



How to Herd Cats:

An Intensive Look at Classroom Management Strategies



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**CENTER FOR
CHARTER
SCHOOLS**

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UNIVERSITY

Do Now

- » What does “good” classroom management look and sound like to you? List the key items.

Looks Like	Sounds Like

Discuss your thoughts with two people sitting near you.





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Group Norms and Attention Signals

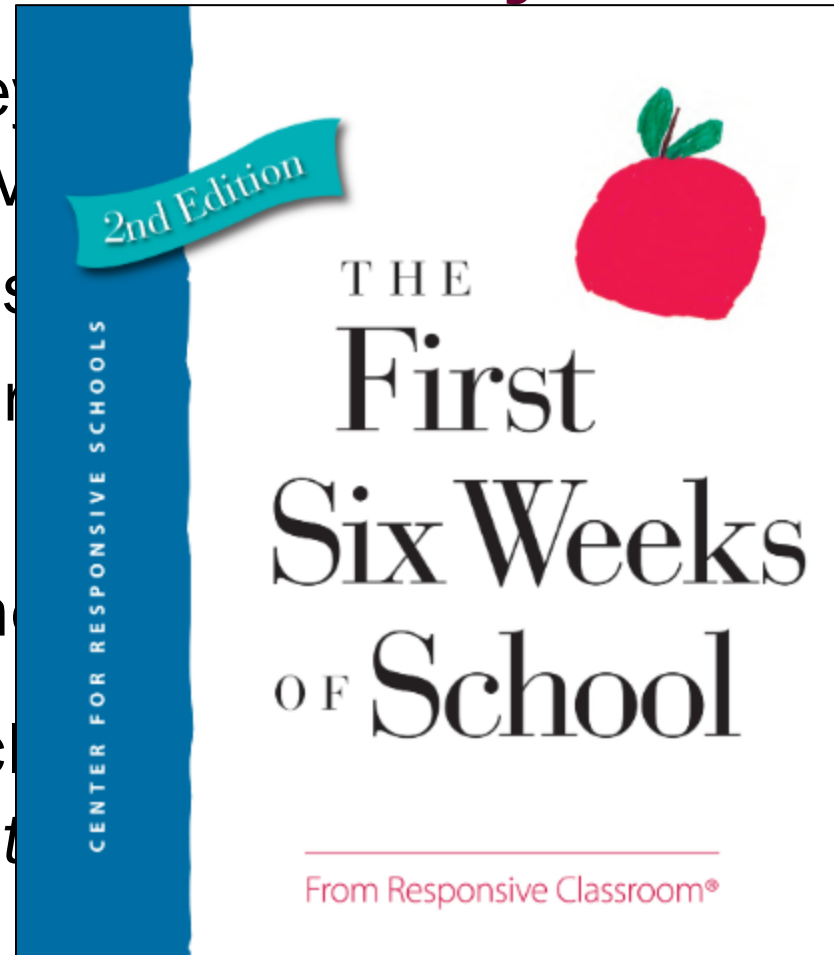


- Respect others
- Use appropriate
- Be diligent and listening



Session Objectives

- » Explore key and positive
- Relations
- Procedures
- Physical
- Discipline
- » Examine c
- help *herd* t



structured

ategies to
above.



RELATIONSHIPS



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Strategies To Enhance Relationships



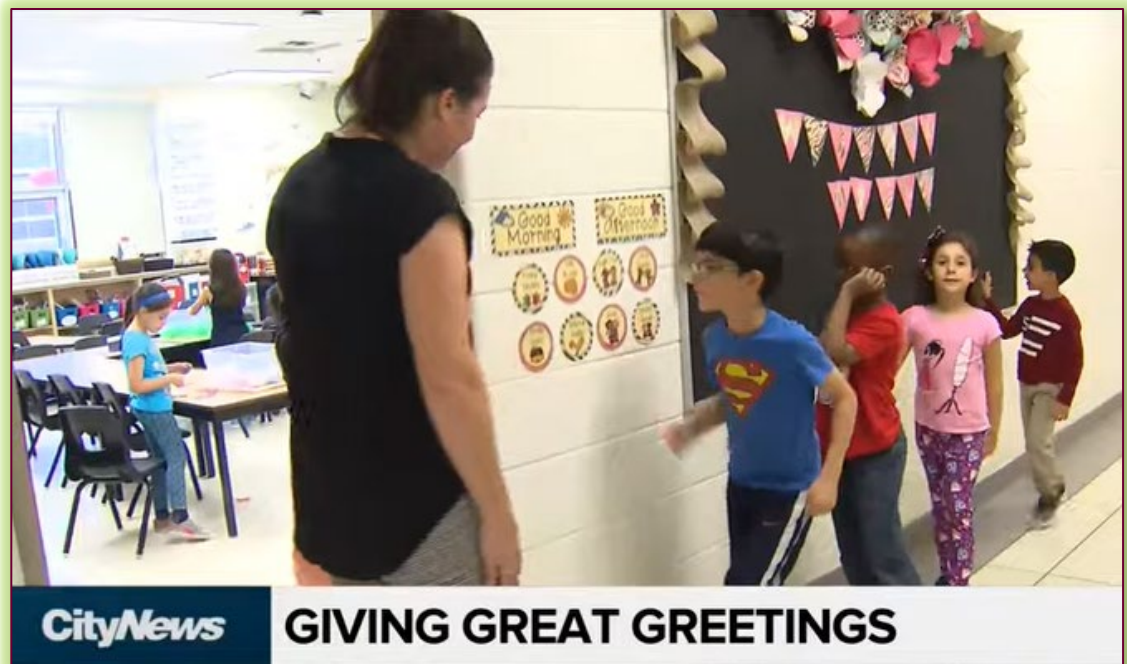
Greetings

Greeting students at the door...

