



Curb the Chaos: *Strategies to Strengthen Classroom Management*



THE GOVERNOR JOHN ENGLER
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Do Now

How would you define “classroom management” to a non-educator?

- Discuss your thoughts with two people sitting near you.

Classroom management refers to actions that an instructor takes to create and maintain a learning environment that is conducive to successful instruction. These actions include decisions about structure, organization, and course activities that support students by managing their expectations and behaviors.

--Stephanie Foster, Center for Teaching & Learning at University of Colorado Boulder



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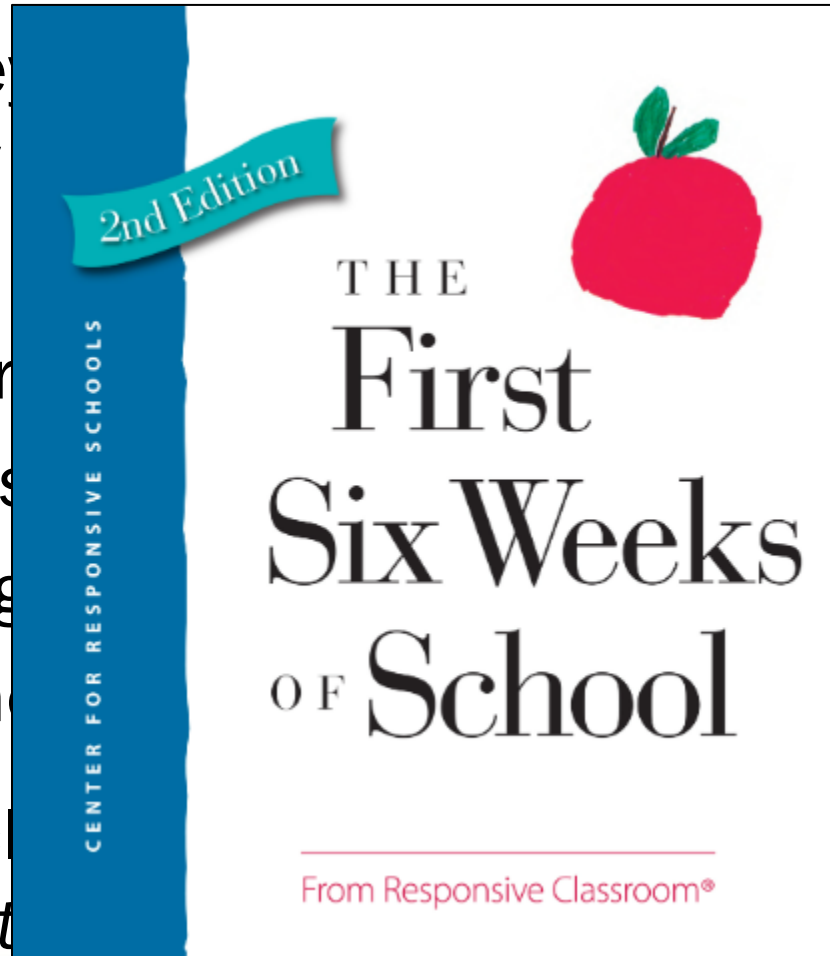
Session Objectives

» Explore key
and highly

- Physical
- Rules/Pr
- Relations
- Engaging
- Disciplin

» Examine c
help *curb* t

safe, positive



ategies to
t above.



Group Agreement and Attention Signals



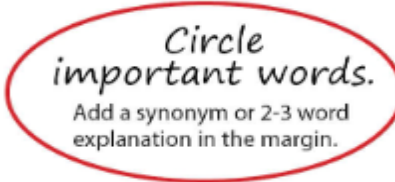
- Respect others
- Use appropriate
- Be diligent and listening




Classroom Management 101

- ✓ 1) Develop an organized physical layout for the classroom.
- ✓ 2) Develop clear rules and routines.
- ✓ 3) Establish caring relationships with and among students.
- ✓ 4) Plan and implement engaging instruction.
- ✓ 5) Address discipline issues when they arise.

Readers **Annotate** Within & Across Sources


 Circle important words.
Add a synonym or 2-3 word explanation in the margin.


 Mark new and/or big ideas.
Summarize the idea in 2-3 words within the margin.


Draw arrows  to show related ideas. | Label the connection in 2-3 words noted in the margin.

Number  1. steps
2. lists
3. details | Note in 2-3 words what all the numbers represent.

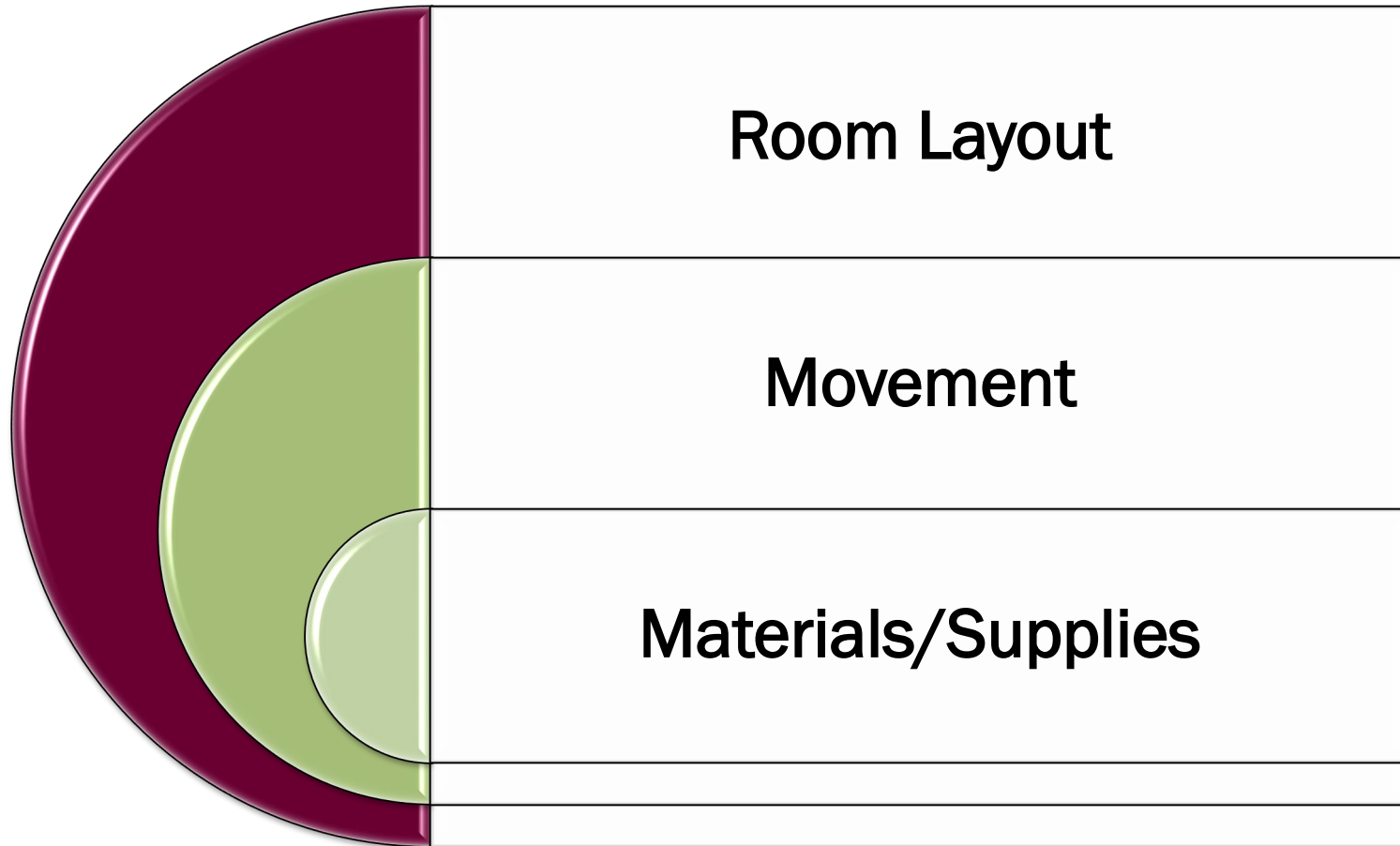
 Mark humorous ideas.

