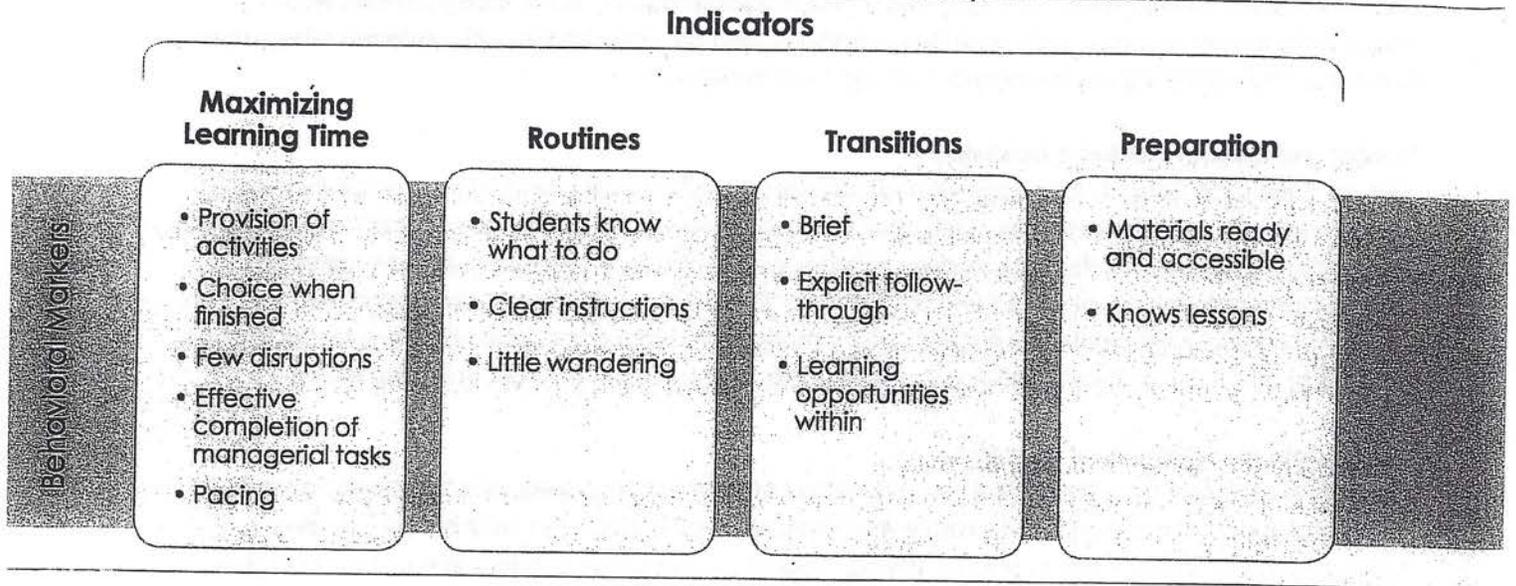


Productivity



What is it?

Productive classrooms consist of clearly defined learning activities that are consistently provided for children throughout the day. The classroom feels like a well-oiled machine where everyone knows what is expected of them and how to go about doing it. Little to no instructional time is lost due to unclear expectations for children, lack of materials, time spent waiting around, or extended managerial tasks, such as checking work or giving directions for a center.

Why is it important?

Highly productive classrooms provide children with a consistent level of learning throughout the day with few lost instructional opportunities.

How can I be productive in my classroom?

Provide consistent, clear learning activities.

Think about squeezing as much instructional time into the day as possible. Provide an alternative activity for children who complete a task early. Give short, simple instructions to let children know exactly what they are supposed to do.

Be organized and efficient, and plan ahead.

Prepare for instructional activities in advance so that all materials are ready and accessible. Practice lessons ahead of time and plan your daily schedule with efficiency in mind. Make sure that your children know the plan and provide them with clear instructions for what comes next.

Minimize disruptions to learning.

In the face of inevitable distractions, such as announcements or someone entering the room, keep the children's focus on the activity at hand with quick redirections. Be proactive in thinking about how to reengage the children as soon as a disruption is over.

Minimize time spent on managerial tasks.

Take care of managerial tasks, such as recording attendance, quickly or during times when children are involved in a learning activity on their own or with another adult.

Make the most of transitions.

Develop consistent and interesting routines to help children transition from one activity to the next or one area of the room to another. Think of ways to embed learning moments in transition activities. For example, dismiss children from a whole-group activity by calling on children whose names start with specific letters.