- builds relational capacity with your students,
- is a great way to start the day or class period in a positive way, and
- introduces a useful life-skill

Ideas:

- **Pinky Shake**
- **Handshake**
- **Fist Bump**
- **Elbow Hello**
- **Hug**
- **High Five**
- **Let's Dance!**
- **Smile Hello**
- **Personalized**



Greetings by Keynote Speaker, Barry White Jr.



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Morning Meeting and Good News

Holding a class meeting and sharing “good news” at the start of each day or class period...

- shows interest in students,
- sets a positive tone for the class,
- is done for 9-10 minutes only,
- includes ALL students throughout the week, and
- assists with building relationships and rapport among the class.



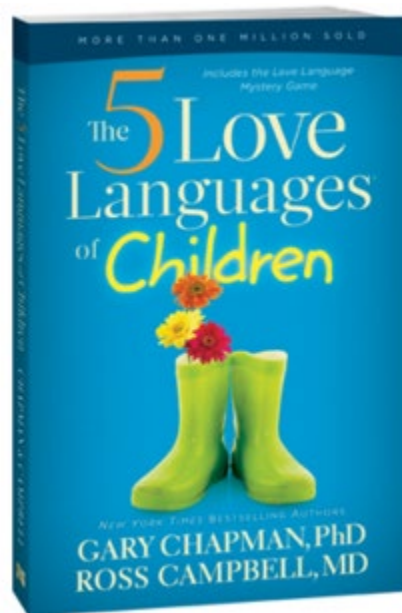
Affirmations



When
you...

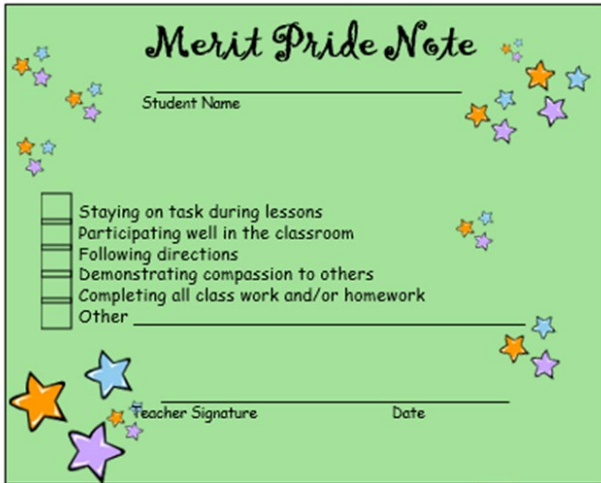


Our team is better
because...



I'm glad you're in
our class
because...

Ideas for Positive Acknowledgement



A green rectangular form titled "Merit Pride Note" in a cursive font. It features a list of five behaviors with checkboxes: "Staying on task during lessons", "Participating well in the classroom", "Following directions", "Demonstrating compassion to others", and "Completing all class work and/or homework". Below this is a line for "Other". At the bottom, there are lines for "Teacher Signature" and "Date". The form is decorated with several colorful stars (orange, blue, purple) scattered around the text.