 Jot questions and confusions in the margin.

 Identify additional information learned about a previously-mentioned idea.

 Mark ideas/opinions that contradict what was previously read or learned.
Summarize the alternative viewpoint within the margin.

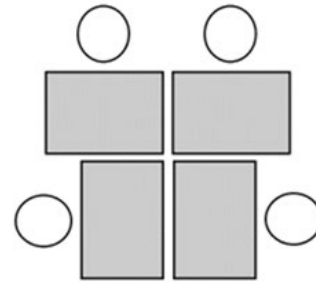
Items to Consider for Physical Space



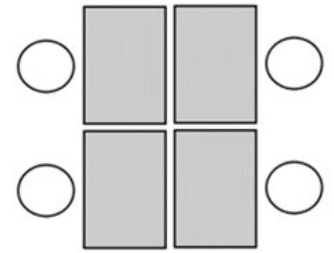
Room Layout

Consider the following:

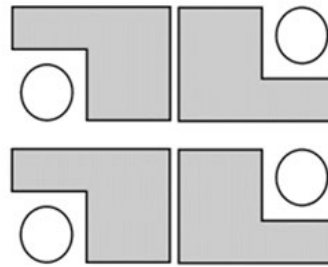
- ✓ What type of student seating is available to you?
- ✓ What space/furniture do you have for whole/large group instruction?
- ✓ What space/furniture do you have for small group instruction?
- ✓ What space/furniture do you have for one-on-one/private conferences with students?
- ✓ Is there a space for students to take a break?
- ✓ Can students see the board and important posters clearly?
- ✓ Can you see/access each student?
- ✓ Have you planned for movement and access to materials and supplies?



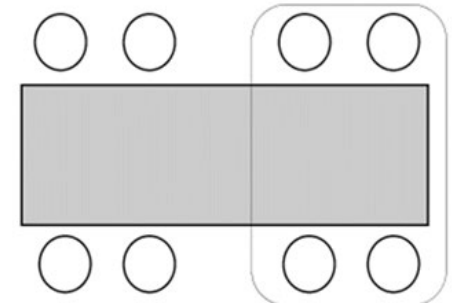
T-Table Arrangement



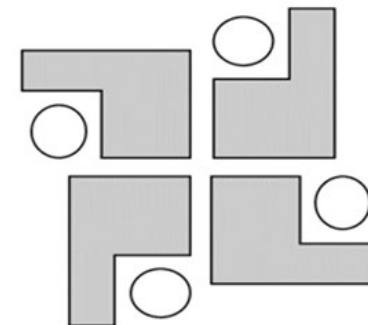
Face to Face Desks



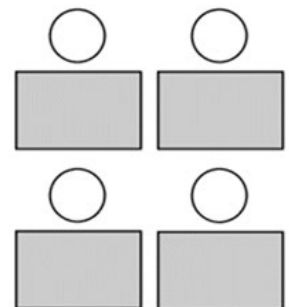
Face to Face L-Desks



Lab Table Teams

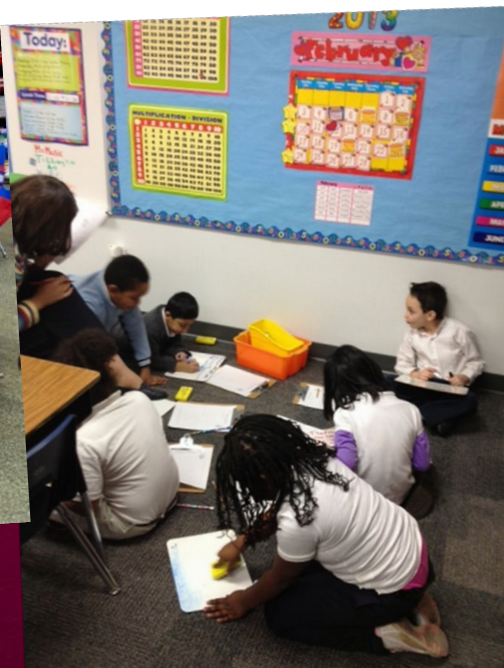
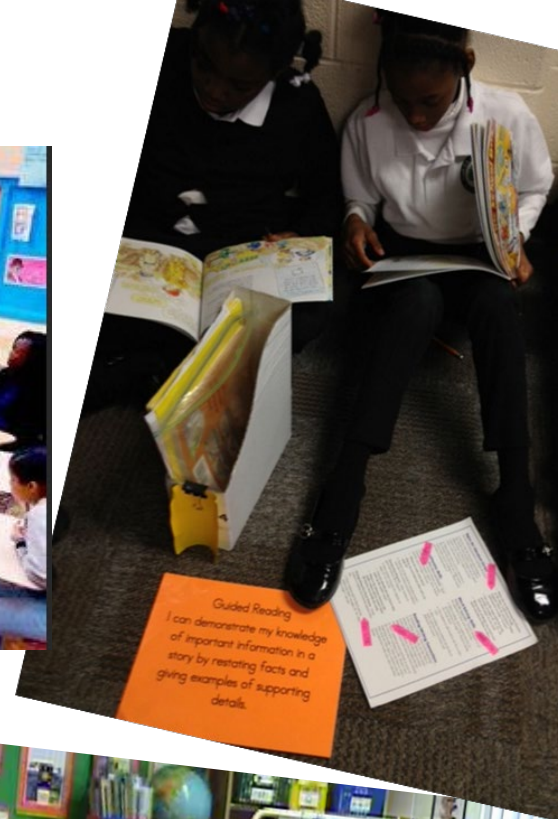


