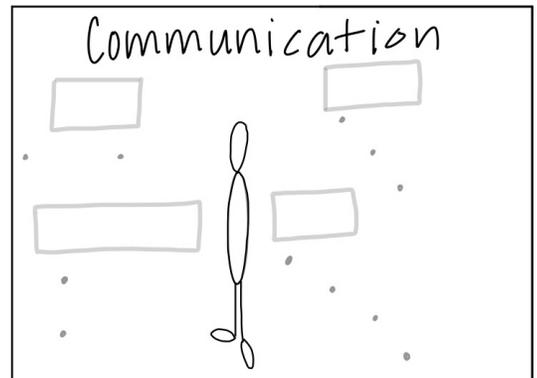
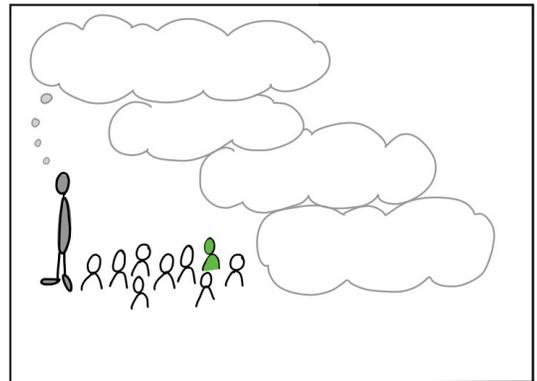
Below is an excerpt from a classroom. In the first example the teacher utilizes verbal redirections and in the second example the verbal redirections are replaced with strategic management using signals and cues.

Verbal redirection: Writers, today we are going develop a list of words, **Eyes on me**, describing words, **Samantha**, to tell other people about this bear. We will think about, **I'll wait until you all are ready... eyes on me, voices off**, what it looks like; what color it is, **Johnny, move over there** how big/small it is. We'll touch it so we can describe how it feels. Is it, **eyes on me**, is it soft or hard? Do the feet feel smooth or rough....

Non-verbal redirection: Writers, today we are going develop a list of words, (*teacher pauses*) describing words (*teacher pauses, winks at Samantha, points to the bear*) to tell other people about this bear. We will think about (*teacher pauses*) what it looks like; what color it is, (*gestures to Johnny and points to new place for him to sit*) how big/small it is. We'll touch it so we can describe how it feels. Is it (*teacher pauses*) Is it soft or hard? Do the feet feel smooth or rough....

This work is a vehicle for helping leaders help students meet academic and social goals through systematic non-verbal communication. There are times where independent, quieter work helps students learn best and times when collaborative and social, peer work helps students learn best. These strategies help teachers achieve classroom environments that maximize learning while meeting a variety of goals.

There is no specific style of a Catalyst leader, some Catalysts are gregarious, dramatic and animated while other Catalysts are quiet and reserved. What Catalysts have in common is the specific set of Whole Group Classroom Leadership skills. These skills support getting attention, engagement, setting students up for success, and supporting success. The amount and volume of student talk is a byproduct of the activity the teacher chooses.



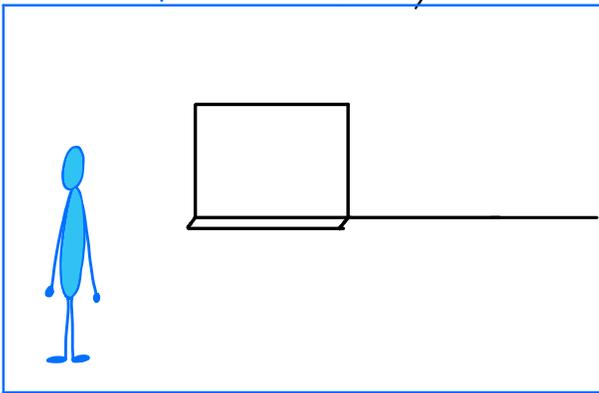
Pause & Reflect: Layers of Communication

1. Most aware:
2. Least aware:

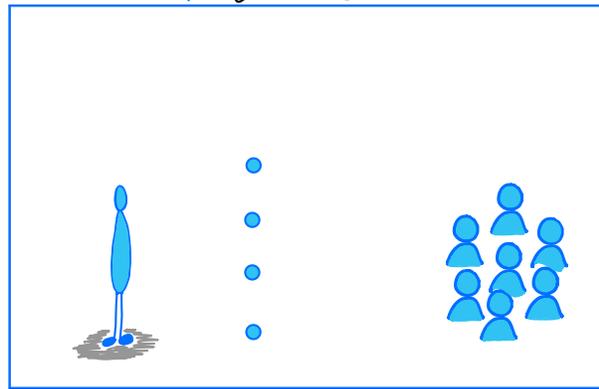
Teacher skills for Getting Attention

These skills are included in this class for the paraeducator to understand the teachers intentions and behaviors when implementing the Whole Group Classroom Leadership skills for getting attention.