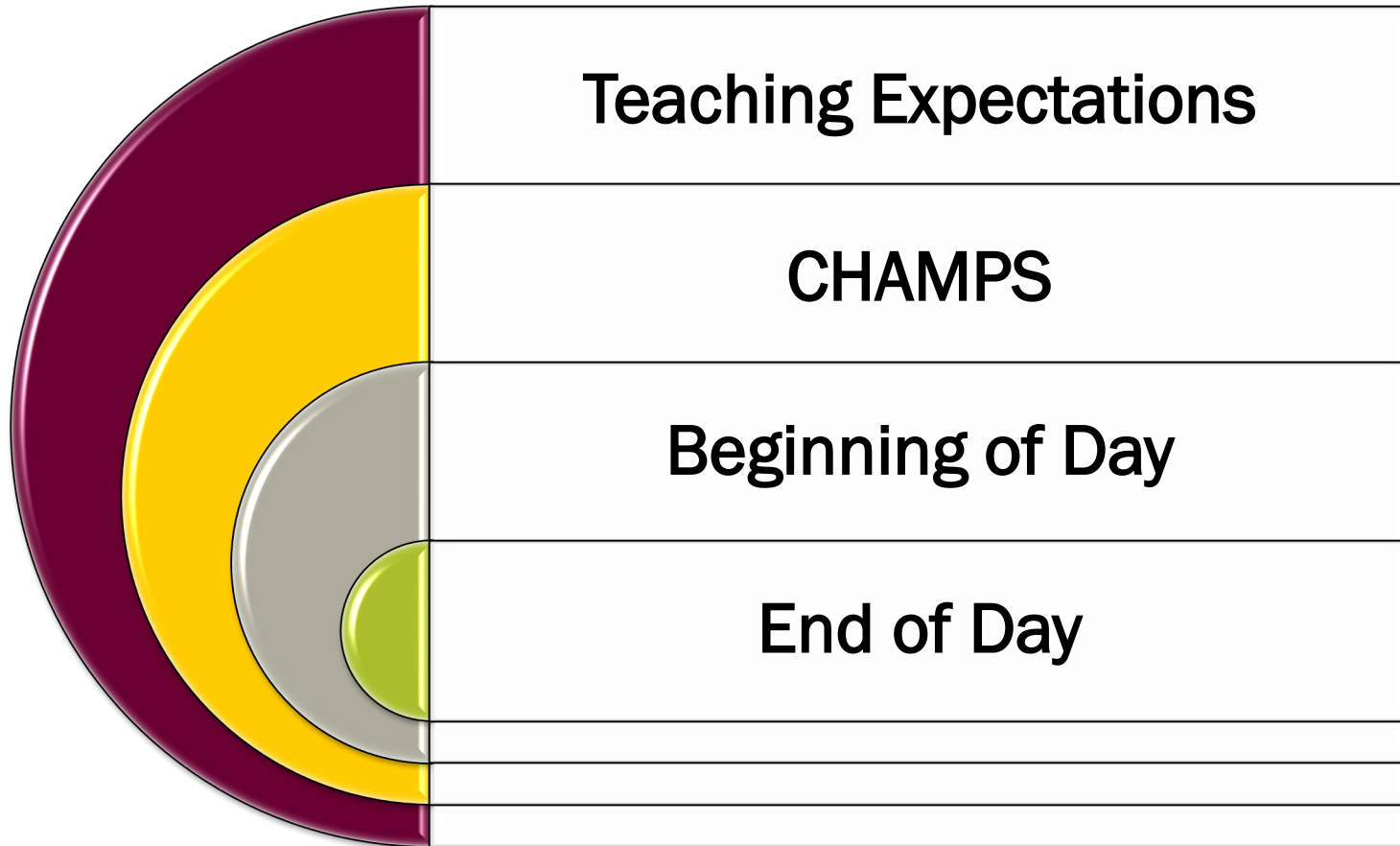
- Simple positive verbal phrases (e.g., “Thanks,” “I saw that,” or “You did it!”).
- Thumbs up
- Use student’s name
- Eye contact
- Smile
- Individualized greetings
- Written Notes
- Token Economy Rewards



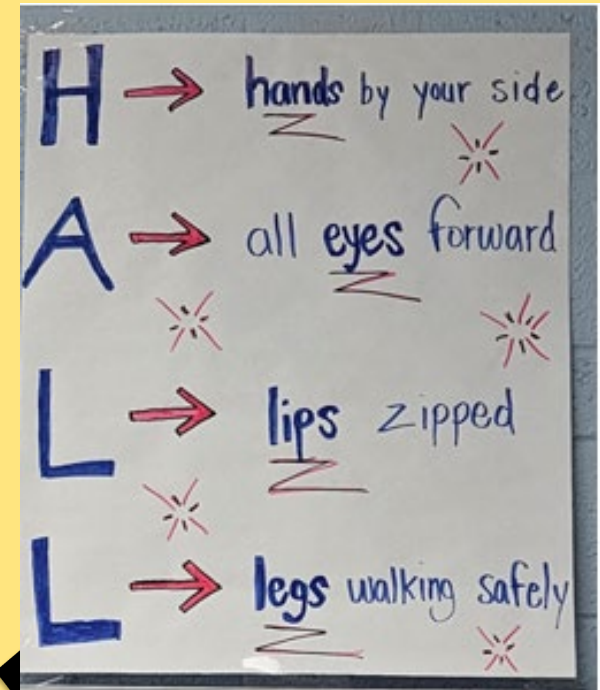
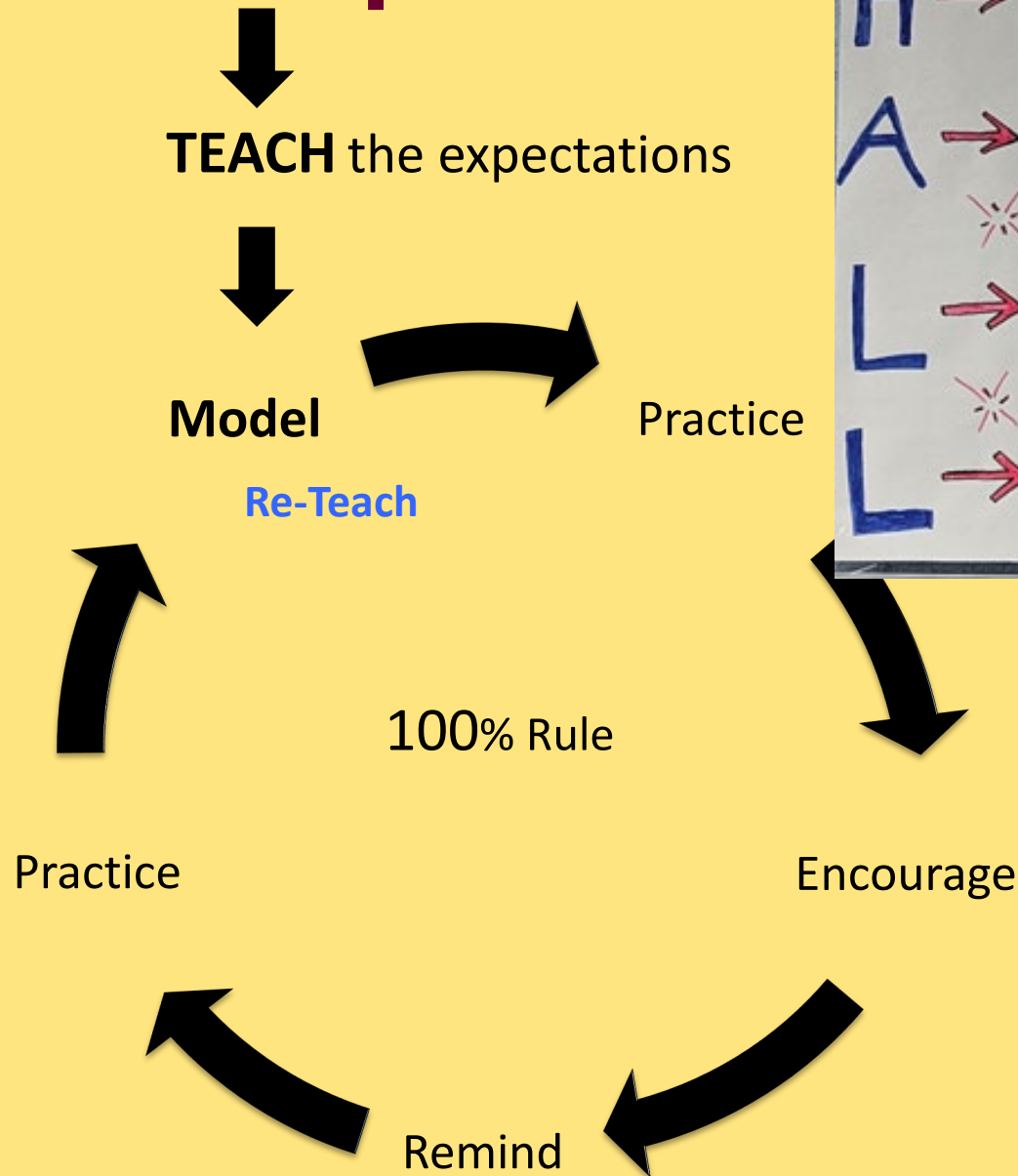
A colorful form titled "I Can Do It!" in large, bold, multi-colored letters. Below the title is a row of five yellow stars in boxes, followed by a white circle. To the right of the stars is a box labeled "I'm working for:" containing the text "Lunch with a friend". At the bottom left, it says "My Name:" followed by the handwritten name "James Can stay in his seat". The form is decorated with various stars and a blue arrow pointing right.



