

Classroom Management

Good Afternoon!

Bell Ringer:

1. Please find your table and have a seat!
2. Create a name tag that includes your first name and how long you have been substituting.
3. As soon as you have signed in, please begin filling out your KWL in the "K" column with what you know about classroom management.

Classroom Management



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Agenda

☞ 5:00-5:20 PM: Introductions, Quiet Signal, Structure of Class, KWL

☞ 5:20-6:15 PM: Domain 2A-2C: Environment of Respect, Culture of Learning, Establishing and Managing Procedures

☞ ***BREAK!!***

☞ 6:30-7:00 PM: Domain 2D: Stopping Misconduct Using Effective, Appropriate Techniques

☞ 7:00-7:15 PM: Domain 2E: Organizing Physical Space

☞ 7:15-7:45 PM: Substitute Toolkit

☞ 7:45-8:00 PM: “L” column and Wrap-Up

Training Norms



- ☞ Be an active collegial learner
- ☞ Use cell phones only after you step out of the room
- ☞ Be respectful of other learners' individual needs and requests

Objectives



Participants will be able to describe effective teaching, identify strategies for successful classroom management, and implement strategies in the classroom.





Tips for Success



-
- ❧ **Arrive early:** arrive at least 30 minutes prior to the start of school.
 - ❧ **Dress for success:** students respond positively to professional appearance.
 - ❧ **Follow the teachers lesson plan** as provided for you.
 - ❧ **Engage students in meaningful instruction** and initiate the lesson as soon as class begins.

Domain 2: The Classroom Environment



Carefully consider what you
WANT to know about
classroom management & write
that in your "W" column.

2:00

Organize Your Thoughts End



1. Discuss your “Ks” & “Ws” with your group.
2. Take your top 5 for each column and write them on a post it to display on the chart paper at your tables. (4 minutes)

School District of Lee County	Performance Rating			
	Requires Action	Basic	Accomplished	Exemplary
Domain 2: The Classroom Environment				
2a. Creating an Environment of Respect	Classroom interactions, both between the teacher and students and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds or developmental differences, and are characterized by sarcasm, put-downs, or conflict.	Classroom interactions, both between the teacher and students and among students, are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural or developmental differences.	Classroom interactions, both between teacher and students and among students, are polite and respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.	Classroom interactions, both between teacher and students and among students, are respectful and reflect genuine warmth, caring, and sensitivity to the cultural and developmental differences among groups of students. Students themselves ensure high levels of civility among members of the class.
2b. Establishes a Culture for Learning	The teacher has not created a positive culture for learning. Teacher commitment to the subject matter and expectations for student achievement are low. Student pride in work is not evident.	The teacher has moderately established a positive culture for learning. Commitment to the subject matter is developing, and there are rudimentary expectations for student achievement. Students show some pride in their work.	The teacher has created a positive classroom culture for learning, characterized by high expectations for most students, the belief that students can succeed if they work hard, and appropriate commitment to the subject matter by both the teacher and students. Students demonstrate pride in their work.	The teacher has created a culture for learning characterized by high levels of student energy and the teacher's passion for the subject area. Everyone shares a belief in the importance of the subject and the belief that all students can succeed if they work hard. All students hold themselves to high standards of performance; for example, by initiating improvement to their work.
2c. Establishes and Manages Classroom Procedures	Considerable instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.	Some instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which are only rudimentary.	Little instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.	Students contribute to the seamless operation of classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties.
2d. Stops Misconduct by Using Effective, Appropriate Techniques	There is no evidence that standards of conduct have been established and minimal teacher monitoring of student behavior. Response to student misbehavior is repressive or disrespectful of student dignity. The teacher does not address off-task, inappropriate, or challenging behavior efficiently, thereby creating significant negative impact on the learning of students in the class. The teacher does not reinforce positive behavior.	There is some evidence that the teacher has made an effort to establish standards of conduct for students and tries to monitor student behavior, but these efforts are not always successful. The teacher addresses some off-task, inappropriate, or challenging behavior inefficiently, thereby creating some negative impact on the learning of students in the class. The teacher generally reinforces positive behavior.	There is consistent evidence that standards of conduct are dear to students, and the teacher monitors student behavior against those standards. The teacher's response to student misbehavior is appropriate and respectful to students. The teacher addresses most off-task, inappropriate, or challenging behavior efficiently, thereby creating little negative impact on the learning of students in the class. The teacher strategically reinforces positive behavior.	Standards of conduct are dear, with evidence of student participation in setting them. Expectations are developed and taught. The teacher's monitoring of student behavior is subtle and preventative, and the teacher's response to student misbehavior is sensitive to individual student needs. The teacher addresses almost all off-task, inappropriate, or challenging behavior efficiently, thereby creating no negative impact on the learning of students in the class. Students take an active role in monitoring the standards of behavior and there is significant evidence that students support the positive classroom culture.
2e. Organizing Physical Space	The physical environment is unsafe, or students don't have access to learning. There is poor alignment between the physical arrangement and the lesson activities.	The classroom is safe, essential learning is accessible to some students, and the teacher's use of physical resources is moderately effective. Teacher may attempt to modify the physical arrangement to suit learning activities, with limited success.	The classroom is safe, and learning is accessible to most students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources.	The classroom is safe, and the physical environment ensures the learning of all students, including those with special needs. Students contribute to the use or adaptation of the physical environment to advance learning.