L-Desk Star Arrangement

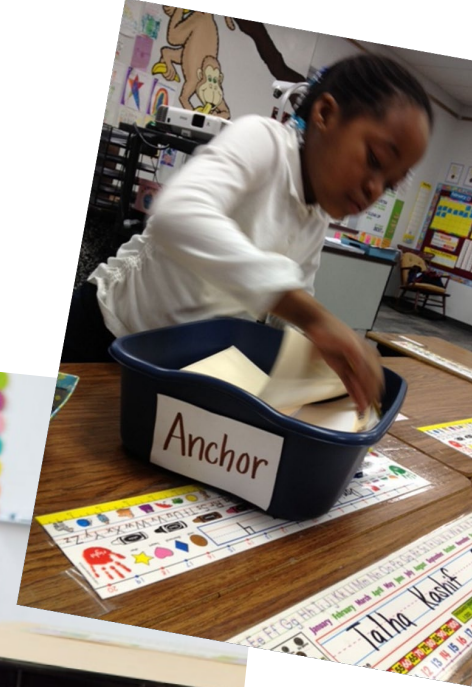
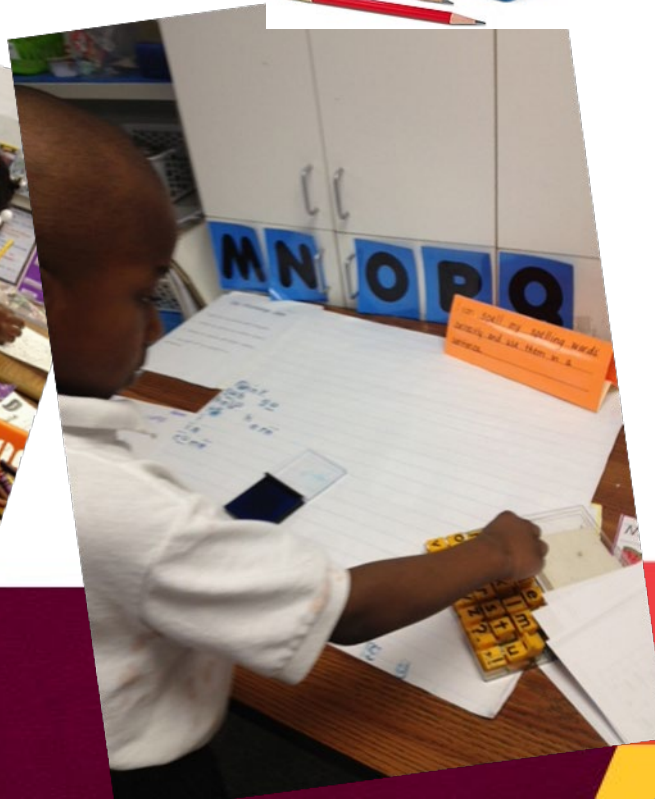


Traditional Rows

Movement



Materials/Supplies



**ONCE, I TOLD A
CHEMISTRY JOKE**

**THERE WAS NO
REACTION**

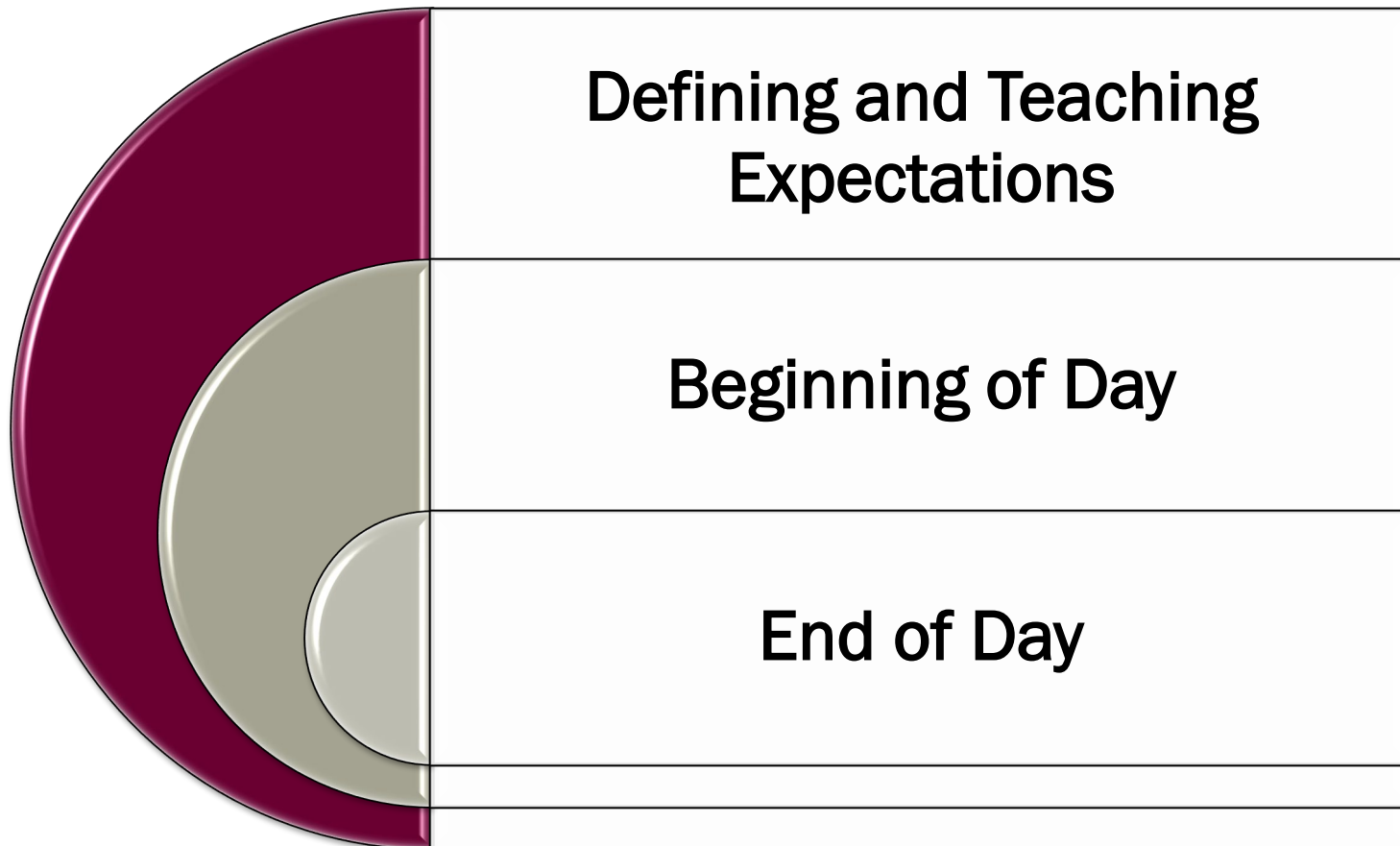


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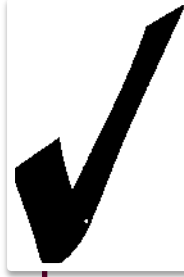
Ideas for Establishing Routines/Rules/Procedures