Ideas for Establishing Procedures



Define what is expected





Island City Academy

How to Teach Behavior Expectations

- » Teach it at the location
- » Explain what the behavior looks and sounds like
- » Keep the lessons brief
- » Get the students actively involved in the lesson
- » Have students demonstrate the behaviors and give them opportunities to practice
- » Affirm or correct



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Quest Charter Academy

When to Teacher Behavior Expectations

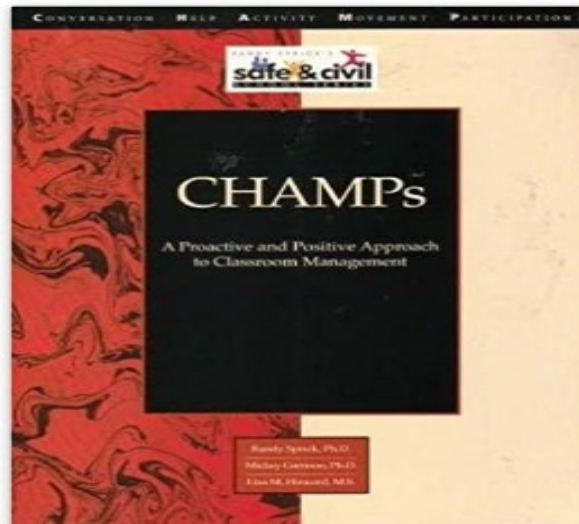
- » First week - every day
- » First month - every Monday
- » Throughout year- first day back from extended vacations
- » When new person (student or staff) joins class



CHAMPS

Conversation
Help
Activity
Movement
Participation
Success

Voice Levels
0=No talking
1=Whisper
2=Partner
3=Presentation
4=Outside





Never Let Them Be “Done” with the Work of Learning!

What do kids do when “done” in your room?



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Beginning of Day/Class Procedures

The following procedures ensure an orderly start of the day:

1. Greeting students at the door
2. Orderly and quiet entry
3. Starting “Do Now” immediately
4. Turning in homework
5. Holding a “Morning Meeting” with Good News
6. Distributing materials
7. Having necessary materials out and ready for instruction.