What does an effective teacher look like?



- ❧ Take a moment to read and analyze the accomplished and exemplary indicators for domain 2.
- ❧ With your shoulder partner, write found poem – using only words, phrases, or sentences from the evaluation document and checklist– to describe an effective teacher.
- ❧ Make sure you have at least six lines; your poem does not have to rhyme.
- ❧ [Found poem](#) / [Found poem example](#)

Effective teachers are...

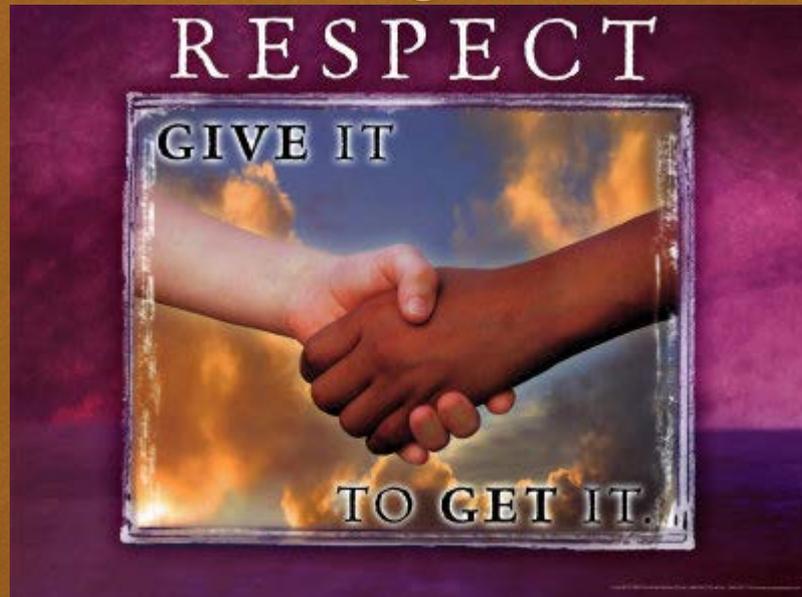
- ❧ Flexible
- ❧ Organized
- ❧ Knowledgeable
- ❧ Humorous
- ❧ Fair
- ❧ Patient
- ❧ Caring
- ❧ Good communicators
- ❧ Firm
- ❧ Reflective
- ❧ Positive
- ❧ Consistent
- ❧ Enthusiastic
- ❧ Honest
- ❧ Collaborative



- ❧ Sometimes make mistakes.
- ❧ Sometimes have bad days.
- ❧ Sometimes feel overwhelmed.
- ❧ Sometimes feel stressed.
- ❧ Sometimes feel underappreciated.



2A. Creating an Environment of Respect





Accomplished



- ❧ Classroom interactions, both between teacher and students and among students, are polite and respectful, reflect general warmth and caring, and are appropriate to the cultural and developmental differences among groups of students.



