Make It Happen!

Whole Group
Classroom Leadership
Foundations
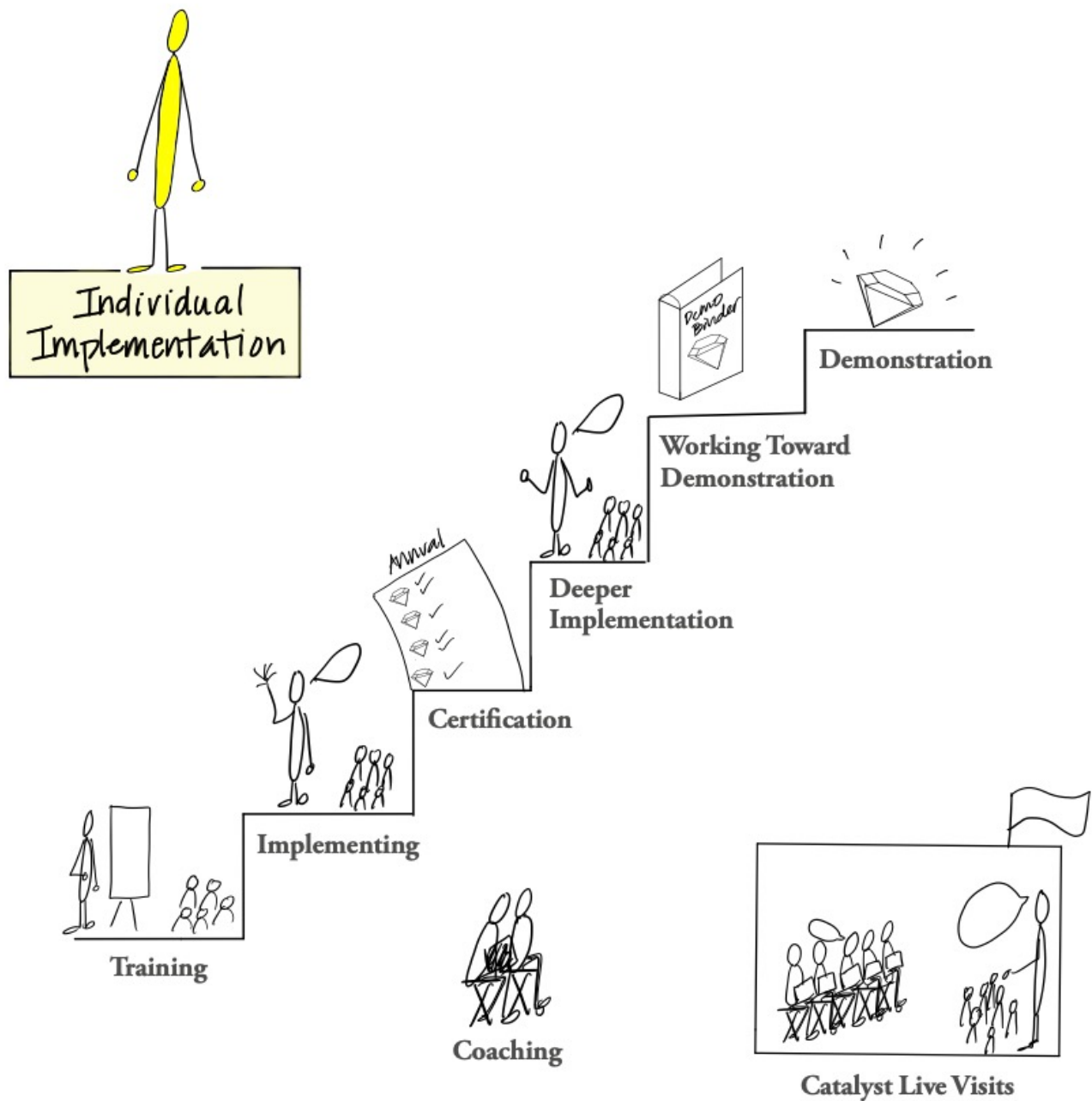
Individual Implementation

Individual implementation begins with training and routine use of the skills. Deeper implementation is supported through regular coaching and the chance to observe Demonstration Teachers modeling the skills during a Catalyst Live Visit. Educators also have the opportunity to become certified. Through annual certification, educators become even more systematic in the use of the skills and are better able to move from the "science" to the "art." Educators may elect to pursue Demonstration Certification. This is a rigorous project during which educators work through an individualized portfolio of benchmarks to refine their craft. Demonstration Educators are assets to their schools as models of the positive impact deep implementation has for students and educators.