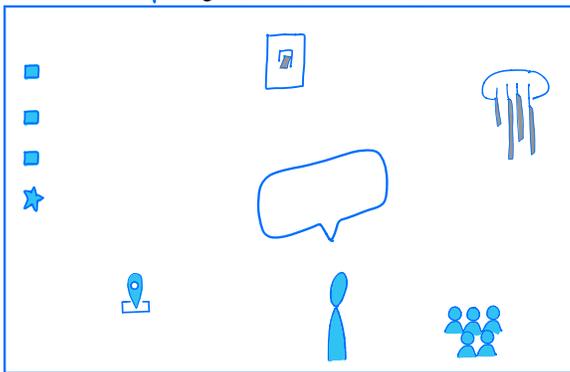
◆ Get Ready



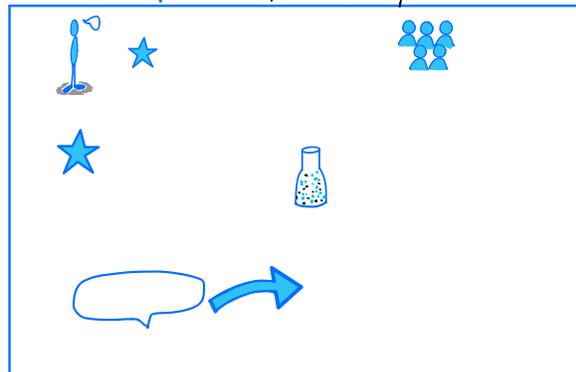
◆ Get Set



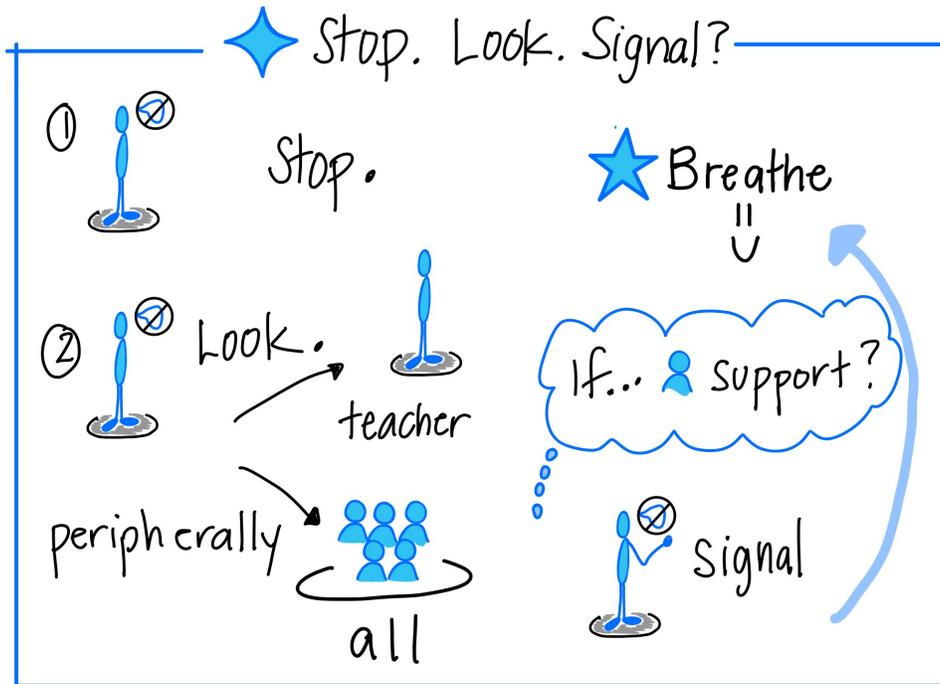
◆ Get Noticed



◆ Wait and Whisper



Paraeducator skill for Supporting Attention



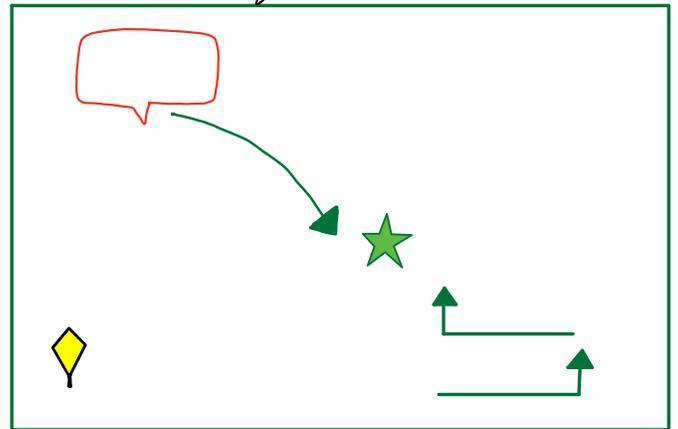
Teacher skills for Engagement