Establishing Positive Relationships

- ❧ Model the behavior you want to see.
- ❧ Establish, friendly, but appropriate relationships.
- ❧ Make a connection.
- ❧ Maintain a high ratio of positive statements versus negative statements.
- ❧ Communicate high expectations.
- ❧ Share control.
- ❧ Negotiate and provide choice:
 - ❧ Choices should be authentic and realistic. Both choices should be acceptable to teacher and student. Say choices with equal enthusiasm.



Who are you? Why are you here? Where's our teacher? What are we going to do today?



- ❧ Think about what a positive interaction between teachers and students sounds like.
- ❧ With your shoulder partner alternate writing lines of dialogue (one from teacher point of view and one from student point of view) to reflect this indicator.
- ❧ As partner A writes, partner B listens. And then the roles reverse until you have at least eight lines of written dialogue – be sure to address the questions above.

2B. Establishing a Culture for Learning





Accomplished



☞ The teacher has created a positive classroom culture for learning, characterized by high expectations for most students, the belief that students can succeed if they work hard, and appropriate commitment to the subject matter by both the teacher and students. Students demonstrate pride in their work.



Choices in Learning



Complete a character analysis for the main character of your story.	Complete a character report card .	Name & draw a person who is like one of the characters from the book.
Build a miniature stage setting for your story.	Draw a picture describing at least 3 settings from the story.	Make up a limerick or cinquain poem about the setting of your story.
Use a sequence chart or timeline to describe at least 7 events.	Write a new beginning or ending to the story.	Make a game board about your story. Include key events (in order)



Rewards and Motivators



- ❧ Establish rewards and motivators – not as “bribes” to be good but as goals – so students can work toward and achieve throughout class.
 - ❧ Certificates
 - ❧ Pencils and paper clips
 - ❧ Stickers
 - ❧ Tickets
 - ❧ Extra time
 - ❧ Privilege cards
 - ❧ Story time (read aloud)
 - ❧ Special activity
 - ❧ Number of “jelly beans” or “beans” estimation jar
 - ❧ Talk time



How would you use rewards?

- ❧ Think about how and why you would use each reward.
- ❧ With your shoulder partner, take turns identifying one reward you could use it and explaining how you would use it.
- ❧ Feel free to think outside of the “list.”

Example ideas:

- ❧ Certificates
- ❧ Pencils and paper clips
- ❧ Stickers
- ❧ Tickets
- ❧ Extra time
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2C. Establishes and Manages Classroom Procedures



This post is part of
**The Clutter-Free Classroom's
Classroom Management series**

Click on the My Products button on the right
to purchase the Teaching Routines & Procedures
Workbook and/or to download **FREE** resources
designed to make your job as a teacher much easier.

The banner features a book cover on the left with the title 'The Clutter-Free Classroom's Guide to Teaching Routines and Procedures in the Classroom' and the website 'www.CFCClassroom.com'. Below the book are two cartoon children, a girl with a red apple and a boy with a green backpack. A yellow pencil is positioned horizontally across the middle of the banner.



Accomplished



∞ Little instructional time is lost because of inefficient classroom routines and procedures for transitions, handling of supplies, and performance of non-instructional duties, which occur smoothly.

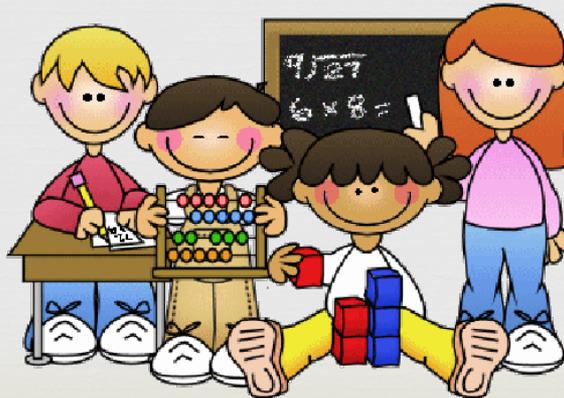
Procedure vs. Routine



“A **procedure** is how a teacher wants something done. It is the responsibility of the teacher to have procedures clearly stated.”

