

## Video Notes for Component 2c: *Managing Classroom Procedures* (*Effective: Proficient*)

### Materials:

- **Video link:** <https://www.teachingchannel.org/videos/classroom-management-guided-reading>
- **Video transcript:** Found [here](#) under *Supporting Materials* headline on bottom right side of page
- **Supporting resources:** Five additional videos that show the complete lesson series can be found [here](#) under the *In This Series* headline beneath the video box

### Overview:

A well-managed classroom is a prerequisite to good instruction and high levels of student engagement. Through established and efficient routines and procedures, teachers are able to focus on preparing students to meet the rigorous Common Core standards by maintaining momentum and maximizing instructional time.

Component 2c: *Managing Classroom Procedures* in the [Louisiana Compass Teacher Rubric](#) describes the key indicators of this practice, which include:

- Instructional time is maximized due to efficient classroom routines and procedures;
- Students contribute to the management of instructional groups, transitions, and/or the handling of materials and supplies; and
- Routines are well understood and may be initiated by students.

The teacher in this Teaching Channel © video demonstrates *Effective: Proficient* instruction under this component. Examples of key evidence from the video, aligned to language in the Compass Teacher Rubric, are provided below to substantiate this rating.

### Rubric Indicators and Rationale Used to Determine Ratings:

While there is evidence in this video that is relevant to other components of the Compass Teacher Rubric, the indicators and rationale below are solely focused on 2c. Please note that while we gain additional information about Ms. Ogier’s classroom management from her narrative in the video, similar details about a teacher’s classroom routines and procedures could be gained from a pre- or post-observation conference.

Indicators	Evidence and Rationale
The students are productively engaged during small group work.	<ul style="list-style-type: none"> <li>• <b>Throughout the video we see students reading and writing independently and in small groups, as well as actively following along with Ms. Ogier’s read aloud in the guided reading group.</b></li> </ul>
Transitions between large and small group activities are smooth.	<ul style="list-style-type: none"> <li>• Teacher rings bell. <i>“Thank you to all those scholars who gave me their eyes.”</i> Teacher rings bell again. <i>“I like, how even scholars on the carpet, putting down their pencils, giving me their full attention.”</i> <b>The teacher also has an established attention signal when she rings the bell to bring students back together. We also see most students place their hands on their heads after the bell rings, indicating this is an established procedure.</b></li> <li>• <i>“Can I have my first Guided Reading group, Redwood, please come to my table with all of their Guided Reading materials?”</i> <b>When Ms. Ogier calls the small guided reading group to her table, students quietly and smoothly execute this transition.</b></li> </ul>
Routines for distribution and	<ul style="list-style-type: none"> <li>• <b>We see students accessing their materials independently, putting materials</b></li> </ul>

collection of materials and supplies work efficiently.	<p><b>back into bins on the bookcase. This indicates that they have previously practiced these routines and do not need reminders from the teacher to complete them.</b></p>
Classroom routines function smoothly.	<ul style="list-style-type: none"> <li>• <i>"Thank you, Nila and Dianni are ready. They're giving the quiet signal."</i>  <b>As students enter the room, they proceed quietly to their desks and some raise their fingers, indicating this is an established classroom procedure.</b></li> <li>• <i>"Today, I'm gonna teach you one more workstation. Do I have a volunteer to help me model how you would do this workstation with a partner?"</i>  <b>Ms. Ogier models the new work station to help students understand the expectations for the routine. She then gives clear instructions before allowing the students to practice the work station.</b></li> <li>• <i>"OK, scholars, when I say "Go!" you're gonna take out your blue classwork folders. OK? Go!"</i>  <b>The teacher directs students to take out their classwork folders, indicating that all students have a classwork folder as readily available material. During the independent work time, we see students raising their hands silently and waiting for the teacher to come around, which indicates that they have previously practiced this procedure.</b></li> </ul>

**Additional Rationale Used to Determine Rating:**

This teacher is rated *Effective: Proficient* and not *Highly Effective* on component 2c: *Managing Classroom Procedures* because there was not sufficient evidence of students reinforcing and managing classroom routines in this video. In a real world situation, we might have seen evidence of *Highly Effective* indicators, like students redirecting their peers during the whole group discussion or a transition, but we are not able to see evidence of such actions in this video.