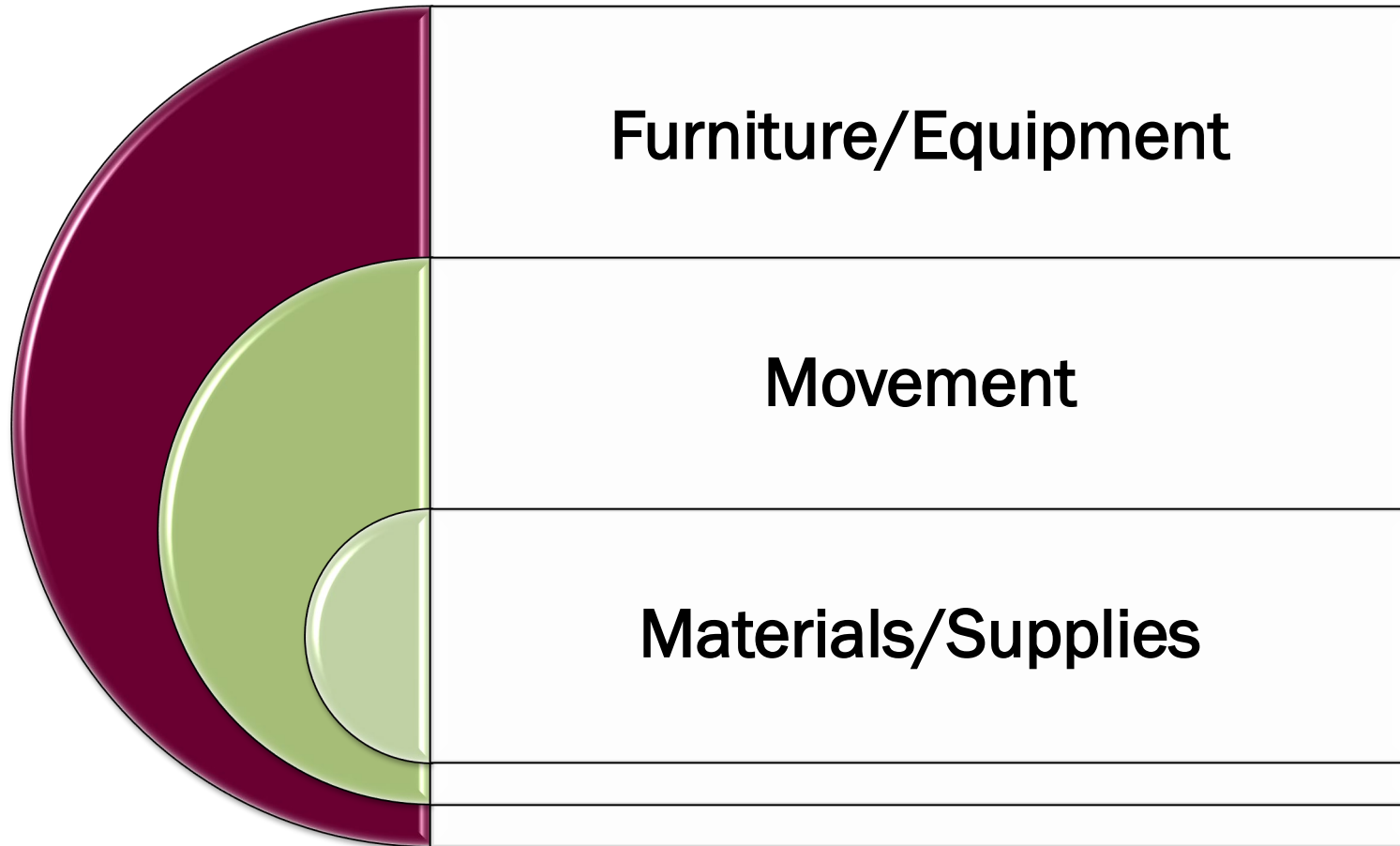
End of Day/Class Procedures

The following procedures ensure an orderly end of the day:

1. A process for leaving the classroom clean and organized
2. A process for students to pack up their own items
3. Closing Circle (5-10 min.) which might include:
 1. A review/reflection of the main point(s) of the lesson/day
 2. Celebration of accomplishments and areas to grow (self assess)
 3. Homework reminders
 4. A preview of what will be taught tomorrow
 5. Important announcements
 6. Launch / Goodbye



Items to Consider for Physical Space



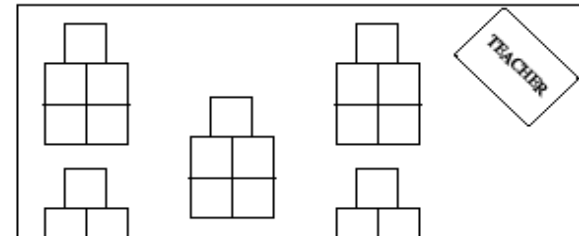
Furniture



Possible Seating Arrangements

Consider seating arrangements that support differentiation through:

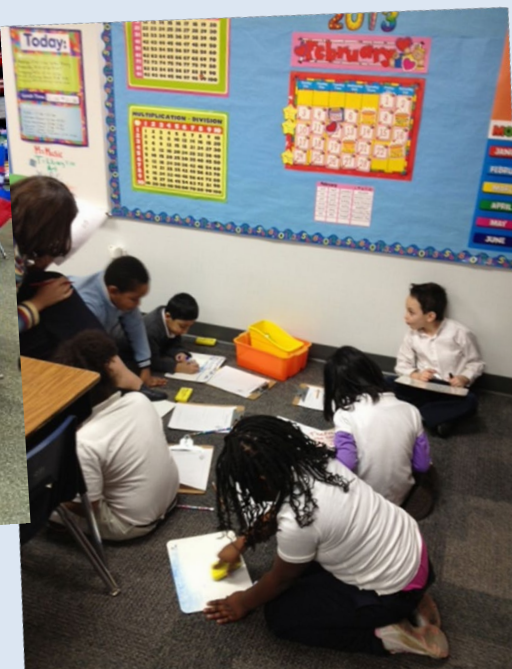
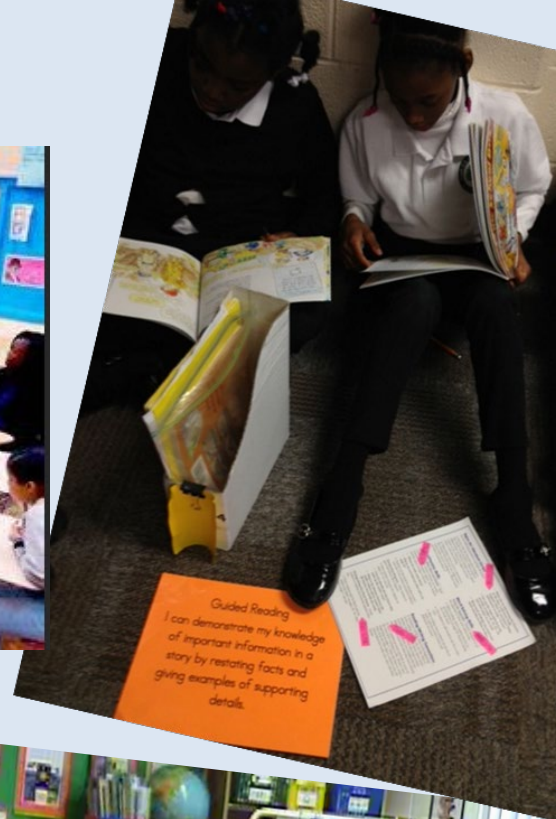
- ◆ Large-group work and discussions
- ◆ Small-group work and discussions
- ◆ Teacher movement, observation, and support



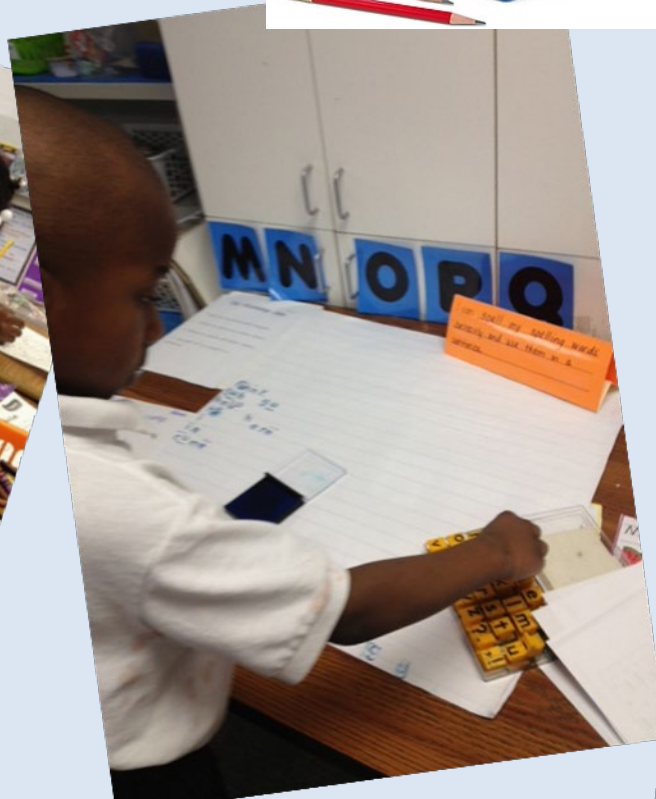
Turn and Talk:

- What do you notice about this classroom?
- What do you wonder?