“A **routine** is what the student does automatically without prompting or supervision. A routine becomes a habit, practice, or custom for the student.”

Harry Wong, *First Days of School*





When and where do I need procedures?

- ✧ Entering / exiting classroom
- ✧ Getting materials ready for class
- ✧ Navigating the classroom
- ✧ Where to find assignments
- ✧ Begin bell work
- ✧ Using the restroom
- ✧ Asking questions
- ✧ Sharpening pencils
- ✧ Getting out of your seat
- ✧ Class dismissal
- ✧ Discipline
- ✧ Turning in work
- ✧ Turning in late work
- ✧ Checking for understanding
- ✧ Absent /tardy
- ✧ Emergency alerts
- ✧ Notebook
- ✧ Planner
- ✧ Classroom interruptions
- ✧ What to do when finished with assignments



Opening the Lesson & Housekeeping

Engage students in learning immediately. Initiate the lesson using the teacher's planned opening activity. If there is no opening activity for the lesson, have students create a name tent card while you take attendance.

Make taking attendance a routine. Each class period or school day should begin the same way.

1. Introduce yourself.
2. Engage students in an opening activity.
3. Take attendance while students are engaged in opening activity.



Classroom Procedures/Routines

EXPECTATIONS

Class-Wide

Arrival

Cooperative Learning Groups

Independent Seat Work

Whole Group

Identify Attention Signal.....Teach, Practice, Reinforce



Be Respectful

- Listen to others
- Use inside voice
- Use kind words
- Ask permission

- Enter/exit classroom prepared
- Use inside voice

- Listen to others
- Accept differences
- Use kind words
- Encourage others

- Use quiet voice
- Follow directions
- Use the FOCUS strategy

- Eyes/ears on speaker
- Raise hand to speak
- Contribute to learning



Be Responsible

- Be prepared
- Follow directions
- Be a problem solver
- Make choices that support your goals

- Place materials in correct area
- Begin warm-up promptly

- Use time wisely
- Contribute
- Complete your part

- Use the FOCUS strategy
- Be a TASK master
- Use your neighbor

- Follow directions
- Take notes
- Use the FOCUS strategy
- Meet your goals



Be Safe

- Keep hands, feet, and objects to self
- Organize yourself
- Walk

- Walk
- Use your personal power to support self/others

- Use materials carefully
- Use your personal power to support self/others

- Notice your neighbor
- Keep hands, feet, and objects to self

- Stay at seat
- Keep hands, feet, and objects to self
- Notice your neighbor

Teaching Your Procedures



Three-Step Approach

- 1. Explain.** State, explain, model, and demonstrate the procedure.
- 2. Rehearse.** Rehearse and practice the procedure under your supervision.
- 3. Reinforce.** Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

From *The First Days of School* by Harry Wong



Tip: Reflection on what you want to accomplish in your work is the key to creating successful procedures.



What your procedures for key routines?

❧ Think about some of the most important procedures and routines.

❧ Jigsaw: with your shoulder partner, develop a procedure or routine for the activity **highlighted** on your slip of paper.

❧ Give one/get one – be prepared to share your procedure with someone else.

- 
1. Entering and exiting the classroom
 2. Attendance
 3. Getting started/finding assignments
 4. Leaving the classroom/getting out of seat
 5. Getting help/asking questions
 6. Managing supplies and materials
 7. Turning in work/finishing assignments
 8. Emergencies
 9. Gaining student attention



What do you do when you have extra time?



- ❧ Lists: A to Z, top 10
- ❧ Create a poster or flyer for the lesson or content; present and “sell” the lesson or content to the class.
- ❧ Create an advertisement for a classroom object: pencil, paper, tape, staplers, scissors glue, document camera, etc.
- ❧ Read aloud from a book (or NEWSPAPER) you brought (keep one for elementary, middle, and high if you go to all levels).
- ❧ High Five (trace hand and fill out who, what, when, where, why, and how) strategy for summarizing content read aloud or read.
- ❧ Quick writes
- ❧ Competitions: spelling bee, multiplication bee, vocabulary bee, engineering bee, etc.
- ❧ Poems: acrostic poem, Found poem/Found poem example, haikus, etc.
- ❧ Reader’s theaters



What do you when you have extra time?