Rules For Making Rules



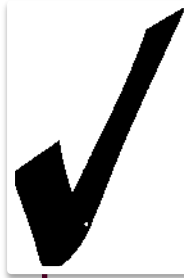
Stated Positively



Six or less



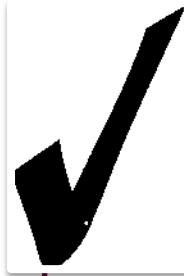
Refer to specific and observable behaviors



Language is specific

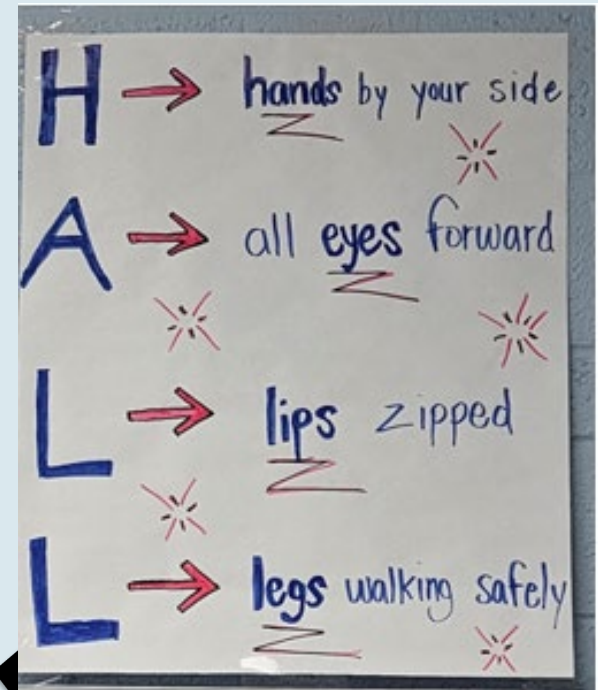
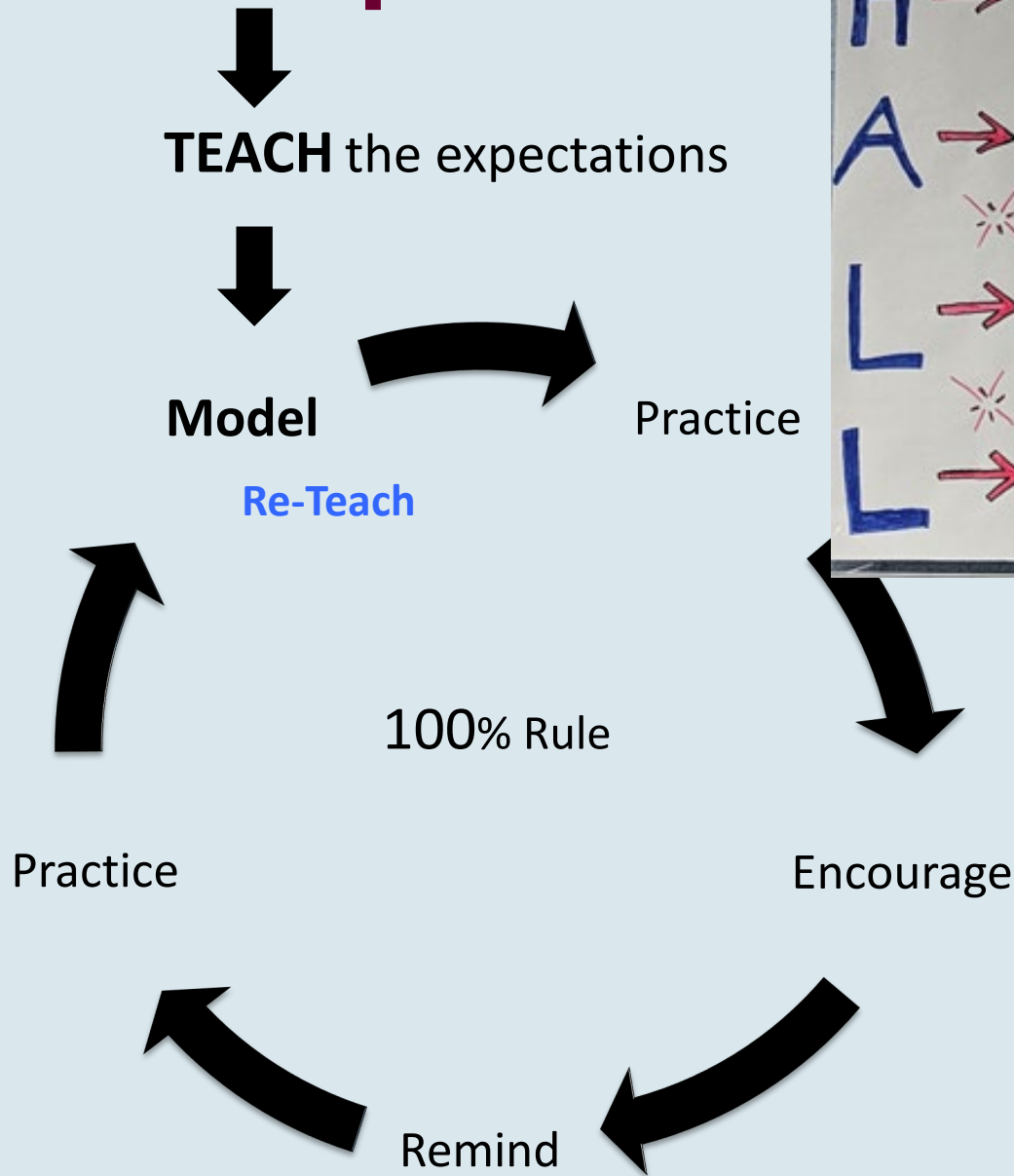


Different than classroom routines/procedures



Developmentally appropriate

Define what is expected



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/self-assess
 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



Silent Reflection: Where might you want to focus your energy?



