



Strategies for Effective Time Management in the Classroom

Category: Teacher Essentials

Workshop Overview

Following is a general overview of this workshop, including desired participant outcomes, an explanation of the workshop’s alignment with Learning Forward Standards for Professional Learning, and resources that are included in print and electronic form.

Category: Teacher Essentials

Duration: Full workshop – 3 hours

Desired Outcomes:

Participants will...

- Identify ways to save time and alter schedules to accommodate student needs.
- Identify methods to cut transition time and increase learning time.
- Prepare and lead an efficient and successful classroom discussion.

Learning Forward Standards for Professional Learning:

- **Learning Communities:** Occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership:** Requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources:** Requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data:** Uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs:** Integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation:** Applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes:** Aligns its outcomes with educator performance and student curriculum standards.

Resources in This Binder:

- Handouts
 - Activity Sheet: Scheduling Table
 - Workshop Agenda
 - Attendee Notes
 - 3-2-1 Evaluation Form
 - Certificate of Completion
- “Think About It” Exercise
- Ready, Set, Go Planning Activity



Topic Outline

Understanding the general flow of topics to be covered is an important part of giving a strong presentation. This allows the presenter(s) to lead effective group discussions and speak extemporaneously. Following are the main topics covered in this PowerPoint presentation. As you prepare to give the workshop, you may want to refer to this page often.



Main Topics

1. Creating Schedules That Serve the Student
2. Managing Transition Time
3. Making the Most of Classroom Discussions

Subtopics

1. Creating Schedules That Serve the Student

- a. Keep an Open Door
- b. Focus on the Barriers
- c. Be Creative!
- d. Make Your Availability Known

2. Managing Transition Time

- a. Rationale
- b. Before a Lesson
- c. Starting a Lesson
- d. After the Lesson
- e. Save Time on Technology
- f. Use ALL Your Time!

3. Making the Most of Classroom Discussions

- a. Rationale
- b. Preparing for a Discussion Requires Three Important Steps
- c. Preparing: Organize the Material
- d. Preparing: Analyze the Questions
- e. Preparing: Arrange the Environment
- f. Leading a Discussion Also Requires Three Important Steps
- g. Leading: Set the Stage
- h. Leading: Be Active in Directing
- i. Leading: Provide a Summary
- j. Concluding Discussions

Presentation Outline



This outline is designed for you to see the PowerPoint presentation at a glance. Note that slide numbers and the approximate amount of time needed per slide are shown in the right two columns. **The times in bold print show the approximate total time needed for that topic, which includes the approximate times for the activities, shown in parentheses.** You might consider keeping this page within reach during the presentation.

Section of Presentation	Slide #	Timing (mins)
Getting Started		
Introduce self, co-teacher, participants	1-2	
Explain materials issued to participants		
Cover objectives (from Workshop Overview)	3	10
Topic 1 – Creating Schedules That Serve the Student	4-9	45
Activity – Time Is On Your Side	9	(25)
Topic 2 – Managing Transition Time	10-18	60
Activity – Three Factors of Control	18	(30)
Break		
Topic 3 – Making the Most of Classroom Discussions	19-30	50
Discussion Point – Experiences in Leading Discussions	30	(10)
Closing Remarks	31	5
Total of 2 hours and 50 minutes (not including break)		

Helpful tip!

This workshop can be broken up into shorter sessions so that you can adapt the presentation according to your time constraints.

Slide 9

PDXPERT **CREATING SCHEDULES THAT SERVE THE STUDENT**

- Choose a partner.
- Outline your schedule.
- Exchange.
- Edit.
- Did you find some time?



ACTIVITY: Time Is On Your Side

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Develop. Support. Inspire.

Activity: Time Is On Your Side.

Allow 25 minutes for this activity.

Use the analogy below to help participants begin thinking about why finding more time is important. You might consider adapting this analogy depending upon whether you are a teacher or an administrator.

Often, when people need help, they need it now. Teachers, above others, should recognize this fact. After all, when we want to see administrators, we want to see them now. Tomorrow or next week is not good enough. If administrators aren't available, our emotions may range from frustration to anger. It doesn't matter to us that administrators are in a meeting or busy. If they're out of the building, we become upset. Your students work the same way. You shouldn't forget that although their problems may seem trivial compared to yours, they're no less important to the student. Remember, good classroom management practices require our availability.

Let's work on finding some time.

Ask participants to choose a partner.

- Refer the group to Activity Sheet: Scheduling Table. Instruct participants to outline their typical schedule as closely as possible using the table (allow five minutes).
 - Then ask them to exchange their schedules with their partner who must edit the schedule to fit in at least 20 minutes of "open" time each day to allow for student meetings (allow 10 minutes).
 - When participants are finished editing, reconvene as one group. Then ask for volunteers to discuss how they revised their partner's schedule. Discuss why their solutions are or are not possible. Encourage discussion about activities educators have no control over versus activities that can be altered and rescheduled (allow 10 minutes).
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Slide 12

PDXPERT MANAGING TRANSITION TIME

Before a Lesson

- Remind students to have the necessary tools.
- Plan “sponge activities.”
- Establish a routine for distribution of materials.

The MASTER Teacher
Developed by Super Heroes

Remind students to have the necessary tools. *If your students have the necessary materials before arrival, it will eliminate wasted time before class.*

Plan “sponge activities.” *Using a worksheet, riddle, exercise, or other activity related to the upcoming lesson can focus students while we take care of beginning-of-class duties such as attendance.*

Establish a routine for distribution and collection of materials. *In some instances, you can put materials on students’ desks before class or distribute the materials in packets. You can even set up a file for each student. When students enter the room, they should know that they must check their file folders to obtain the day’s materials. This practice also saves time distributing make-up materials to absent students. Whatever the method used, it should be quick and easy.*

Linda Starr of Education World suggests distributing sticky-backed address labels to students. When students need to remember the date a project is due or an event will occur, they can fill out address labels with all the necessary information on them. This saves teachers time because they don’t have to write out the same note over and over.



“Think About It” Exercise



Have staff complete this exercise to begin implementing what they learned during the workshop. Distribute this document to staff by attaching the file to the Next Day Follow-Up Email, or make copies for the staff.

1. Think about two methods that you or your department can implement to make more time for one-on-one student meetings on a daily basis. Describe the strategy and how you plan to implement this.

2. How much time do you spend in transition between each lesson? What techniques do you employ to save time?

3. How efficient are your classroom discussions on a scale from one to ten? What type of problems do you encounter during open student discussions? How can you solve these to make the activity more successful?