- ⌘ Think about what you do when you have extra time.
- ⌘ Share your own ideas with your table mates or ways you could use the strategies listed; continue sharing until time is called.
- ⌘ Write down good ideas to use later.

2:00

2:00

BREAK!!!!!!!!!!!!!!



Timer (15 minutes)

2D: Stops Misconduct Using Effective, Appropriate Techniques



The effective teacher manages a classroom. The ineffective teacher disciplines a classroom.

Harry Wong

Accomplished

- ☞ There is consistent evidence that standards of conduct are clear to students, and the teacher monitors student behavior against those standards.
- ☞ The teacher's response to student misbehavior is appropriate and respectful to students.
- ☞ The teacher addresses most off-task, inappropriate, or challenging behavior efficiently, thereby creating little negative impact on the learning of students in the class.
- ☞ The teacher strategically reinforces positive behavior.

Making Positive Connections



Positive Assumptions

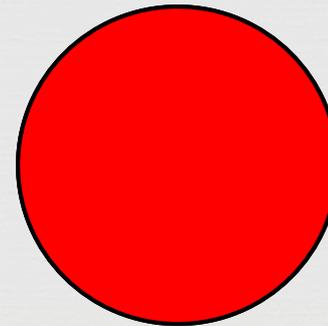
- They haven't fully learned the appropriate behavior.
- They want to know that the classroom environment will be safe and structured.
- They are signaling the teacher to teach behavior more thoroughly or differently.



Negative Assumptions

- They are bad kids.
- They don't want to learn.
- They are trying to hurt the teacher.

1 minute



Classroom Expectations (Rules)

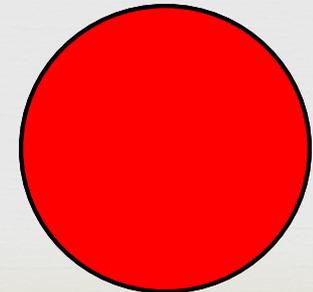
❧ After completing the opening activity for the lesson, take a moment to review the classroom rules posted by the classroom teacher. If no rules are posted, share your own rules you have prepared in advance.

❧ Table Task:

❧ Discuss the rules you have seen posted in classrooms and the rules you use as a substitute. Which ones are the most important? 1 minute



Tip: Spend time creating your own set of classroom expectations and bring them with you to each job assignment.



Classroom Management To Do List

- Greet students at the door.
- Use proximity control.
- Pause.
- Maintain eye contact.
- Say students' names.
- Use a firm yet soft voice.
- Vary tone and volume, but do not yell.
- Count backwards from 20 to 1.
- Hold up a timer and play "Beat the Clock."
- Hold up a hand.
- Get full silence before you continue.





The Effective No



- Consider avoiding the word “No” entirely. For example, “Yes, you can go to your locker, as soon as the bell rings.”
- Don’t over-explain.
 - Provide student with a time to come to you later. “We can discuss that in ten minutes after we finish this activity.”
- Do not blame.
- Do not complain.
- Provide no wiggle room.
- An effective “No” has no animosity, baiting, antagonism, sarcasm, attack, or humiliation.

Single Round Table

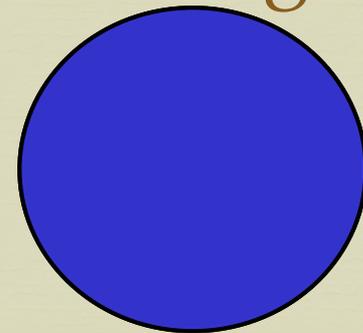
1. Consider the top 4 rules that students should follow if you are in any classroom at any level for any time.
2. Have one sheet of paper for every person in your group. 
3. One person starts by stating AND WRITING their chosen rule on their paper until your group has 4 distinct rules; 1 rule per paper.
4. Put your pens down and turn your papers over when you are done.

Consequences

1. When the timer begins, write one **NEGATIVE** consequence that would result from breaking that rule then pass your paper clockwise.
2.