Individual Implementation

Demonstration

Working Toward Demonstration

Deeper Implementation

Certification

Implementing

Training

Coaching

Catalyst Live Visits

Make It Happen! Overview

Implementation is the key to any quality professional development experience. Too often, training happens without enough follow-up support to result in deep implementation. The Catalyst Approach includes a variety of supports that increase individual and team-level implementation.

Make It Happen! guides provide a structured way to support a self-directed team as they implement learning from Catalyst training. Each guide follows a predictable and familiar structure while also providing content-specific activities and prompts to aid leader(s) as they facilitate their team's work. Each section is meant to be used to facilitate a team meeting focused on implementation.

The Make It Happen! structure includes the following components to promote clarity and collective understanding as the team works through the content together. Each individual will likely gravitate toward one or more components. It is the intentional variety and combination of components that ensure the diverse learning preferences of the team are addressed at different points in the process of working through each section. The Make it Happen! components include:

Component	Purpose	Facilitator Tips
Outcomes	Puts first things first by describing the purpose and value of implementing the skills in a given course or section. Also narrows the team's focus to avoid overwhelming the brain.	Refer to outcomes to establish an initial focus and revisit to bring the group back to the overarching purpose of the section as needed.
Reading	Provides a complete explanation of the content in a given section to clarify misconceptions and enhance discussions. Additional resources may also be included.	May be assigned ahead of meetings for background or the time may be designated during meetings for reading. Use questions to facilitate discussion.
Self-Assessment & Reflection	Provides criteria to represent full implementation of each skill to help individuals analyze their current practice and set goals for even deeper implementation.	Use to deepen thinking about each skill and answer questions about specific components.
Role Play Reps	Scripts for what to say and directions for actions to take for the team to try out the skills in the safety of a staged scenario. The scenarios DON'T (can't) represent all the variables of real life, they provide AN example.	Practice groups of 4-6 people work best for these activities, but can work with larger or smaller groups. Reinforce the value of practicing in the safety of a staged scenario.
Real Life Practice	Includes prompts for when and how to incorporate the skills in authentic contexts.	May happen as individuals implement on their own or may include informal peer observations.
Additional Discussion Questions	Engages the team in purposeful reflective questions to support each other throughout the learning and implementation process.	Use some or all of the questions to encourage group members to articulate key ideas and learning throughout the process.

Course at a Glance: Whole Group Classroom Leadership

The following sections provide focused guidance for facilitating team meetings. Depending on time constraints and structures for team meetings, facilitators may decide to work through all the components of a section in a single meeting or the components may be split up over the course of several meetings. Corresponding slides are provided to help the team stay on track throughout the meeting.

Section Title	Focus
Section 1: Welcome and Overview	Establish the structure for each meeting; discuss background and context.
Section 2: Get Attention	Ensure students are attentive prior to delivering important content to the group.
Section 3: Engage while Teaching	Facilitating lessons that increase the opportunities for students to engage.
Section 4: Set Up for Success	Increase the likelihood that students will be able to remain productive and independent while applying their learning during work time.
Section 5: Support Success	Maintain the group's productivity while finding time to support individuals with academics, behavior, or check-ins.
Section 6: Wrap Up and Next Steps	Summarize learning from the whole process and set goals for individual implementation and ongoing support of colleagues.

Section 1: Welcome and Overview

Strategies based on more than 50,000 classroom observations that strengthen relationships, increase equity, reduce frustration for both teachers and students, and foster independence in the classroom.

	### Outcomes In this course, you'll learn how to: ▪ Be even more proactive and equitable in your practice ▪ Support individuals and keep the rest of the group engaged in learning simultaneously ▪ Increase flexibility and reduce surprise ▪ Keep the focus on relationships instead of student behavior ▪ Facilitate group discussions and increase student voice
	### Baseline Self-Assessment To see the most tangible growth in yourself, now is the time to capture your current level of implementation. To establish a baseline, complete the full Foundational Skills Self-Assessment. Mark an X in the column that best matches your implementation of each item. ### Reflection Each person share: • One criterion you love • One criterion that is a challenge or requires thinking to implement
	### Additional Discussion Questions • What is something you didn't know about the evolution of Catalyst strategies? • Which strategy are you most excited to explore in more depth? • Which strategy are you most skeptical about at this point? • What is one strength you have when it comes to classroom leadership? • What is a goal you have in the area of classroom leadership?