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Strategies To Enhance Relationships



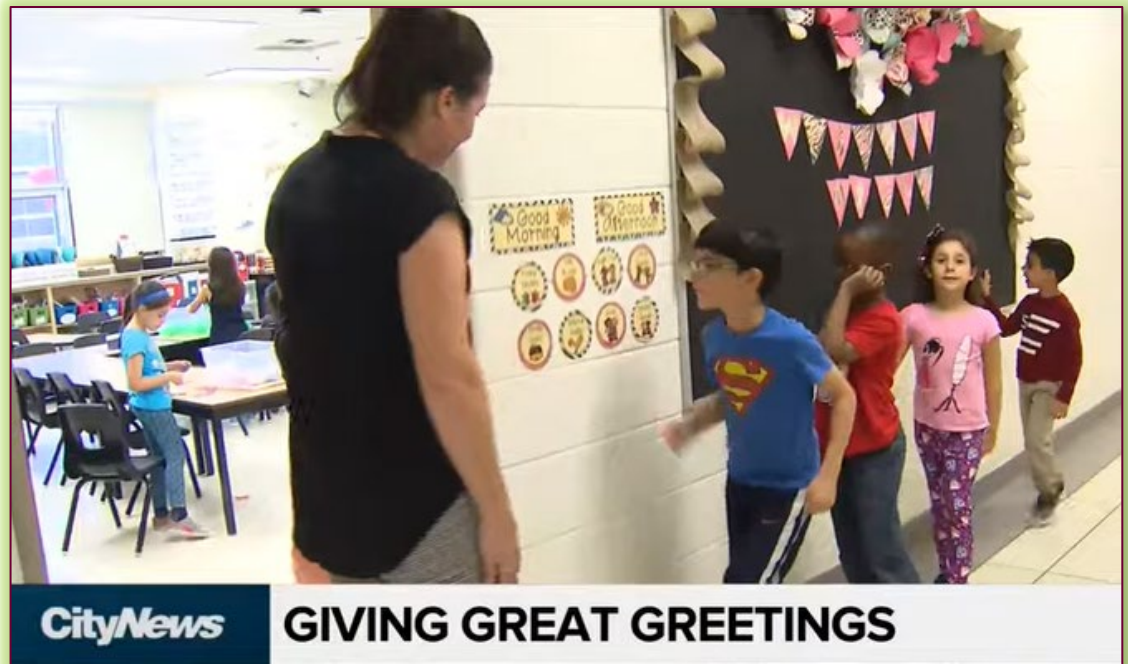
Greetings

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**



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 5-10 minutes only,
- includes ALL students throughout the week, and
- assists with building relationships and rapport among the class.



Teambuilding and Get-to-Know-You Activities

- Ask each student to complete a notecard with their name and **“What I Wish My Teacher Knew About Me”** (interests, concerns about a subject, learning preference, fears at school or home, etc.)
- Set **weekly goals** with students for academics, behavior, etc. Each weekly goal should be something to stretch the students beyond what they can already do. Be sure to **share goals with the group and celebrate accomplishments.**
- Take anonymous periodic **surveys** of your students using Google surveys or notecards asking specific questions about classroom atmosphere, lesson clarity, relationships, etc.
- Build a **bulletin board featuring a different student each week** with the student sharing home/family pictures, favorite activities/foods, dreams, etc. A weekly trivia question based on the bulletin board will help to encourage careful reading and getting to know peers.
- **Celebrate different traditions and holidays** of the students in your classroom. Invite community members to share, in person or virtually, about the tradition, its purpose, special activities, and preparation for it.

A simple line drawing of a hand with fingers curled, holding the left edge of a rectangular sign.

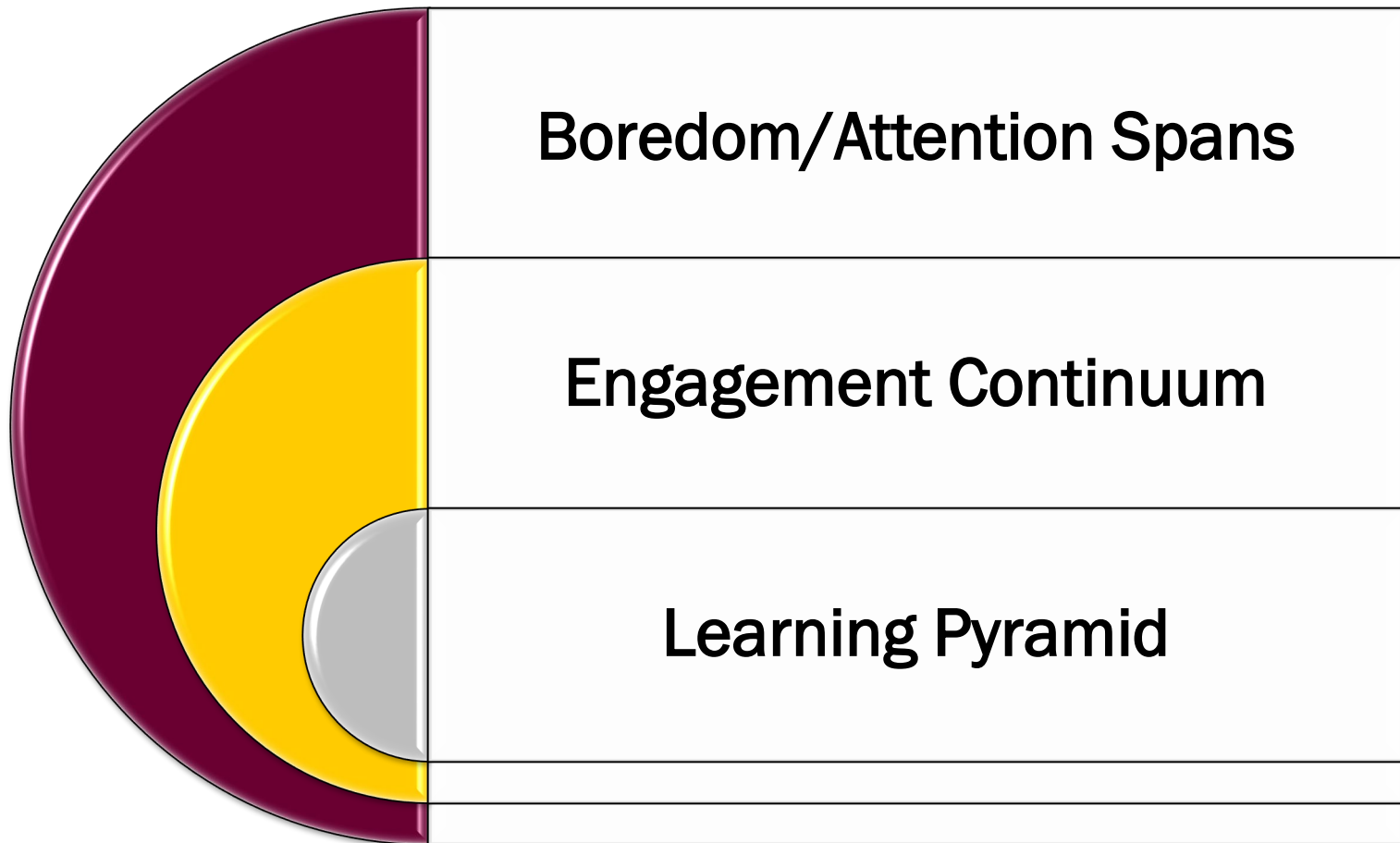
SHOW

AND

A hand-drawn cloud shape with a scalloped border, containing the word 'TELL' in a 3D font.