3 Continue passing papers and adding various negative or tiered consequences that would result from rule breaking.

2 minutes



“We must always choose
to respond professionally
rather than react
personally.”



From *The First 60 Days of Teaching* by Robert L. DeBruyn

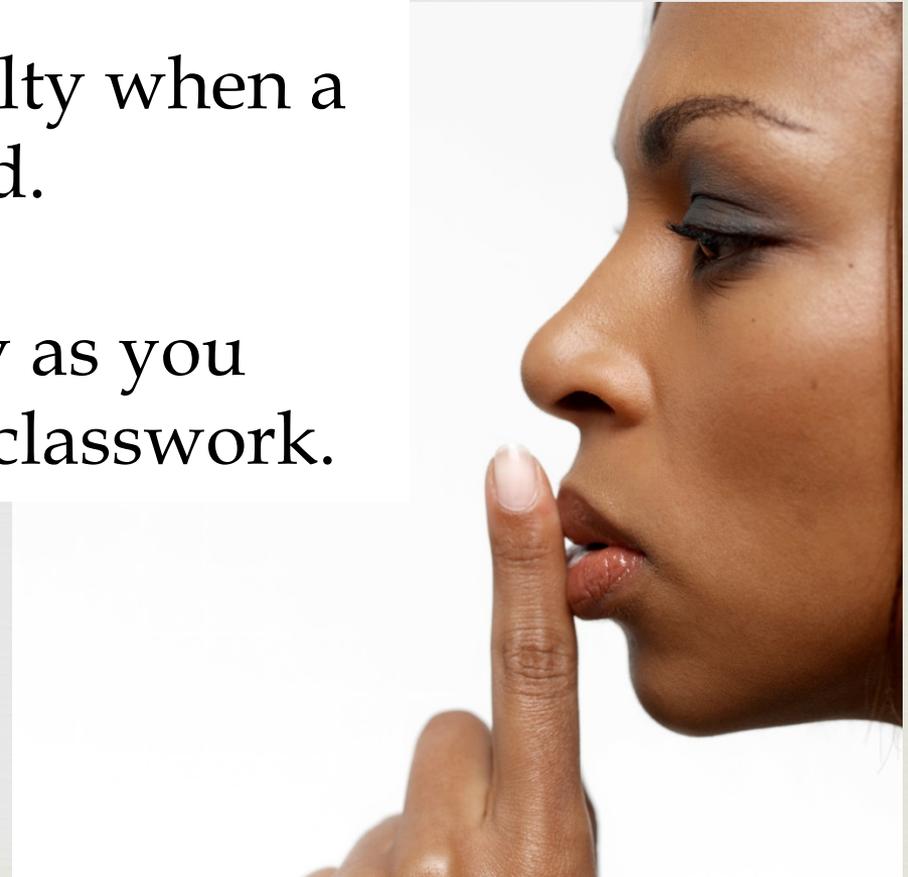


Cardinal Principle

Do not stop instruction when giving out the consequence.

Immediately give penalty when a rule is violated.

Give penalty quietly as you continue the lesson or classwork.



Always deal with the *behavior*, not
the person.



You leave a person's dignity intact
when you deal only with the
behavior or the issue.



“What are you picking on me for? What did I do?”



Calmly, quietly, and automatically say:

“You **CHOSE** to break the rule.”

Do not argue. Do not raise your voice or engage in back and forth. Simply say, every time,

“You **CHOSE** to break the rule.”

CHOSE means that students are responsible and accountable for their actions.