Section 2: Get Attention

Having students' attention is a logical prerequisite to teaching them something. When teachers begin teaching before having the attention of the class, they inadvertently decrease their influence in the classroom. Making sure students are attentive before teaching will save the teacher from having to repeat the information later.

Outcomes

In this section, you'll learn how to:
- Use a key sequence of strategies that maximize students' attentiveness and readiness for processing content

Reading

Before or during the meeting, read the following Strategy Summaries that cover the skills in this section:
- Get Ready
- Get Set
- Get Noticed
- Wait & Watch
- Anchor with a Whisper

Discussion Questions

Each person share:
- One thing that stands out and/or
- One thing you want to investigate further
- Which skill do you anticipate being the most challenging for you?
- Which skill do you anticipate feeling the most natural for you?

Self-Assessment

Before or during the meeting, each person fills out their own self-assessment checklist by marking the column that corresponds to their current level of implementation.

Get Attention	Always	Usually	Sometimes	Rarely
Get ready and get still before attempting to get noticed				
Get noticed				
Wait silently for all students to be attentive				
Pause briefly after the students are attentive				
Anchor attention by whispering one or more words				

Reflection

Use the criteria to stay conscious of each component of the skills in this section.
During the meeting, discuss:
- What are your favorite ways to get noticed? What are some additional ways you could try?
- Why is it important to wait for the right timing to Get Noticed? How does being ready and still first help the leader know when it's the right time?
- Which part of the Get Attention sequence is hardest for you?
- What is the difference between waiting for students to be quiet and waiting for them to be attentive?

Role Play Reps

When practicing any skill, it is helpful to act out the whole scenario using a script so that it is easier to focus on the skill without trying to figure out what to say. Take turns having someone act out the following scenario as the leader:

- Walk around as if students are engaged in some independent activity.
- Gather some materials (random props are fine) as if you are getting things ready for teaching.
- Walk to a visible location and plant both feet.
- Take a full breath in and out.
- Scan the group and smile to find the best timing to interrupt.
- Say a brief phrase like "Take a look over here."
- Wait and watch as every member of the group stops their activity and looks up.
- Let the readiness linger for a brief moment.
- Whisper the words "Thank you."

After each person has acted out the leader's role, debrief the experience from the perspective of the leader as well as the perspective of the group.

Real Life Practice—Look Back

Since this is the first section with skills, looking back is about sharing your current baseline set of management strategies. Each person share:

- Your favorite context to manage (Get Attention, Engage while Teaching, Set Up for Success, Support Success)
- Your most challenging context to manage (Get Attention, Engage while Teaching, Set Up for Success, Support Success)

Real Life Practice—Planning Ahead

Between now and the next meeting, each person will focus their practice on the skills for getting attention. The most obvious context is with your actual students, but the practice may also happen in other contexts where groups are present (e.g. coaching sports, the family dinner table, a group of friends who are willing to act like students). Keep practicing consciously until you feel confident in each component of each skill. For those who want to really maximize their learning, use a video camera to capture a few clips and watch them with the self-assessment criteria nearby.

With the Get Attention skills in mind (and using the self-assessment criteria), each person share:

- One component you believe is/will be easiest to remember
- One goal you have for refining your implementation

Additional Discussion Questions

Use the following questions to facilitate an extended discussion. Select questions based on what hasn't come up naturally during the conversation so far.

- When are times it is harder for you to settle and be still before attempting to get noticed?
- Describe a situation when you had wait longer to get everyone's attention?
- How aware of your breathing are you while waiting? What could you do to increase your awareness?

Section 3: Engage while Teaching

This section starts with the assumption that the teacher has successfully secured students' attention using the Get Attention sequence of strategies from Section 2. Facilitating engaging lessons is the reason most teachers choose education as their profession, and systematic management can increase the class' ability to focus on the content.

Outcomes

In this section, you'll learn how to:
- Proactively indicate to students which mode to operate in at which time
- Respond artfully when students operate in a different mode than the facilitator intended

Reading

Before or during the meeting, read the following Strategy Summaries that cover the skills in this section:
- Signal the Mode
- Monitor & Adjust the Mode

Discussion Questions

Each person share:
- One thing that stands out and/or
- One thing you want to investigate further
- Which modes do you use most often? Do you need to expand your flexibility or be more systematic?

Self-Assessment

Before or during the meeting, each person fills out their own self-assessment checklist by marking the column that corresponds to their current level of implementation.

