

 AGREE

 OBSERVE

 TRY

 RETURN

Looking at classroom management together

We will work on one classroom moment you want to improve: a start, transition, participation routine or response to disruption. You choose the concern and help decide what to try. This is professional learning, not a teacher rating.

Bring one workable focus

Describe a moment that is difficult and something that already works. Bring directions or materials if useful. We can begin without a data set or a written behavior log.

Look at what happened

Agree on what to notice, such as who begins after a cue or how learners rejoin a task. Record actions and context before interpreting them. Keep missing observations separate.

Choose one small change

Teach or rehearse a routine, adjust directions or access, or plan a quiet response near the learner. Keep existing supports in place. Arrange a return visit that fits your workload.

Before we start

We will agree in writing who can see notes, where they are stored and what may be shared. Follow required school reporting and privacy rules. Use only the student details needed. Offer planned language and communication supports, including a private response or the option to pass.

Team option for a 30-minute session

5 minutes	Name one classroom moment and the action you want learners to understand.
10 minutes	Read a short example or describe one actual event. Separate what was observed from an interpretation.
10 minutes	Rehearse one cue, routine or private response. Check language, materials and access needs.
5 minutes	Each teacher chooses one change and a date to look at what happened.

For an individual conversation, begin with one observation, one agreed change and the next date. The optional ten-minute debrief keeps the record short. Share a summary only with agreed readers after teacher review; keep individual student work in approved school storage.