Expectations are developed and taught

2E. Organizing Physical Space





Accomplished

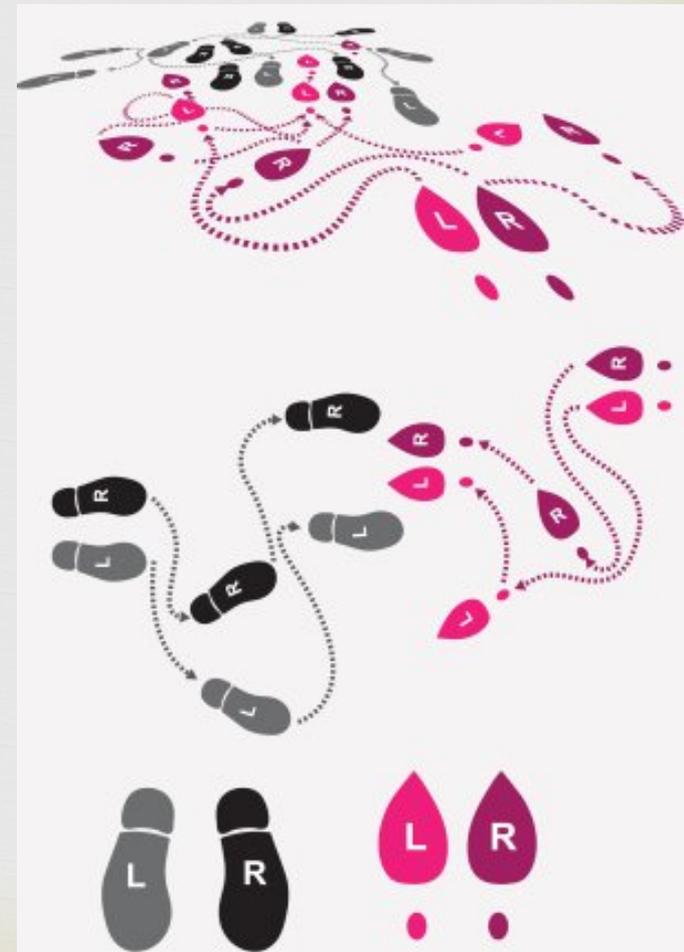


☞ The classroom is safe, and learning is accessible to most students. Teacher ensures that the physical arrangement is appropriate to the learning activities. Teacher makes effective use of physical resources.

What does this look like?



Choreographing Your Classroom

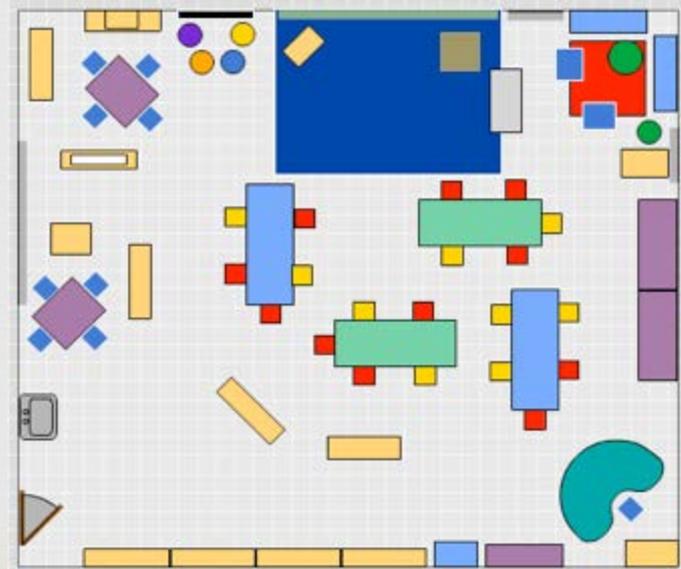
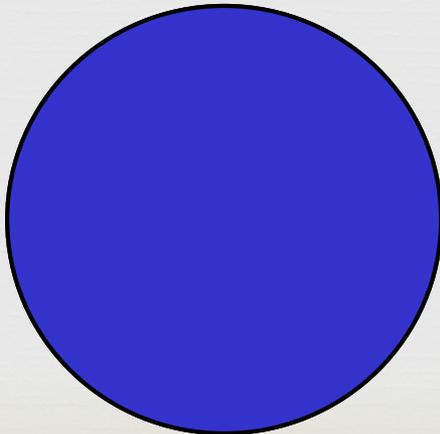


What Do You Consider...



- ☞ On a sheet of paper, sketch a general layout for everything you need to be aware of when taking over someone's classroom for the day.
- ☞ Consider the rubric for teachers when making your "floor plan."