Engage while Teaching	Always	Usually	Sometimes	Rarely
Use a nonverbal signal to indicate the mode of interaction				
Have and use a signal for Internal Processing				
Have and use a signal for One at a Time sharing				
Have and use a signal for Partner Conversation				
Have and use a signal for Group Conversation				
Have and use a signal for Choral Response				
Have and use a signal for Kinesthetic Response				
Have and use a signal for other modes				
IF a student is operating in a mode other than expected, nonverbally communicate by accepting, signaling the mode again, switching the mode, ignoring, signaling delay, or pausing				

Reflection

Use the criteria to stay conscious of each component of the skills in this section.
During the meeting, discuss:
- Which signals does each person use to indicate the modes listed?
- Are there other modes used that aren't listed? If so, which signals are used?
- When a student is operating in a mode other than the teacher expected they have the options to: delay, accept, switch, reinforce, ignore, or pause. What are some contexts when a teacher might select each option?

Role Play Reps

When practicing any skill, it is helpful to act out the whole scenario using a script so that it is easier to focus on the skill without trying to figure out what to say. Take turns having someone act out the following scenario:

Leader ask: "*Raise your hand* if you know the name of our school?" (with visual signal for RYH)
Group: volunteer to answer by raising your hand
Leader: call on someone to answer

Leader ask: "Who knows the name of the city we're in?" (with visual signal for RYH)
Group: volunteer to answer by raising your hand
Leader: call on someone to answer

Leader ask: "What is your favorite color? Turn and tell a partner" (with visual signal for partner conversation)
Group: turn to someone and share

Leader say: "*Everyone say* the first food that comes to mind" (with visual signal for group conversation)
Group: say the answer out loud

Leader ask: "What do you think about that?" (with visual signal for group conversation)
Group: say "I think that is ____" out loud

After each person has acted out the leader's role, debrief the experience from the perspective of the leader as well as the perspective of the group. Pay special attention to the difference between using verbal + visual signals to indicate the mode and visual signals only.

Real Life Practice—Look Back

Think back to your practice of the skills in the Get Attention section. Each person share:
- One thing you're proud of
- One challenge you encountered or a question you are thinking about (it's not necessary to for the group to have an answer)

Real Life Practice—Planning Ahead

Between now and the next meeting, each person will focus their practice on the skills for engaging students while teaching. The most obvious context is with your actual students, but the practice may also happen in other contexts where groups are present (e.g. coaching sports, the family dinner table, a group of friends who are willing to act like students). Keep practicing consciously until you feel confident in each component of each skill. For those who want to really maximize their learning, use a video camera to capture a few clips and watch them with the self-assessment criteria nearby.

With the Engage while Teaching skills in mind (and using the self-assessment criteria), each person share:
- One component you believe is/will be easiest to remember
- One goal you have for refining your implementation

Additional Discussion Questions

Use the following questions to facilitate an extended discussion. Select questions based on what hasn't come up naturally during the conversation so far.

- Which mode of interaction do you use the most and which do you want to incorporate more?
- Describe a situation when you had to use the verbal and nonverbal signals together in order for students to respond the way you wanted and another situation when you could drop the verbal and just use the visual signal.
- Which activities or lessons have required the leader to use Monitor & Adjust the most? What patterns can help the leader predict when they will need to be ready to Monitor & Adjust?

Section 4: Set Up for Success

In order for students to practice and apply their learning during work time, the leader of the classroom has to understand the considerations that set students up for success. This includes giving students clear directions and establishing a productive environment when releasing them to begin. The students who benefit most from the skills in this section are those who are overly dependent on adults, and at the same time the strategies lead to successful, independent, and productive learners.

Outcomes

In this section, you'll learn how to:
- Increase the clarity of directions given to students prior to working on an independent practice/application work
- Ensure students understand how to complete the independent work
- Use predictable behavior patterns to establish a productive environment as students begin independently

Reading

Before or during the meeting, read the following Strategy Summaries that cover the skills in this section:
- Adapt the Directions
- Check for Understanding
- Set Stamina

Discussion Questions

Each person share:
- One thing that stands out and/or
- One thing you want to investigate further
- Are there any parts of the Stamina S that were new to consider?

Self-Assessment

Before or during the meeting, each person fills out their own self-assessment checklist by marking the column that corresponds to their current level of implementation.