These skills are included in this class for the paraeducator to understand the teacher's intentions and behaviors when implementing the Whole Group Classroom Leadership skills for creating engagement.

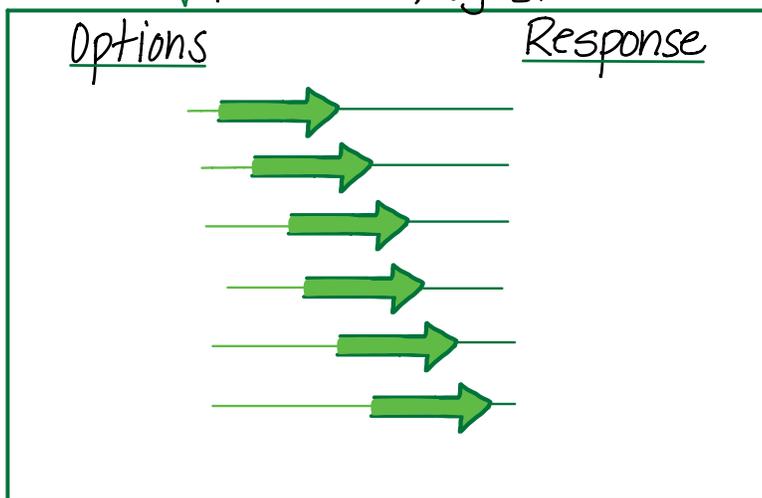
Engage



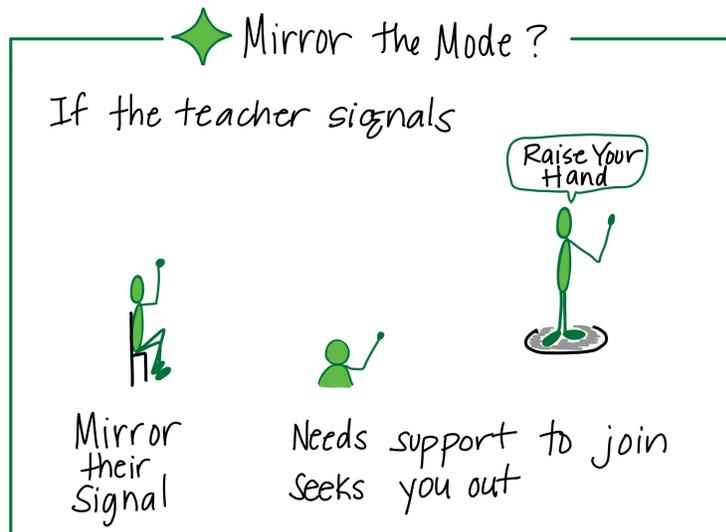
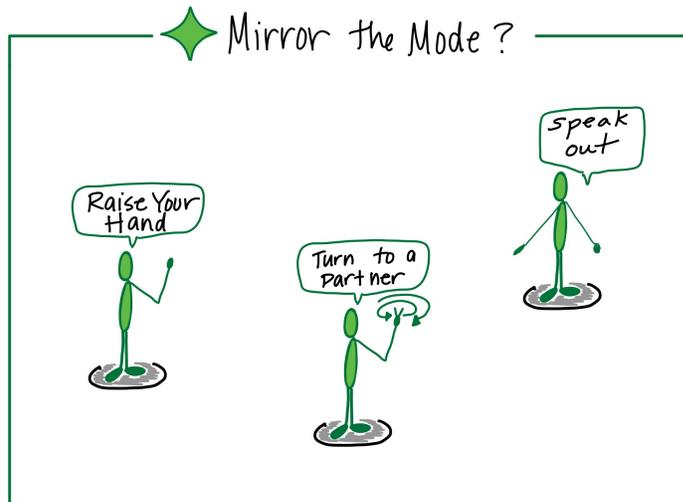
Signal the Mode



