

As you enter, please take a few moments to answer the Guiding Questions posted around the room on several post-it notes. Then post your answers on the charts.





Classroom Management: Creating a High-performing Learning Environment



Presented by:

Assumptions

- ✓ Teachers need to discipline students.
- ✓ A quiet classroom is conducive to learning.
- ✓ All students learn in the same way.
- ✓ It's the students fault for misbehaving.
- ✓ Parents know how to parent effectively.

Beliefs

- ✓ All students can learn.
- ✓ Effective teachers manage the learning environment.
- ✓ Planning is key.
- ✓ Effective teachers engage their students.

Norms

- **Participate actively**
- **Ask questions**
- **Learn by doing**
- **Set your learning into action**

Outcomes

- Consider beliefs that determine what happens in the classroom.
- Clarify expectations for positive classroom behavior.
- Develop a plan for effective classroom management.
- Utilize brain-compatible strategies that engage students in learning.
- Gain strategies for addressing defiant students.
- Understand the need to develop a partnership with students' families.
- Understand the need to meet the needs of diverse learners.

Agenda

- Assumptions
- Beliefs
- Norms
- Outcomes
- Florida Educator
Accomplished Practices
- Introductions
- Four Corners
- Quadrant Partners
- Anticipation Guide
- Characteristics of a
well-managed classroom
- Rules & Procedures
- Jigsaw & Gallery Walk
- KWL
- Principles of Brain-Based Learning
- Brain-compatible strategies
- Brain facts
- Who wants to be a Millionaire?
- Dealing with defiant students
- Building partnerships with families
- Implementation plan
- Intention statement

Learning Goals

1. _____
2. _____
3. _____
4. _____
5. _____

Educator Accomplished Practices

Learning Environments

The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping student develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon rules and consequences that would create such an environment, and by honoring dissent.

<http://www.fldoe.org/dpe/>

Code of Ethics

- The educator shall make reasonable effort to protect students from conditions harmful to learning and/or their mental and/or physical safety.
- The educator shall not intentionally expose a student to unnecessary embarrassment or disparagement.
- The educator shall not harass or discriminate against any student.
- The educator shall not exploit a relationship with a student for personal gain or advantage.
- The educator shall not intentionally violate or deny a student's legal rights.
- The educator shall not unreasonably deny a student access to diverse points of view.

<http://www.fldoe.org/dpe/publications/ethics.pdf>

Choose one of the characters from the Wizard of Oz shown on the cards at your table with which you identify in some way. Then introduce yourself to the group and explain your choice.



Four Corners Activity

- Dirt Road
- Paved Road
- Highway
- Yellow Brick Road

Which picture best depicts the learning environment in your classroom?
Go to the corner of the room with the picture that best represents the climate in your classroom.

Have a conversation with your group on why you selected this picture.



