

YOUR PERSONAL LEARNING GUIDE FOR GREAT CLASSROOM MANAGEMENT

CHARLOTTE DANIELSON'S FRAMEWORK FOR TEACHING

	1	2	3	4
	Domain I: Planning and Preparation	Domain II: Classroom Environment	Domain III: Instruction	Domain IV: Professional Responsibilities
1. The Goal of Classroom Management		●		●
2. What Classroom Management Is Not		●		●
3. Classroom Management Has Three Distinct Parts	●	●		
4. Classroom Management Vs. Relationships For Learning		●		
5. Great Classroom Management Can Be Magical		●		
6. How to Teach Students About Rules			●	●
7. Measuring the Climate in Your Classroom and the Keys to Achieving the Right Climate		●		
8. Create a Schedule That Serves Students	●	●		
9. Six Classroom Routines You Need To Teach		●		●
10. Classroom Management Techniques That Cut Interruptions		●		
11. Managing Transition Time in the Classroom and Capitalizing on Every Spare Minute		●		
12. Techniques That Up the Energy Level		●		
13. Creating "Flow" Makes Everything Easier		●		
14. The Benefits of Cooperative Learning	●	●		
15. Communication Is Key to Managing Students		●		
16. The Importance of Consistency	●	●		
17. How to Make the Most of Class Discussions		●		
18. Classroom Management Strategies for Teaching Students Self-Management		●		
Conclusion: Teaching Fundamentals We Can't Overlook	●	●		●

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THE MARZANO TEACHER EVALUATION MODEL

	1	2	3	4
	Domain 1: Classroom Strategies and Behaviors	Domain 2: Planning and Preparing	Domain 3: Reflecting on Teaching	Domain 4: Collegiality and Professionalism
1. The Goal of Classroom Management	●			
2. What Classroom Management Is Not	●			
3. Classroom Management Has Three Distinct Parts	●	●		
4. Classroom Management Vs. Relationships For Learning	●		●	
5. Great Classroom Management Can Be Magical	●			
6. How to Teach Students About Rules	●	●		
7. Measuring the Climate in Your Classroom and the Keys to Achieving the Right Climate	●	●	●	
8. Create a Schedule That Serves Students	●	●		
9. Six Classroom Routines You Need To Teach	●	●		
10. Classroom Management Techniques That Cut Interruptions	●			
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THE FIVE CORE PROPOSITIONS OF THE NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS

	1	2	3	4	5
	Teachers are committed to students and their learning.	Teachers know the subjects they teach and how to teach the subjects to students.	Teachers are responsible for managing and monitoring student learning.	Teachers think systematically about their practice and learn from experience.	Teachers are members of learning communities.
1. The Goal of Classroom Management	●		●		
2. What Classroom Management Is Not	●		●		
3. Classroom Management Has Three Distinct Parts	●		●	●	
4. Classroom Management Vs. Relationships For Learning	●		●		
5. Great Classroom Management Can Be Magical	●				
6. How to Teach Students About Rules	●		●	●	●
7. Measuring the Climate in Your Classroom and the Keys to Achieving the Right Climate	●		●	●	
8. Create a Schedule That Serves Students	●		●	●	
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17. How to Make the Most of Class Discussions	●	●	●	●	
18. Classroom Management Strategies for Teaching Students Self-Management	●		●	●	
Conclusion: Teaching Fundamentals We Can't Overlook	●		●	●	●