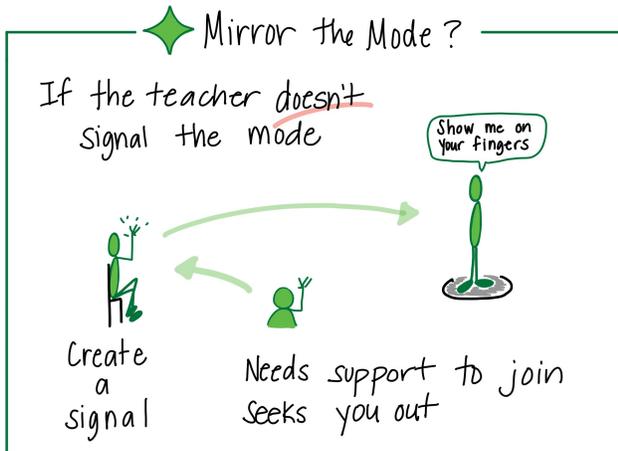
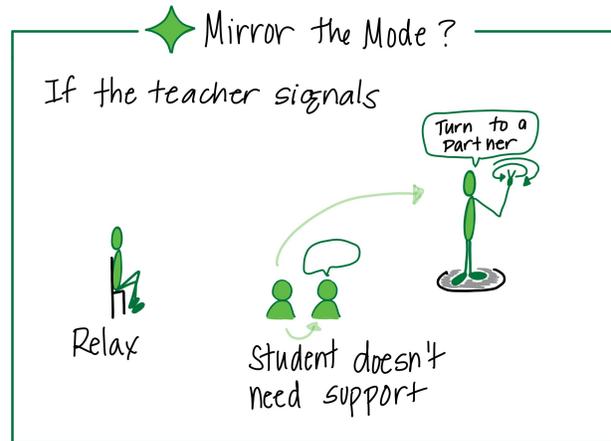
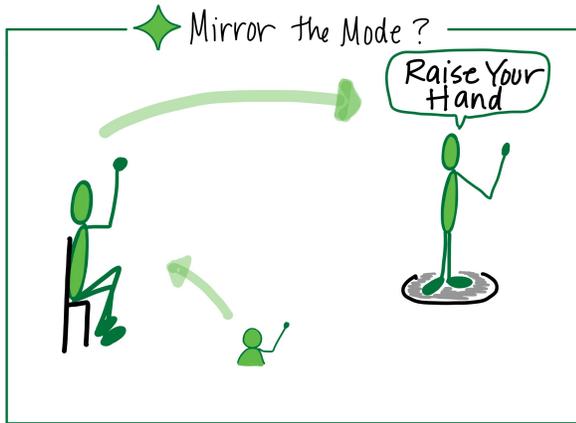
Monitor and Adjust



Paraeducator skills for Supporting Engagement



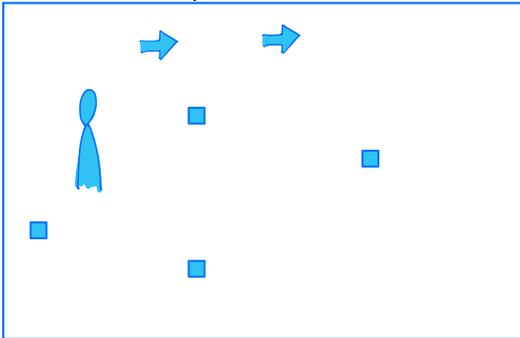
Paraeducator skills for Supporting Engagement



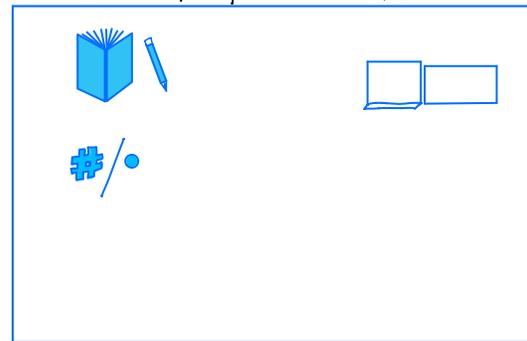
Teacher (and paraeducator) skills for Setting up for Success

These skills are included in this class for the paraeducator to understand the teacher's intentions and behaviors when implementing the Whole Group Classroom Leadership skills for Setting up for Success. If the classroom teacher doesn't implement these strategies, the paraeducator can implement the strategies in a one-on-one format for the students themselves.

