

Transforming my class

progression grid

version 2020-08



This document lists objectives to measure the change in posture of a class in order to empower and re-motivate the students (and the teacher?).

It goes hand in hand with [the course and tests on class transformation](#).



Usage

These grids are used to indicate the progress of a class transformation. They are designed to be used with a teacher and a class. But of course they can easily be used with several teachers. For example, make sure that the videos are shown only once to the class and that students take each test with only one teacher.

So it's a kind of checklist in 2 columns:

- on the **left** the tasks to be performed by the teacher who ticks the 1st column when a task is done,
- on the **right**, the objectives to be achieved. One column is ticked when the students have reached the objective, and the other when the teacher has reached it in turn. Sometimes it is a common objective such as "serious work climate". Pupils and teacher each tick their box when they consider that this objective has been reached.

These grids are intended to be displayed in the classroom. If the teacher and/or the students are constantly changing rooms, they can fix it with magnets on the blackboard for each hour.

The entire processing should not exceed 12 weeks. The duration depends on the number of hours the teacher has for the same class, and the number of teachers in transformation in contact with that class.



Cycle 1 - differentiate



[grid's video](#)

teacher Process

teacher students Objectives

Change of posture	
	whiteboard video with students
	video overview with students
	visit to the Brussels lab or a certified classroom near you

		Teacher and students passed the "posture change" test.
--	--	--

Drill

	drill explanation video with students
	display this grid and explain it to students
	explore existing drills
	choose/design 2 levels for 1 theme
	perform a drill "at the blackboard"
	choose/design 6 levels divided into 2 themes
	2 drills (2 themes) x 5 hours of lessons
	effective sheet management
	delegate: sheets + animation
	send 2 pictures: class in drill and completed grid

		teacher and students have passed the "principles of drill" test.
		serious work environment
		effective self-correction
		students at different levels
		clean notebooks (date, latte, space,...)
		sheets in order and not marked by students
		sometimes time afterwards to be explained
		2 drills of 5' + 2' correction in 14' all inclusive
		can run without the teacher
		each student has already progressed one level
		pleasant atmosphere

seen by the management on:

signature:



Cycle 2 - getting involved



[grid's video \(part A\)](#)

teacher	Process	teacher	students	Objectives
Classroom rules				
	video classroom rules with students			test "clarroom rules" passed
	set, sign and display the rules			satisfactory student agreement
Auctions				
	auctions and privileges video with students			auctions held every 4 hours of lessons in less than 5'.
	establish the privilege list			auctions managed by a student auctioneer
	communicate to parents the changes made so far (student-produced video?)			satisfactory student atmosphere in the class
				quick changeover between activities (auction, drill, course)





[grid's video \(part B\)](#)

teacher Process

teacher students Objectives

Exercises

	video exercises with students
	create a checklist of exercises for the students
	solutions are available in class
	a queuing system makes it possible to wait for the teacher's availability while working at my desk
	exploit the space: arrangement of benches, corridor, other classrooms
	timers for mutual aid - micro-course style
	encourage students not to all start with the same exercise
	Adopt an orchestral conductor's posture: keep an eye on the whole class and not dwell on any student.
	communicate to parents, what homework to do (what has not been done in class).
	delegate the enforcement of the work climate to 2 students.
	whisper when speaking to less than a quarter of the class.

		test "exercises" passed
		productive work climate < 60 db
		everyone can have an explanation upon demand
		explanations between students are brief and efficient
		most of the exercises are corrected by delegated students
		the students are pilots of the sequencing
		Students really do the exercises, not simply copy the answers.
		a student stuck on one task has other tasks to do.
		students are able to change the configuration of the tabs in 30'.
		can function without the teacher
		80% of the students finished on time, even if they had to work at home..

seen by the management on:

signature:



SCHOOL
TRANS
FORMATION
LAB
ALL STUDENTS
GOT TALENT



ERASMUS+

Cycle 3 - organize



[grid's video](#)

teacher Process

teacher students Objectives

Class meetings (courses of 4h/week)			
	class meetings video (part 1) with students Class meetings video (part 2) with students		the debates are managed by the students, with the intervention of the teacher < 15% of the time
	make a list of 3 issues to be resolved		have debated and settled 4 times, one question per 15' session
	appoint a timekeeper, a speech distributor and a secretary.		
	Note in the notebook managed by the teacher, a page / session with the question, the proposals, the vote.		
Mini-course			
	mini-course video with students		the teacher doesn't go beyond the announced time.
	display a timer		do a collective memorization/evocation exercise in the last minute of the course
	identify what needs to be understood from what must be remembered		



teacher Process

teacher students Objectives

Assessments

	assessment video with students
	separate closed and open questions
	provide solutions for closed questions.
	provide a correction grid for open-ended questions.
	relate the points of the report card to the assessment
	regularly display the point gauge that fills the score on each student's report card
	set up a system (assistant?) so that remarks (positive or not) given in class accumulate for the report card

		closed questions are systematically corrected by assistant students
		open questions are pre-corrected by the assistants
		the assistants give a grading table to the teacher
		the teacher finalizes the correction of open questions in the presence of the concerned student
		teacher doesn't bring home any copy to be corrected
		no student loses any learning points due to behavioural problems

seen by the management on:

signature:



Cycle 4 - release



[grid's video \(part A\)](#)

teacher Process

teacher students Objectives

Work by objectives	
	work by objectives video with students
	formulate the objectives of the next chapter
	define the success of a test well above 50%.
	display a progress board on the objectives
	provide optional training exercises, with answers
	provide written explanations on the theory (textbook page number?)
	identify a video from the Internet that explains the chapter
	set up a schedule for taking the tests
	be more directive with students who are not ready to manage their freedom.
	delegate the organisation and correction of tests
	allow re-testing under the condition of showing work

		test "work by objectives" passed
		students have the test statements at the beginning of the chapter
		the fastest is at least 2 chapters ahead of the slowest.
		students became test seekers
		the teacher corrects only a minority of tests
		students who retake a test can't pass more easily because they've already taken it (because they remember answers)
		every success with tests is accompanied by a positive emotion
		report card results are directly dependent on successful completion of the tests
		although the answers are available to them, students do not cheat when doing the exercises.





[grid's video \(part B\)](#)

teacher Process

teacher students Objectives

Working at home

	Explain to parents why there is always work for your class at home.
	establish a direct channel of communication (Whatsapp?) with the parents of the most delayed students
	draw up a promise board

		80% of parents of late students are aware that the next report card will suffer from lack of work at home.
		each student is individually questioned on his or her schedule at least once per subject per week
		50% of students are on time or ahead of schedule on the curriculum

Closing

	request certification teacher + students
	future directions (interclass, educators, etc.)
	revise the objectives expressed at the beginning

		test "closure" passed.
		communication, celebration?

seen by the management on:

signature:



SCHOOL TRANSFORMATION LAB
ALL STUDENTS GOT TALENT



Cycle 5 - open

teacher Process

teacher students Objectives

Decomartmentalization			
	video "decomartmentalization" broadcast		
	identify senior students as senior student assistants		
	have open-ended questions on quizzes and tests corrected by senior student assistants		
	2 classes side by side		
	educator: student parliament		
	educator: work climate		
	educator: pedagogy		
	decisions common to several classes in a class council		
	group work		
	cross-cutting interdisciplinary		
	with fuzzier criteria (good-looking / ugly)		
	trained assistants		
	school trip organized by students and parents		
	class councils almost eliminated		
	openness to parents, training?		

seen by the management on:	signature:
----------------------------------	------------