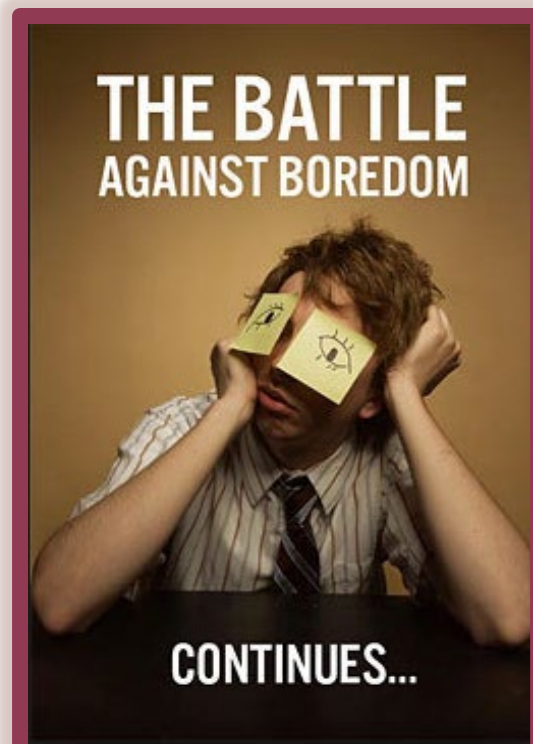
TELL

Concepts to Ensure Engaging Instruction



Boredom, the Root of All Evil...

What happens when kids are bored in school or are allowed to disengage cognitively?



Variety is the Spice of Life

Attention spans for pre-adolescents require you to change instructional strategies every 5-10 minutes. Adolescents and adults need a shift every 10-20 minutes!



Source: <http://www.youtube.com>



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

Silent Reflection:
What do kids do when “done” in your room?



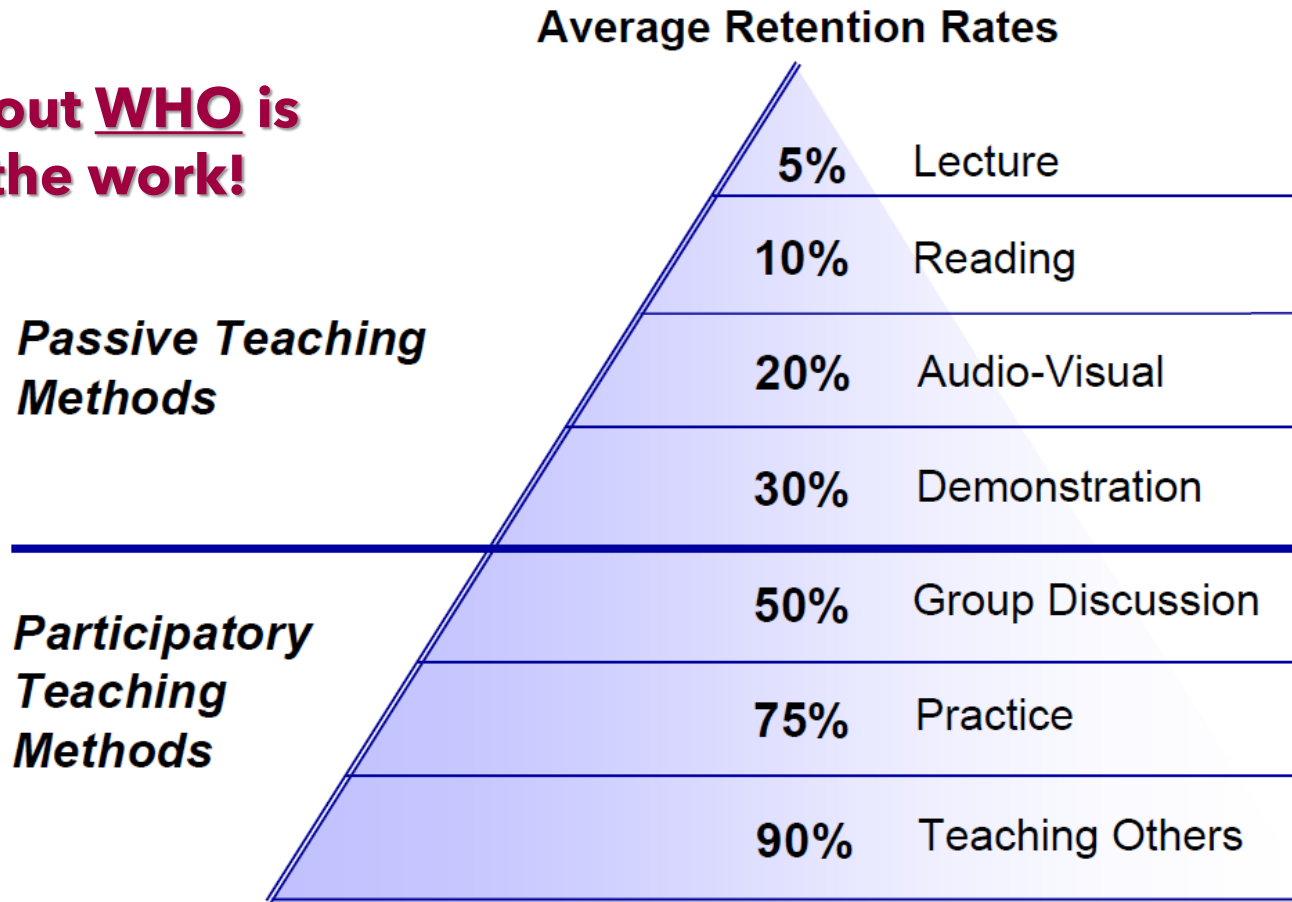
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Engagement Continuum