Set Up for Success	Always	Usually	Sometimes	Rarely
Visually display directions for academic practice/application tasks				
Include: How (*necessary steps, key information, materials, etc.*)				
Include: Where to turn in/store the work and materials when done (*if not used for the Early Finisher*)				
Include: Early Finishers- what task/activity they do when done (*accessed independently from adults*)				
IF due on a date other than today, when is it due				
Check for understanding				
Respond to all student questions without limiting the number of inquiries				
IF a student question was about the practice/application task, respond visually by adding to and/or referring to a visual				
IF a student had a personal question that pertained only to them, respond in order to delay or solve (could be privately, nonverbally, or public and brief)				
Select the students to start				

IF there are questions or students who need support, use nonverbal signals to communicate with students while waiting for them to start					
Stay still until all students are engaged in the work					
Walk away slowly					

Reflection

Use the criteria to stay conscious of each component of the skills in this section. During the meeting, discuss:

- How do visual directions support students with the following characteristics: teacher pleaser, anxious, perfectionist, distractible, social butterfly, divergent thinker, other?
- Which of the "Include…" components would reduce questions the most from your students?
- Which one of the "IF…" statements happen the most in your context? Which happens the least often?
- What do you do (or will you do) to confirm that every individual has started the work prior to leaving the Set Stamina location?

Role Play Reps

Use this sample set of visual directions (easy content makes it easier to focus on the management skills).

Need: ✏️ 📄

Do: 1. Complete exit slip ✓

2. Double check your work 🔍

Put: 📥

Then: 🟦 → ⚙️ or ZEARN

Take turns having someone act out the following scenario as the leader.

Leader: Go over the sample visual directions with the group

Leader ask: "What questions do you have about these directions?"
Someone ask: "Where do we put it when we're done?" (something that's already answered visually)
Leader: point to the blue bin on the directions. Smile and nod while looking and pointing.

Someone ask: "Can we work with a partner?" (something that's not already answered and is relevant to the task)
Leader: Pretend to draw a single person and/or write "solo work" on the directions

Someone ask: "May I go to the restroom?" (something that is an individual need, irrelevant to the group)
Leader: Nod and point at the door *OR* signal 'in a minute'

Leader ask: "Are there any other questions?"

[No additional questions]

Leader say: "You may begin."
Group: get out a piece of paper and pen (imaginary are fine)
Leader: stay still while watching each person start the work

Someone: raise your hand for help
Leader: point at the directions, then at the hand raiser and signal thumbs up or just a minute. Smile and nod.

Someone: get up and walk to toward the leader for help
Leader: Signal toward directions, then at the student's work station. Smile and nod.

Leader: Stay still, stay smiling, and watch for all individuals to start the task.
After everyone has started, do a final scan of the whole group.
Start moving slowly.

After each person has acted out the leader's role, debrief the experience from the perspective of the leader as well as the perspective of the group.

Real Life Practice—Looking Back

Think back to your practice of the skills in the Engage while Teaching section. Each person share:
- One thing you're proud of
- One challenge you encountered or a question you are thinking about (it's not necessary to for the group to have an answer)

Real Life Practice—Planning Ahead

Between now and the next meeting, each person will focus their practice on the skills for setting students up for success. The most obvious context is with your actual students, but the practice may also happen in other contexts where groups are present (e.g. coaching sports, the family dinner table, a group of friends who are willing to act like students). Keep practicing consciously until you feel confident in each component of each skill. For those who want to really maximize their learning, use a video camera to capture a few clips and watch them with the self-assessment criteria nearby.

With the Set Up for Success skills in mind (and using the self-assessment criteria), each person share:
- One component you believe is/will be easiest to remember
- One goal you have for refining your implementation

Additional Discussion Questions

Use the following questions to facilitate an extended discussion. Select questions based on what hasn't come up naturally during the conversation so far.
- Share an example of visual directions you have used with students. Your example should either include all of the components from the criteria OR identify what you would add.
- Describe how students responded to visual directions compared to a time when you gave directions only orally.
- What tools do you prefer to use for creating visual direction (computer/projector, chart paper/markers, or whiteboard, etc.)?
- How do you balance words and images/icons?
- Which of the Set Stamina "S's" is the hardest for you to wait through/implement?

Section 5: Support Success

In order to have time to assist individuals, leaders need to maintain a productive environment where students are able to engage independently in the assigned task. The strategies in this section allow the teacher to keep the group on track while helping individuals who need additional support. They also provide practical ways to increase the confidence and independence of students who might typically need additional support.