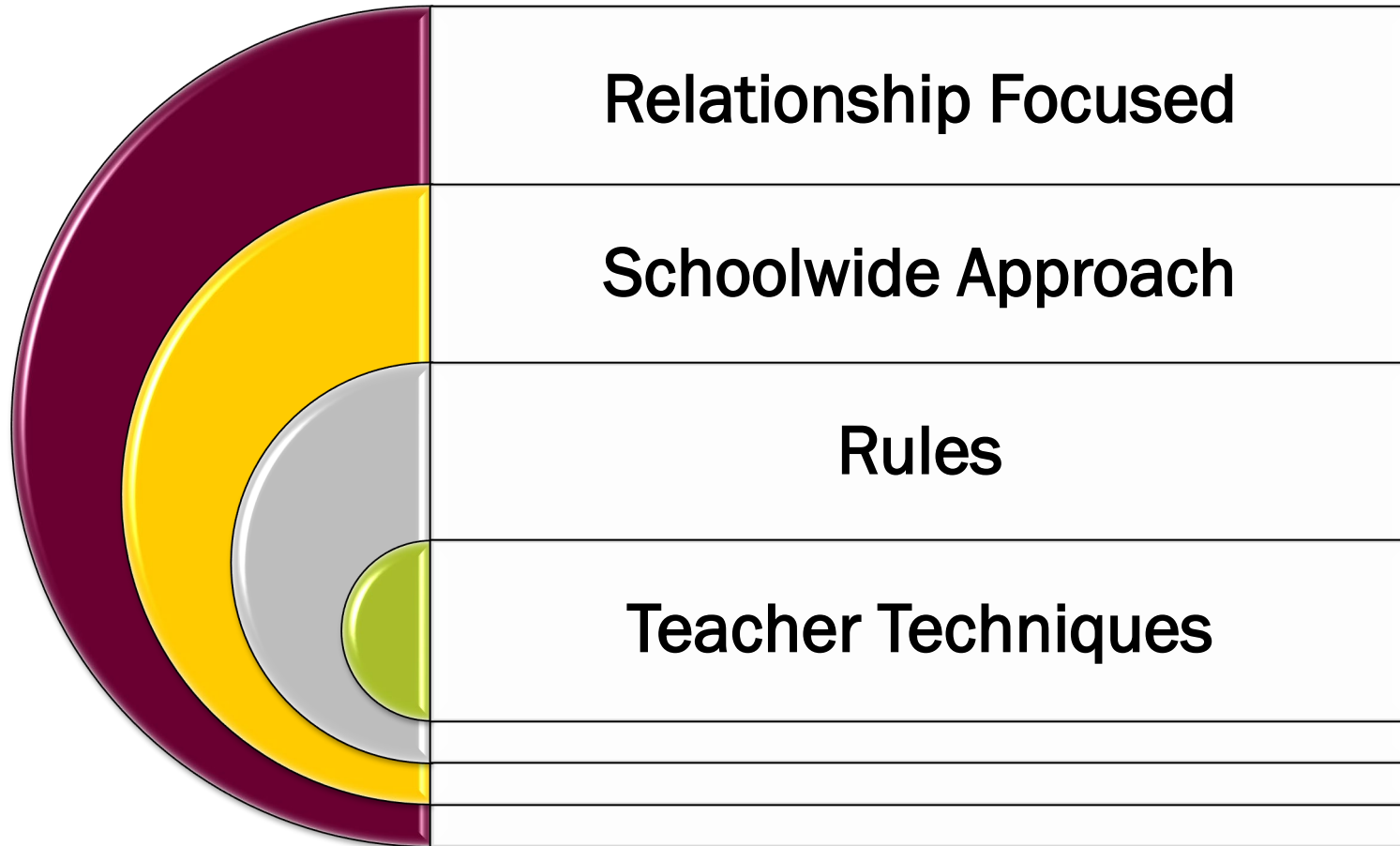
Movement



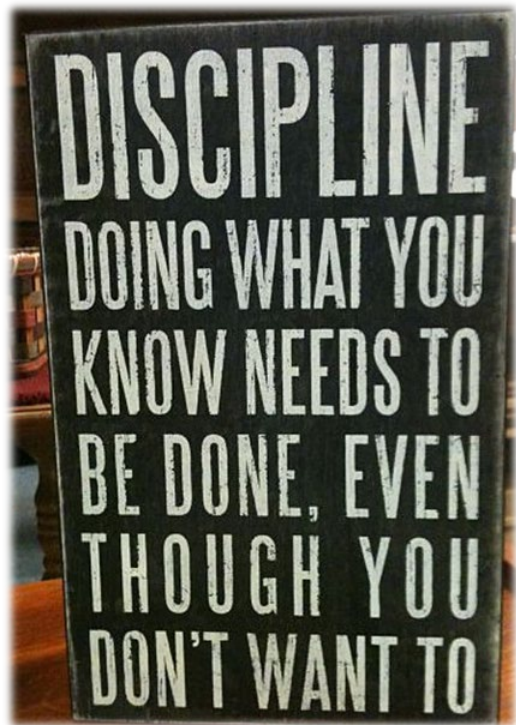
Materials/Supplies



Items to Consider for Discipline



Key Concepts for Discipline



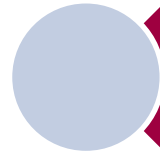
- Address discipline issues when they arise.
- Ignore minor misbehavior, if possible.
- Use various teacher techniques such as positive teacher language to tell the students what to do rather than what not to do.
- Implement logical consequences.
- Infuse student reflection to help students learn something about why that particular misbehavior was inappropriate.



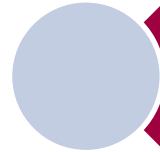
Keep Relationships in Mind

Correcting
inappropriate
student behavior:

- It's NOT about punishment
- It's about problem solving



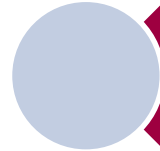
Firm, Not Mean



Fair



Respectful



Consistent



Calm

Schoolwide Approach

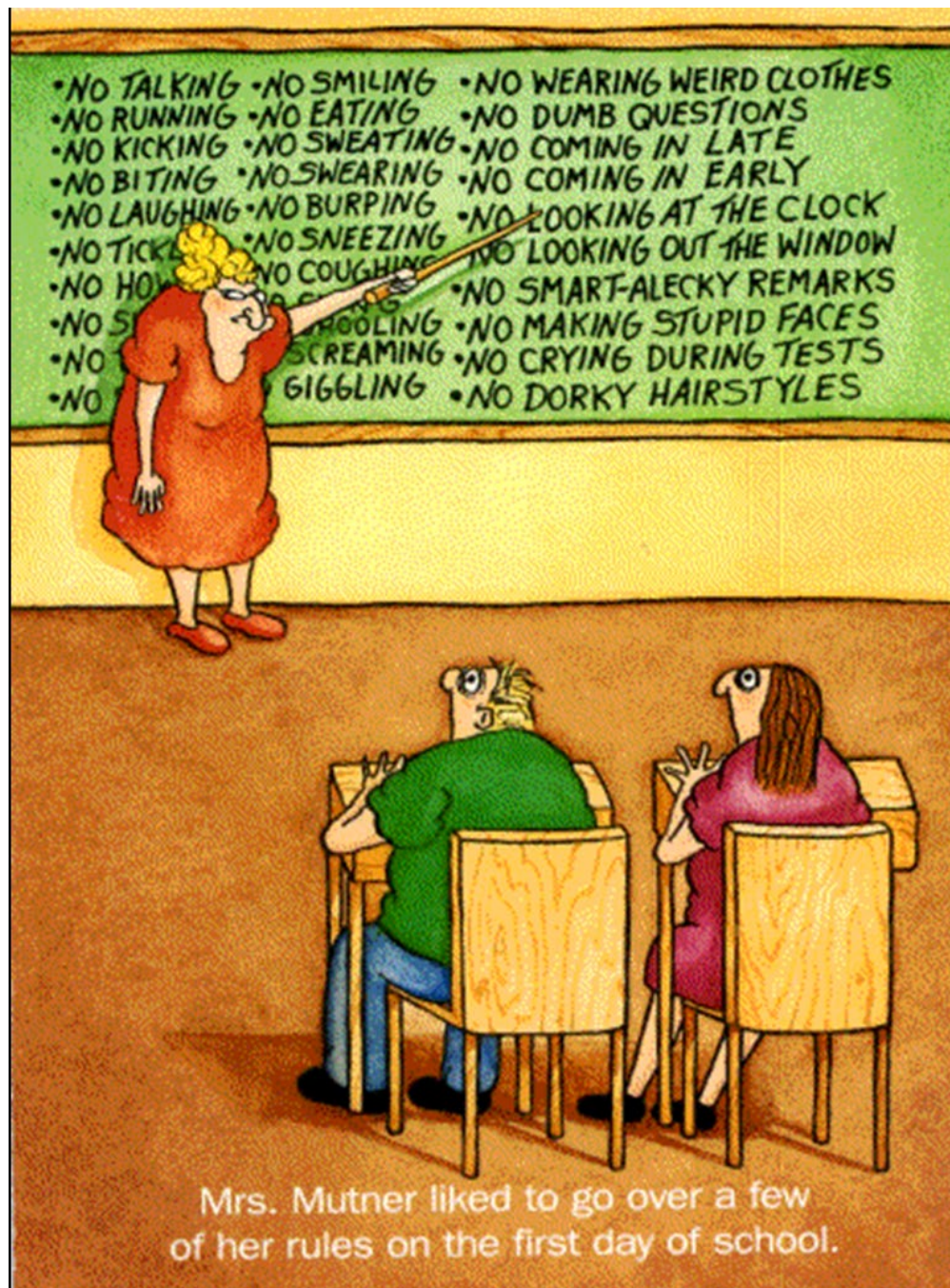
- » Follow the staff and parent/student handbook guidelines.
- » Implement tools and techniques adopted by the school with fidelity.
- » Adapt your classroom techniques accordingly.



CLASSROOM EXPECTATIONS

- Use **KIND** WORDS & ACTIONS
- **FOLLOW** the SOCIAL CONTRACT
- **ASK QUESTIONS**
- **ASK PERMISSION** before leaving the classroom
- **LISTEN** while others are TALKING
- **CLEAN UP** area
- DO YOUR BEST.**

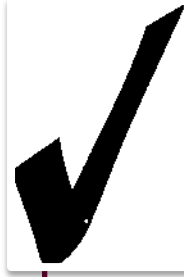




Rules For Making Rules



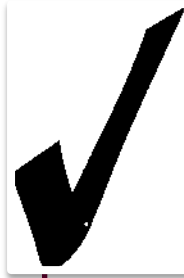
Stated Positively



Six or less



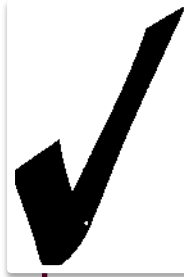
Refer to specific and observable behaviors



Language is specific



Different than classroom routines/procedures



Developmentally appropriate

Teacher Techniques to Address Behaviors

- Refer to Group Norms/Social Contract
- Attention Signal
- Wait To Start
- Nonverbals (“The Look”)
- Circulate/Proximity
- Verbally Redirect
- Sticky Note on Desk



Session Outcomes

- » Explore key elements that promote a structured and positive climate and culture.
 - Relationships
 - Procedures
 - Physical Space
 - Discipline
- » Examine classroom management strategies to help *herd the cats* for each element above.



Contact Info/Questions

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For a deeper dive, mark your calendars for a full-day session on **Wednesday, September 27, 2023.** Registration will be sent to principals via email.



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Launch: An Educator's Power

I've come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or dehumanized.

-Dr. Haim Ginott,
Teacher, Child Psychologist and Author



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