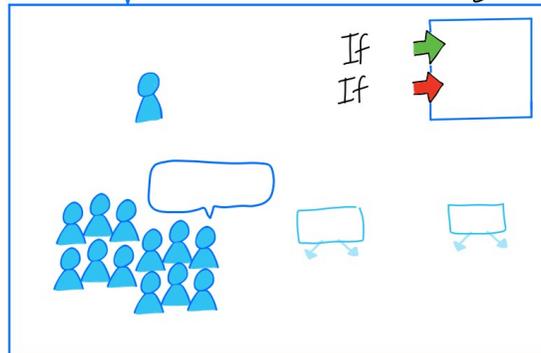
◆ Adapt Directions



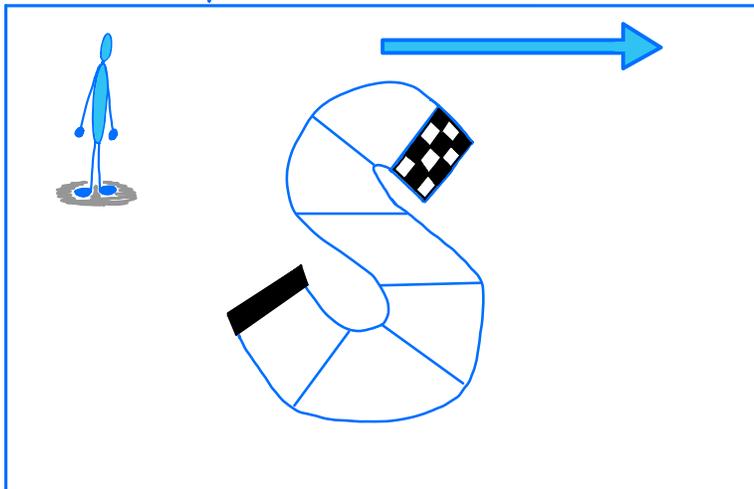
◆ Adapt Directions



◆ Check for understanding



◆ Set Stamina

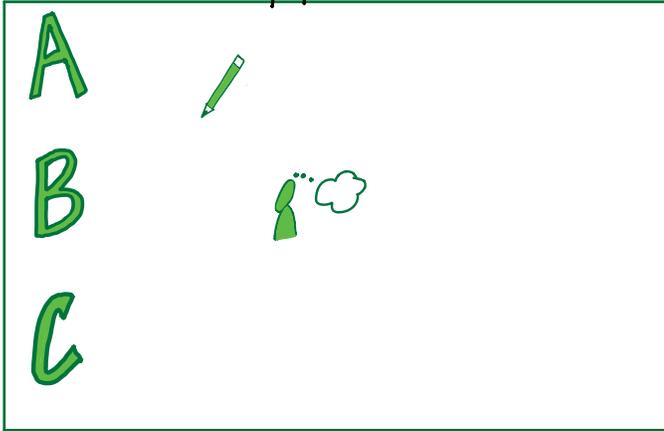


Setting Stamina is implemented by the teacher and the paraeducator in the exact same way.

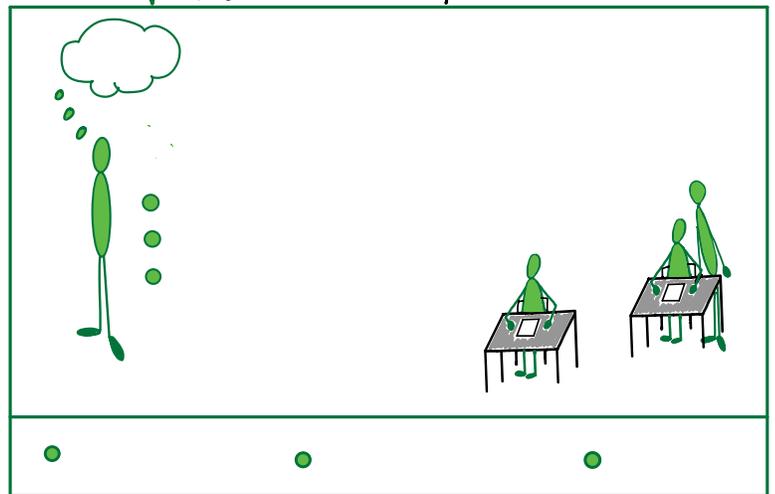
Teacher and paraeducator skills for Supporting Success.

These skills are implemented in the same way by the teacher and the paraeducator.

Support



◆ Lead and Empower



◆ Linger and Look Back