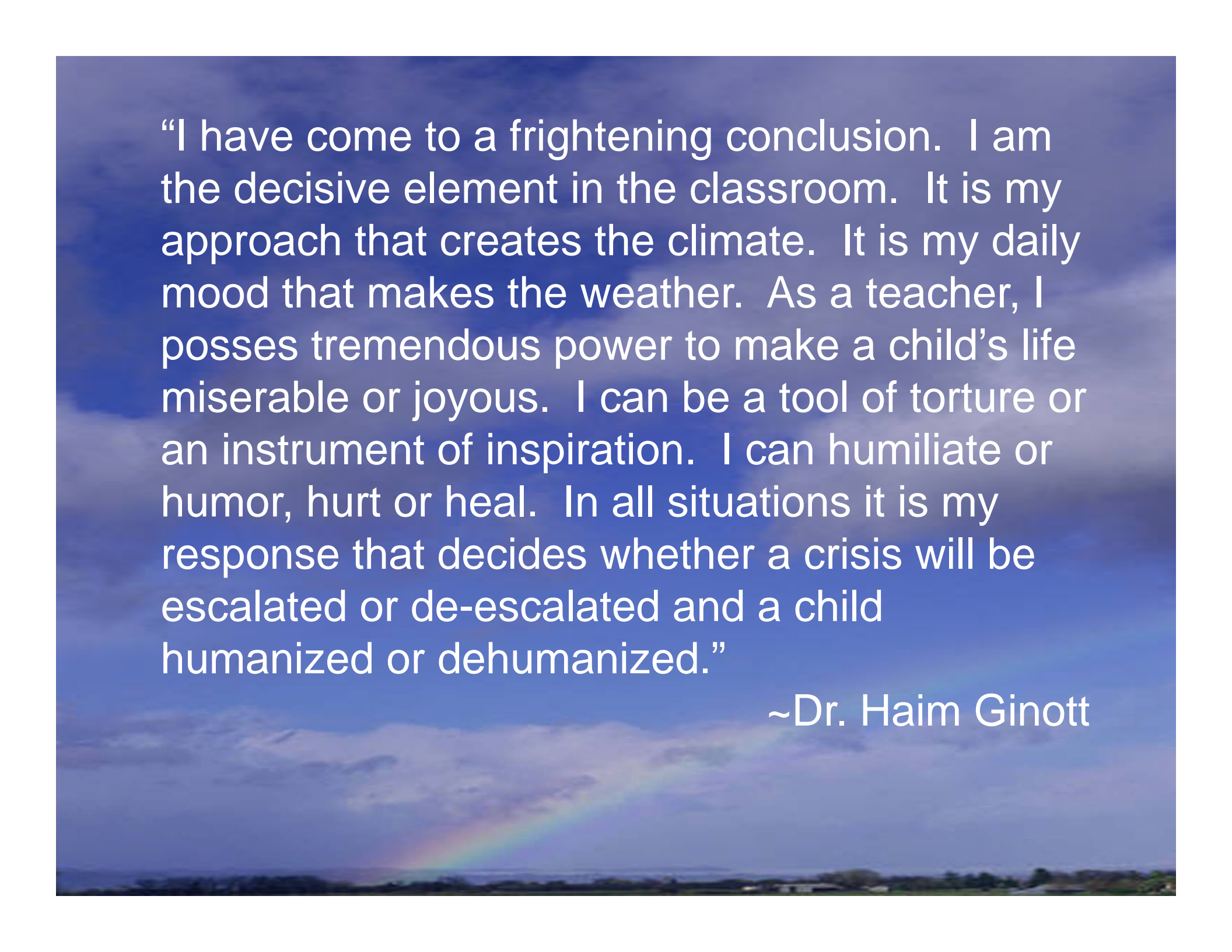
Can you help me, Mrs. Green?
This wasn't covered in any of
my education courses!



SIPRESS

Find Your Quadrant Partners





“I have come to a frightening conclusion. I am the decisive element in the classroom. It is my approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess 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

Be Proactive, Not Reactive

The most effective way to deal with misbehavior is to prevent the misbehavior in the first place.

~ Burke, 1992

Because classroom management is tightly tied to how we deliver instruction, lessons that engage and motivate students minimize management concerns.

~ Smith, 2004

Good Planning Paves the Road

Effective teachers plan backward by starting where they expect to end up.

~ Guskey, 2001

- **Create a an inviting, home-like environment.**
- **Determine expectations and procedures that will be required of students to maintain appropriate classroom discipline.**
- **Create lessons that actively engage students in the learning process.**
- **Arrange your classroom to facilitate the physical movement of students.**
- **Make plans to celebrate successes and consequences for those that choose not to follow the procedures.**

