

Module One: Foundations

Leader's Guide

Introduction

The Professional Development Series is designed to provide busy principals with ready-to-use inservice materials. Management and Discipline in the Gospel Driven Classroom requires faculties to learn about, discuss, try, and reflect upon various attitudes and strategies for classroom management and discipline. Although each school is encouraged to implement the modules in the way that works best for them, the greatest professional growth will occur if the faculty meets twice for each module. The first meeting will involve the faculty learning about the strategies and planning how to implement them. The second meeting will involve the teachers reporting on what they tried and how it worked, sharing the results of their attempts. While some faculties may be uncomfortable sharing their results with the group, research on professional learning communities demonstrates that this reflective and sharing process improves over time and becomes a powerful tool to increase faculty trust, collaboration, and professionalism. Principals are encouraged to try the two meeting schedule and persist until the process becomes comfortable. The modules will be as dynamic and collaborative as each faculty makes it.

Each module has the following four parts:

- Part One: Growth & Discussion
- Part Two: Planning & Implementation
- Part Three: Reflection & Revision
- Part Four: Extension Options

There is also a *Discussion Forum* area where principals and faculty members are encouraged to ask questions of or share results with the instructor and faculties from other schools. Teachers can make posts, attach student work samples, and respond to others' posts.

Part One: Growth & Discussion

Video: The video is 44 minutes long when watched straight through. There are 5 opportunities for discussion. If faculties spend ten minutes on each discussion, you will need to plan an additional 50 minutes for discussion time.

Handout: The handout is 7 pages long. It includes the discussion questions with room to write answers on the handout. It also contains the directions for Parts Two to Four and a summary of the motivation tips discussed in the video. Principals can either print these off

and distribute to the teachers, or you can ask each faculty member to download and bring to the meeting.

Options: There are several ways a faculty may complete Part 1: Growth & Discussion.

Option 1 - Group View and Discussion (90 Minutes): The principal schedules a 90 minute meeting time when all faculty will view and discuss the video together, following the on-screen and handout discussion prompts. Faculty members plan their implementation strategies privately.

Option 2 - Group View & Planning (60 Minutes): The principal schedules a 60 minute meeting time when all faculty will view the video together without stopping to discuss. After the video, the faculty members plan how they will incorporate the ideas from this module in their classrooms.

Option 3 - Private View & Group Discussion (45 - 60 Minutes): The principal schedules a 60 minutes meeting time and asks faculty members to view the video before the meeting date. Faculty members fill in the handout and bring it to the meeting to discuss the video. The principal will ask questions and/or play video excerpts to help the group recall important points. The group then plans the implementation of strategies together.

Part Two: Planning & Implementation

This step is critical for faculty members to extend the learning and put it into practice. Although Module 1 deals primarily with attitudes and descriptions, the use of language and in particular the development of a common vocabulary is important to the use of strategies presented in later modules. Careful attention is necessary to help teachers remember what they learned and ensure it is actually implemented. Some planning suggestions are made in the video and listed on the handout. The principal is encouraged to have the faculty work on their written implementation plans together for three reasons: 1) the concepts are fresh in their minds, 2) their peers can be used for support, and 3) a written plan increases the likelihood that the strategy will be practiced prior to one day before the next meeting.

Part Three: Reflection & Revisions

In this step, the teachers report back to the group what they did and how it worked. Busy faculty may be tempted to skip this step entirely, or in part, but completing this step is key to increasing your professional community. There are three important aspects of Reflection & Revision.

Teacher Reporting: This aspect helps hold teachers accountable for their plans and helps teachers learn more about each other's professional practice. It builds trust and respect.

Classroom Examples: Classroom examples help focus the teachers' attention on the new approach or new description of classroom management and discipline issues. Especially in the beginning, this may present a challenge since it involves looking at behavior from a different perspective. In later examples the challenge shifts, as we hope to prevent misbehavior and it is difficult to report on something that didn't happen.

Peer Feedback: Time must be allowed for teachers to respond to each other's work. They can provide positive feedback, ask questions, and offer new ideas or alternative approaches. This conversation increases trust and builds professional collegiality. It changes the conversations at recess and after school from complaints about students, parents, and staff to conversations about student learning and school improvement.

Options: There are two options for this conversation.

Option 1 - Separate Reflection Group Meeting: Schedule a second meeting and work as a whole group or similar grade level groups, depending on faculty size. Take turns sharing and reviewing.

Option 2 - Combined Reflection & Module Group Meeting: Plan a longer module 1 inservice meeting and schedule the first part of the meeting to allow for sharing and reviewing. While eliminating a second meeting time, the dual focus makes the next module longer and makes it more difficult for teachers to focus on the reflection and the new module.

Part Four: Extension Options

The extensions are included to provide opportunities to learn more on the topic of motivation. You may print the articles for the teachers or direct them to access them from Moodle. They can be presented as an option or assigned for later discussion.