2 minutes



From Fred Jones, classroom management expert:

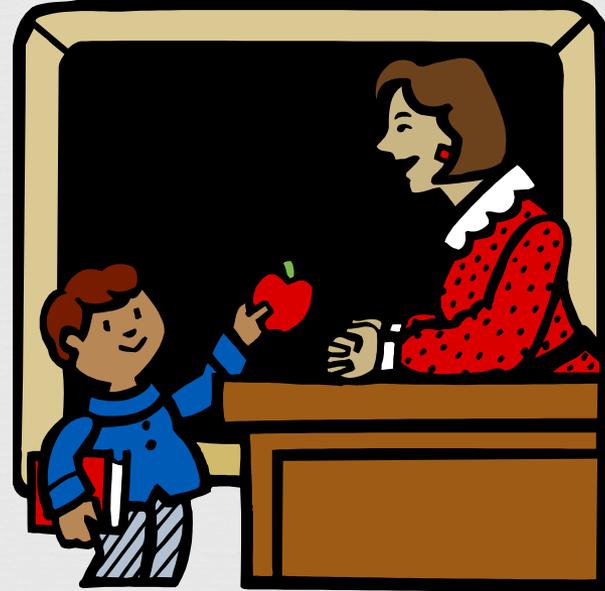
"As the teacher strolls around the room, what they keep doing is having the kids subconsciously saying, 'I have to keep working,'" Jones said. The bottom line is that a good classroom seating arrangement is the cheapest form of classroom management. "It's discipline for free," he said.



Overview of Effective Substitute Teaching

1. Be prepared.
2. Be professional.
3. Manage the classroom successfully.
4. Engage students in learning.
5. Prepare exciting fill-in activities.
6. Use a resource kit.

∞ “People who do things right are EFFICIENT. And people who do things right over and over again, consistently, are EFFECTIVE.” - Harry Wong, *The First Days of School*



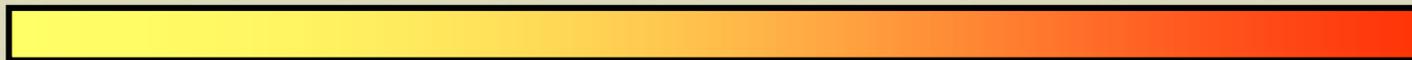
Substitute Toolkit

☞ A toolkit is like an emergency preparedness kit for the classroom. It should contain a variety of useful and necessary classroom supplies and materials. The contents of a tool kit can be organized into four categories.



1. **Personal and Professional Items (blue)**
2. **Classroom Supplies (pink)**
3. **Rewards and Motivators (orange)**
4. **Activity Materials (fill-in activities) (yellow)**

End



Sub Toolkit Contents

Personal & Professional	Activity	Everyday
<p>Clipboard</p> <p>Substitute Teacher Report</p> <p>District Information (map)</p> <p>Coffee mug/water bottle</p> <p>Small package of tissues</p> <p>Snack</p> <p>Hall Pass</p> <p>Small bag or coin purse for money for lunch and driver's license</p> <p>Band-aids</p> <p>Small sewing kit</p>	<p>Picture books</p> <p>Read aloud books</p> <p>Brain teaser/madlibs</p> <p>Fill-in activities</p> <p>Timer</p> <p>Rewards & Motivators</p>	<p>Crayons</p> <p>Rubber bands</p> <p>Colored markers, pencils</p> <p>Pencils</p> <p>Pencil sharpener</p> <p>Scissors</p> <p>Glue stick</p> <p>Paper clips</p> <p>Post-it notes</p> <p>Calculator</p> <p>Lined paper</p> <p>Name tag materials</p>

Toolkit Contents – Rewards & Motivators

Establish rewards and motivators not as “bribes” to be good but as “goals” that students can work toward and achieve throughout class.



- ❧ Certificates
- ❧ Pencils & Paper Clips
- ❧ Stickers
- ❧ Tickets
- ❧ Extra Time
- ❧ Privilege Cards
- ❧ Story Time
- ❧ Special Activity
- ❧ Estimation Jar
- ❧ Talk Time

With your table, complete the handout titled, “How would YOU use this reward?” Be prepared to share at least three ideas with the whole group.

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Exit Slip



- œ Fill out the “learned” column of your KWL chart; turn it in.
- œ Have a great night!