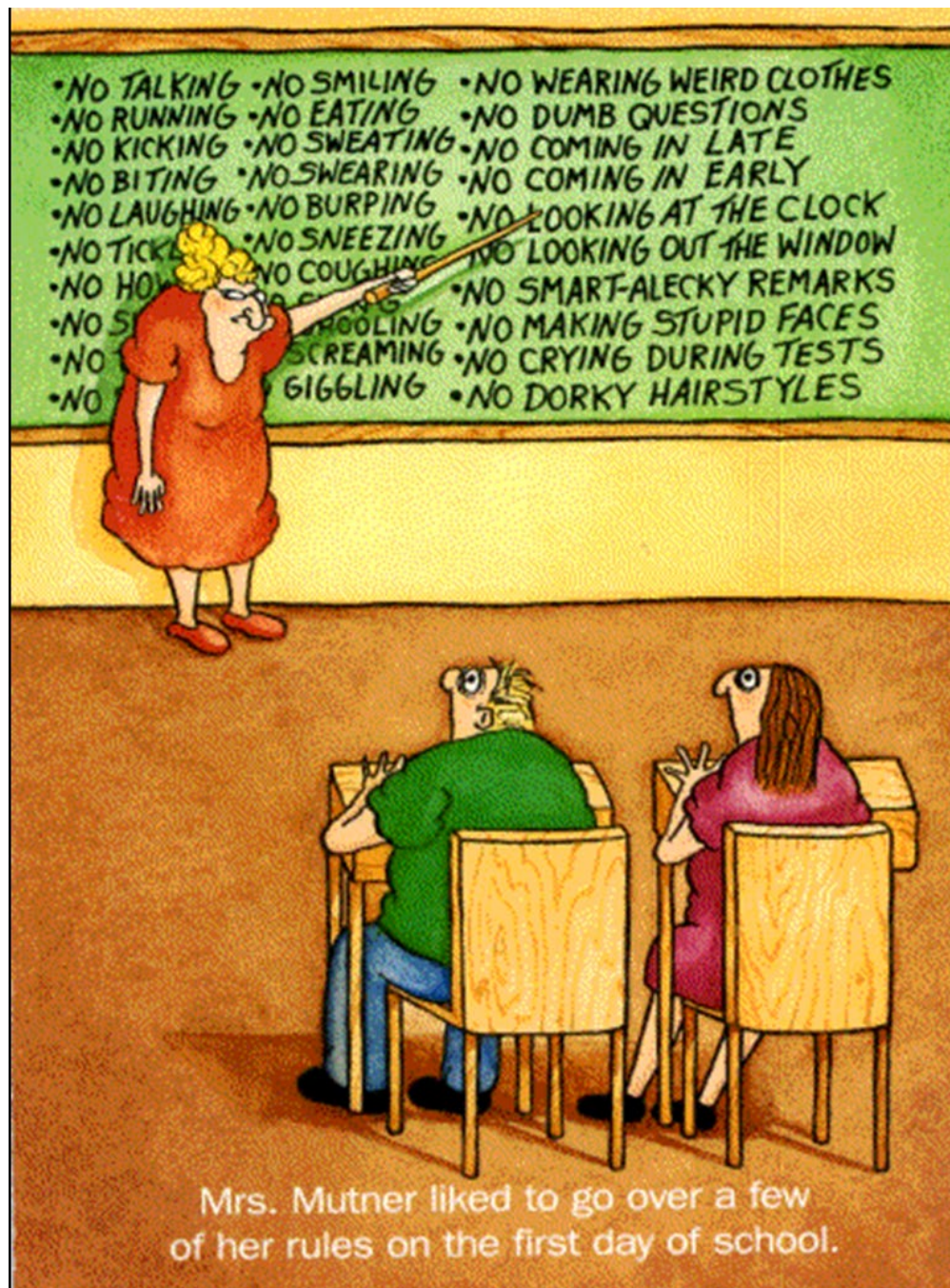
Disengaged (complete disinterest and lack of motivation)	Compliant (willingness to perform at required level of behavior and cognition)	Engaged (active learning with cognitive challenge and piqued interest)
<ul style="list-style-type: none"> • Sleeping • Reading* • Doing other work • Writing notes* • Talking* • Playing around • Getting out of seat* • Using technology* <p><i>*When not intentional for purpose of the lesson</i></p>	<ul style="list-style-type: none"> • Doing task required by teacher • Sitting quietly • Facing forward • Looking at teacher • Answering questions • Nodding 	<ul style="list-style-type: none"> • Asking questions • Solving problems • Critically thinking • Discussing with peers • Researching/Exploring • Applying/Connecting • Analytically reasoning • Generating and testing hypothesis • Constructing/Creating • Critiquing • Responding in writing • Debating

The Learning Pyramid*

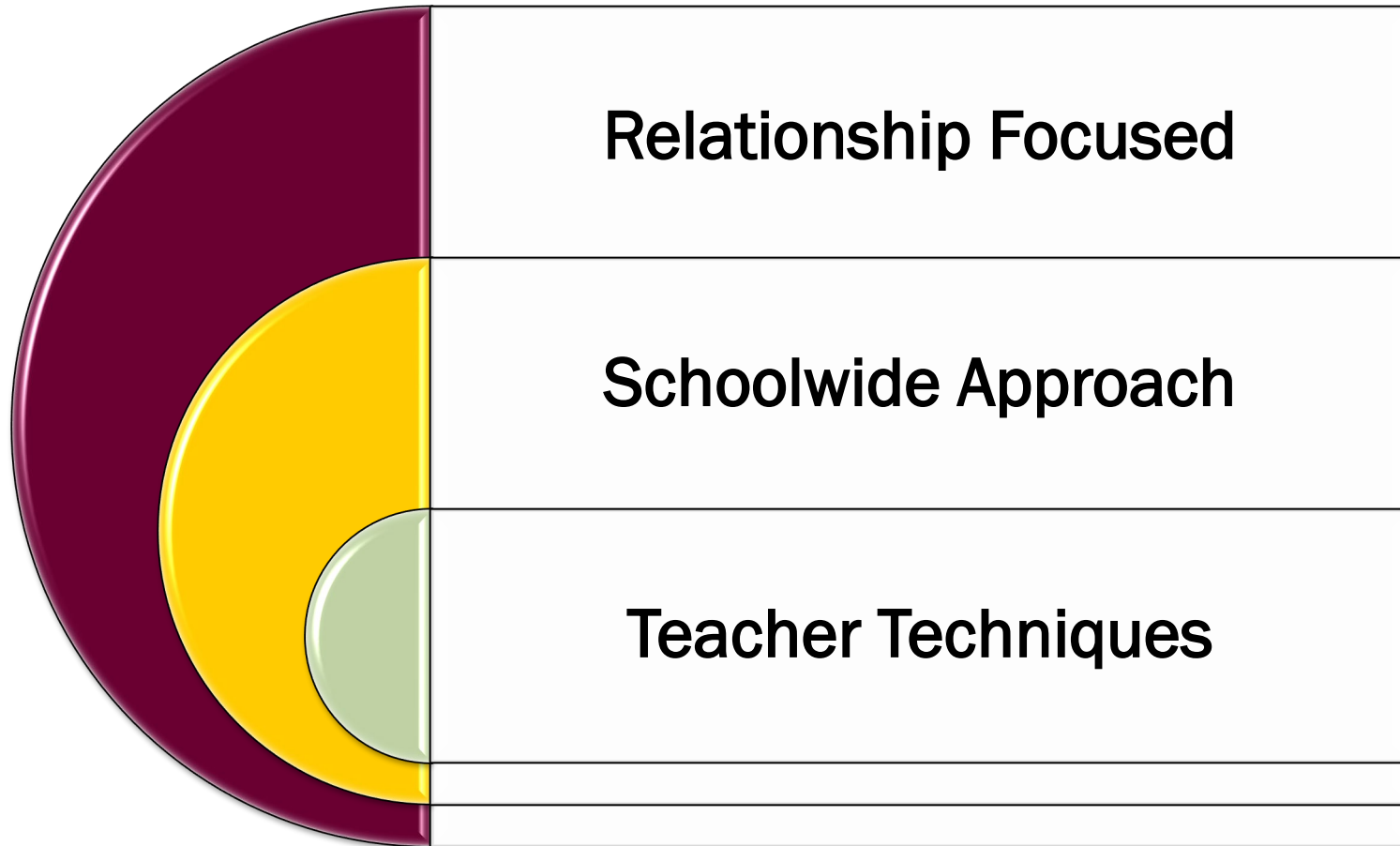
Think about **WHO** is
doing the work!