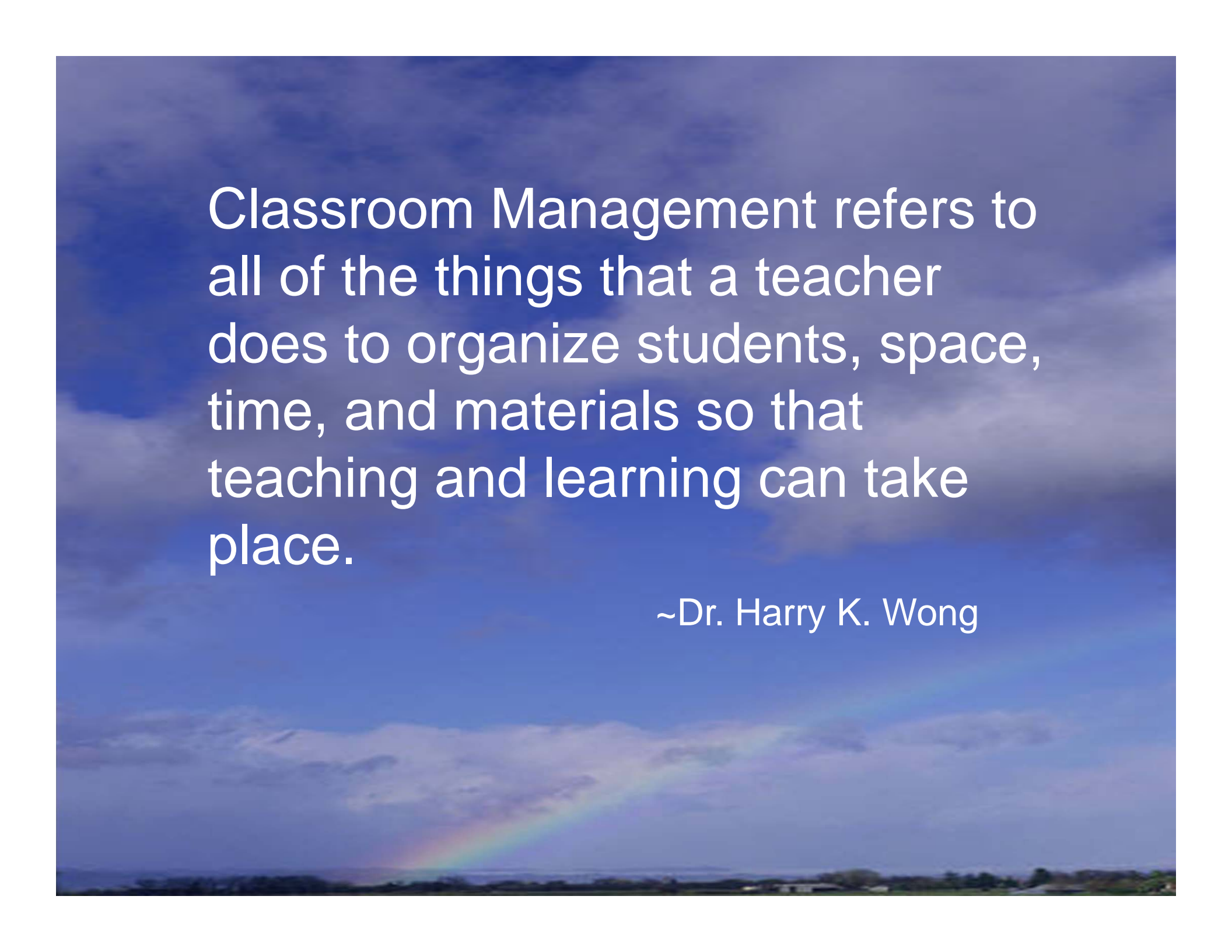
**Meet with your Lion Quadrant Partner
and discuss what your plan is for
becoming a proactive, not reactive,
classroom manager.**



Anticipation Guide

- Mix, mingle, freeze and share





Classroom Management refers to all of the things that a teacher does to organize students, space, time, and materials so that teaching and learning can take place.

~Dr. Harry K. Wong

Physical Environment

Careful planning of the physical environment is an integral part of good classroom management.

Room arrangement might invite inappropriate interaction.

Room arrangement should support the tasks to be carried out.

When Planning the Room Arrangement:

Be sensitive to the messages communicated to students.

Be able to evaluate the effectiveness of the classroom environment

Be alert to time when a poor physical arrangement may be causing problems.

Be able and willing to modify the environment when the problem arises.

Procedures Prevent Road Blocks

- Examine your day and determine what procedures are needed.
- Explain the procedures
- Role-play the procedures
- Practice the procedures
- Provide feedback on accurate use of the procedures
- Re-teach the procedures as needed
- Review the procedures every day during the first few weeks of school.
- Review the procedures following the holidays.