Outcomes

In this section, you'll learn how to:
- Lead students back on track when they need support
- Empower students to be successful and independent
- Ensure individuals sustain momentum after supporting them

Reading

Before or during the meeting, read the following Strategy Summaries that cover the skills in this section:
- Lead & Empower
- Linger & Look Back

Discussion Questions

Each person share:
- One thing that stands out and/or
- One thing you want to investigate further

Self-Assessment

Before or during the meeting, each person fills out their own self-assessment checklist by marking the column that corresponds to their current level of implementation.

Support Success	Always	Usually	Sometimes	Rarely
Lead the interaction to Empower the student				
Slow movement				
Calm breathing				
Side				
Just enough				
o Distance				
o Eyes on the prize				
o Interaction: Signal or quiet/brief				
Linger near the student to confirm they understand				
Look back while exiting to ensure the student independently stays on track				

Reflection

Use the criteria to stay conscious of each component of the skills in this section. During the meeting, discuss:
- Which component of Lead & Empower is most natural for you?
- Which component(s) of Lead & Empower requires the most thinking in order to remember?
- When Lingering near a student, what evidence do you look for that indicates they understand?

- How do you remember to Look Back when other students need help or you get interrupted?

Role Play Reps

When practicing any skill, it is helpful to act out the whole scenario using a script so that it is easier to focus on the skill without trying to figure out what to say. Take turns having someone act out the following scenario as the leader:

Leader: Look out at the group and select an individual to support (in this example, the interaction will be to put a distracted student back on track).
Leader: Take a couple steps toward the individual while looking at the work in front of them.
Student: Notice the leader is nearby and continue socializing with a peer.

Leader: Slowly move closer to the individual while maintaining a position to the side.
Student: Notice the leader is still there, so switch from socializing to looking at the work.

Leader: Keep looking at the work.
Student: Glance back at the leader 3 times.
Leader: Keep looking at the individual's work while staying still.

Student: Settle into the work without looking at the leader.
Leader: Slowly move away from the individual. Glance back at the individual at least two times while moving away.

After each person has acted out the leader's role, debrief the experience from the perspective of the leader as well as the perspective of the individual.

Real Life Practice—Looking Back

Think back to your practice of the skills in the Set Up for Success section. Each person share:
- One thing you're proud of
- One challenge you encountered or a question you are thinking about (it's not necessary to for the group to have an answer)

Real Life Practice—Planning Ahead

Between now and the next meeting, each person will focus their practice on the skills for supporting success. The most obvious context is with your actual students, but the practice may also happen in other contexts where groups are present (e.g. coaching sports, the family dinner table, a group of friends who are willing to act like students). Keep practicing consciously until you feel confident in each component of each skill. For those who want to really maximize their learning, use a video camera to capture a few clips and watch them with the self-assessment criteria nearby.

With the Support Success skills in mind (and using the self-assessment criteria), each person share:
- One component you believe is/will be easiest to remember
- One goal you have for refining your implementation

Additional Discussion Questions

Use the following questions to facilitate an extended discussion. Select questions based on what hasn't come up naturally during the conversation so far.
- Which type of interaction is easiest for you to remember to use Lead & Empower, Linger & Look Back with each interaction (Academic, Behavior, Check-In)?
- Which type of interaction is most challenging for you to remember use Lead & Empower, Linger & Look Back with each interaction (Academic, Behavior, Check-In)?

Section 6: Wrap Up and Next Steps

Though it might seem like it, this isn't the end! What happens next is just as important as what you've already done. This meeting will help each person establish a plan for moving forward with implementation while also supporting colleagues as they do the same.

Outcomes

In this section, you'll learn how to:

- Plan for ongoing implementation and support

Self-Assessment

Before or during the meeting, each person fills out a full Foundational Skills Self-Assessment checklist by marking the column that corresponds to their current level of implementation.

Reflection

Each person share:

- One thing you're proud of deepening your implementation of
- One goal you have for ongoing implementation

Real Life Practice—Looking Back

Think back to your practice of the skills in the Support Success section. Each person share:

- One thing you're proud of
- One challenge you encountered or a question you are thinking about (it's not necessary to for the group to have an answer)

Real Life Practice—Planning Ahead

There are a variety of next steps now that the structured team support is wrapping up. Select from the following options for how each individual will remain focused on continued implementation and supporting colleagues:

- Informally observe and be observed by peers
- Repeat the Make It Happen guide (with the same learning team or a new one)
- Regular coaching from a resident or professional Catalyst coach
- Working toward certification
- Recording videos and reflecting with the self-assessment criteria
- Create a calendar with key ideas to remind yourself to revisit and review specific skills
- Other: _____

Each person share:

- What is one step you plan to take to push yourself toward even deeper long-term implementation?