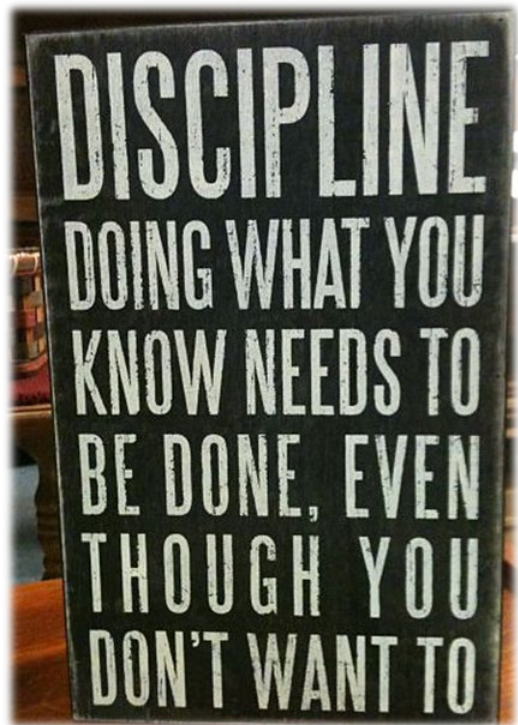
*Adapted from National Training Laboratories. Bethel, Maine



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 misbehavior was inappropriate.

Skim then Speak:

Skim the bullets and consider one or two you would like to focus on. Speak to a shoulder partner about what you chose and why.

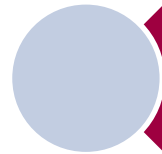
Keep Relationships in Mind

Correcting
inappropriate
student behavior:

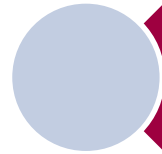
- It's NOT about punishment
- It's about problem solving



Firm, Not Mean



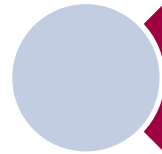
Fair



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.**



Teacher Techniques to Address Behaviors

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

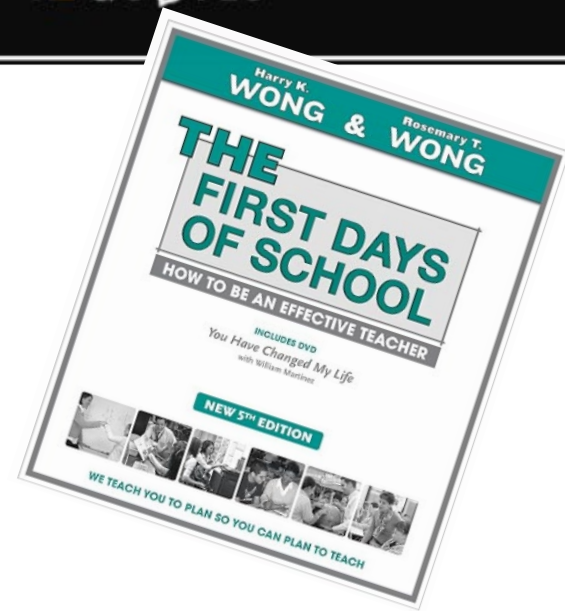
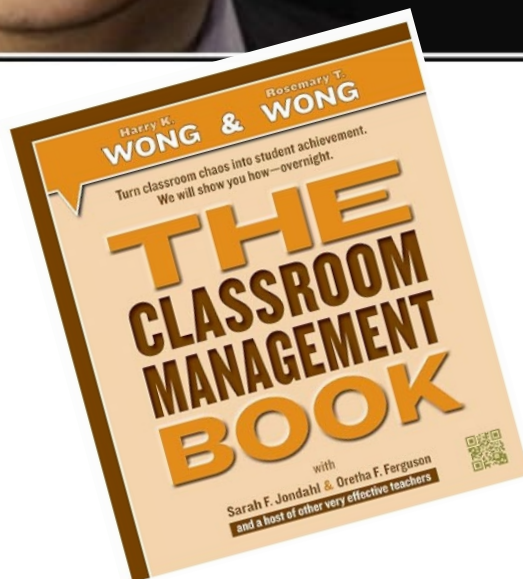




The most successful classes are those where the teacher has a clear idea of what is expected from the students and the students know what the teacher expects from them.

— Harry Wong —

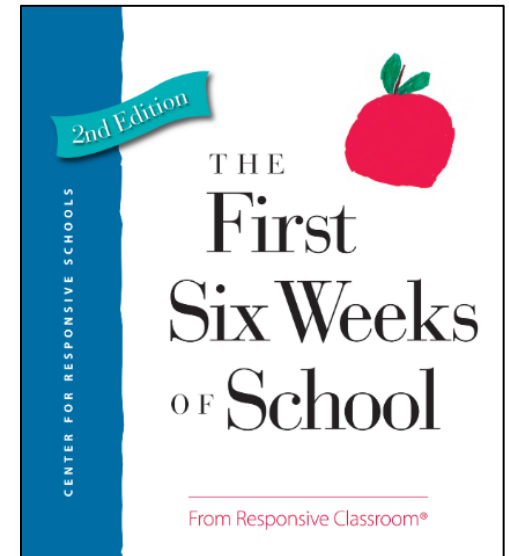
AZ QUOTES



Session Objectives

» Explore key elements that promote a safe, positive and highly structured environment.

- Physical Space
- Rules/Procedures
- Relationships
- Engaging Instruction
- Discipline



» Examine classroom management strategies to help *curb the chaos* for each element above.



Contact Info/Questions

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THANK YOU!



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