Procedures for Running a Classroom

- Late arrivals to class
- Sharpening pencils
- Using the restroom
- Distributing materials
- Collection of work
- Lining up
- Going to the office
- Heading on papers
- Dismissal from class
- Quieting the class
- When students finish work early
- Working in groups
- When students need help

RULES make sure everyone stays on the ROAD.

- Limit your rules to three to five.
- State your rules briefly and in a positive way.
- Give students the opportunity to create the rules.
- Use signals to get students' attention.
- Use music to set time limits to activities.
- Use chants and rhymes during transition times.
- Rules should be posted as a constant reminder of expectations.

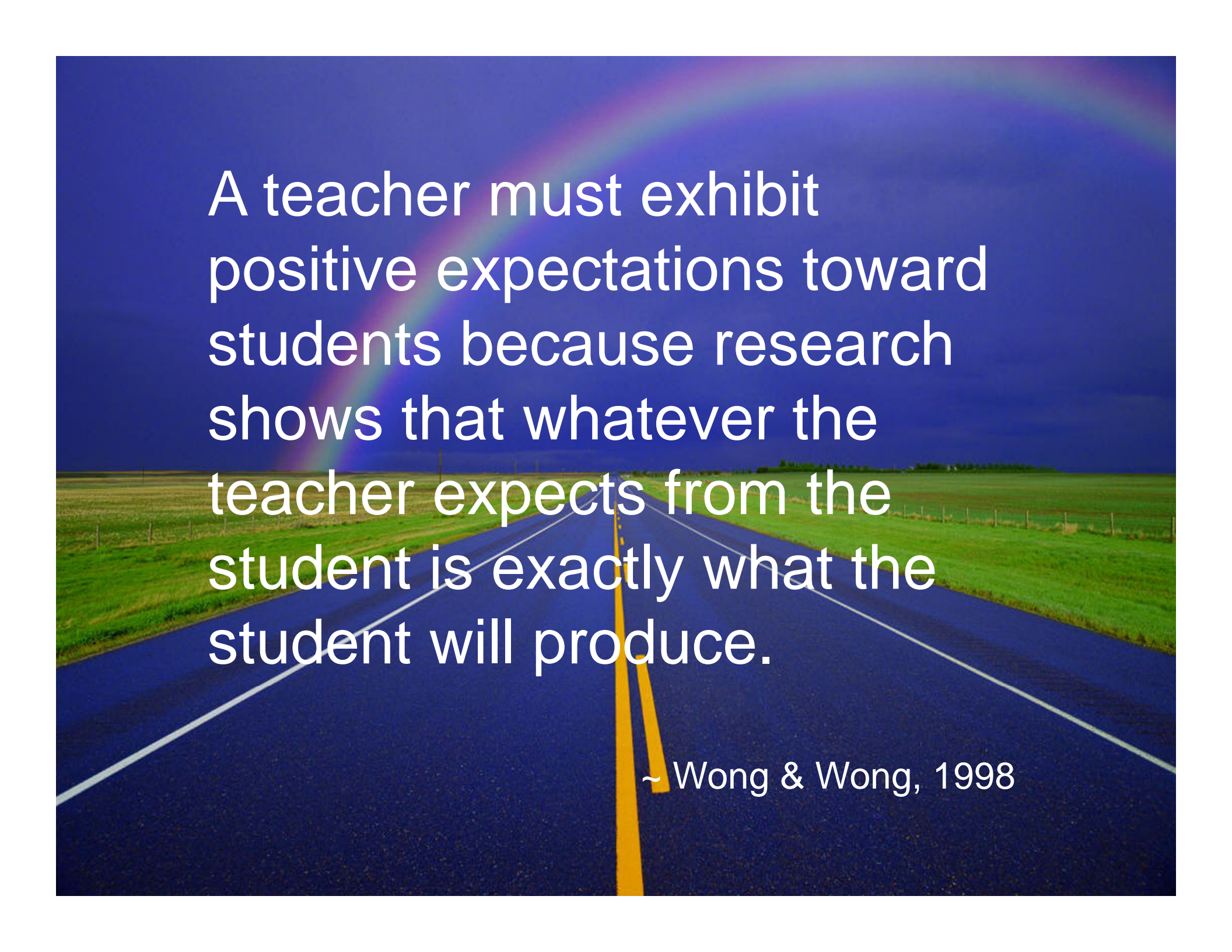


Characteristics of a Well-Managed Classroom

- Students know what is expected of them and are generally successful.
- There is relatively little wasted time, confusion or disruption.
- The climate of the classroom is work-oriented and pleasant.
- Students are involved in their work.

**Meet with your Tin Man Quadrant Partner
and discuss specific rules and
procedures needed to effectively manage
a classroom.**





A teacher must exhibit positive expectations toward students because research shows that whatever the teacher expects from the student is exactly what the student will produce.

~ Wong & Wong, 1998

Great Expectations Start your Journey

- ❖ Expect only the best
- ❖ Communicate high expectations *“You’re a joy to teach”*
- ❖ Model courtesy *“Please & Thank you”*
- ❖ Teach on your feet
- ❖ Use proximity while teaching *“Praise, Prompt & Leave”*
- ❖ Ask higher-order questions and use wait time

Remember 7% are your words

93% is your body language!

Meet with your Scarecrow Quadrant Partner to discuss your plans for communicating high expectations to your students.



Why do they misbehave?

Research says students misbehave for the following reasons:

- ✓ They need attention
- ✓ They need control
- ✓ They are bored
- ✓ They have feelings of inadequacy

*“Once you look beyond the symptoms,
you may discover the causes”*

~Tate, 2007

What can we do?

If they need attention...

Give them positive attention

If they need control...

Give them responsibilities

If they're bored...

Provide them with active learning strategies

If they feel inadequate...

Give them opportunities to be successful

“Hook” Them in...



Need – people learn what they need to know when they need to know it.



Novelty- The brain pays attention to things that are new or different. (story-telling, jokes, games)



Meaning- Connect the learning to real-life.



Emotion- Emotionally connect your students to the content.

Making it Relevant

The chances that new information will be remembered are increased when that information is connected to relevant issues.

~ Sprenger, 2005

- Tell them what they're learning and why it's important.
- Connect your course content to real-life examples.
- Engage students in real-life projects.
- Invite guest speakers.

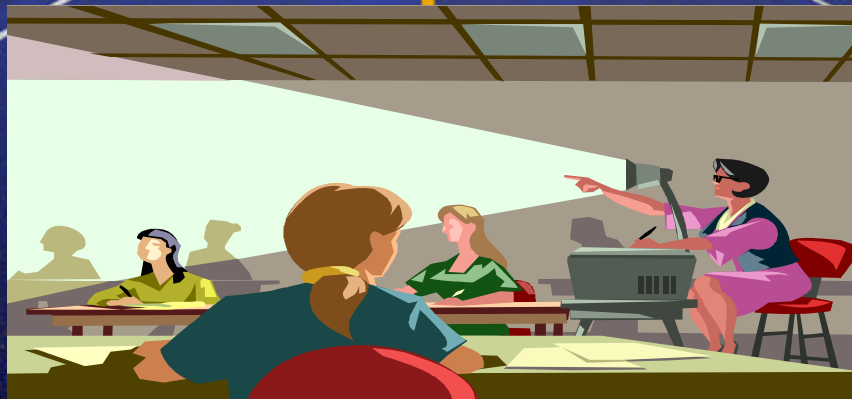
Jigsaw Activity

&

Concept Map

“The Key to Classroom Management”

Marzano & Marzano



Gallery Walk On The Yellow Brick Road



Feed the Brain!

On your way out to lunch...

Take two post-it notes

- ✓ Write down one “AHA” that you have gained
- ✓ Write down one question you still have

Post these on the chart on your way out the door





ABC's of Classroom Management

As you walk in from lunch, please write the words that come to your mind when you think of classroom management on our ABC chart.

K W L Chart

K	W	L
<p>What do I <u>know</u> about how the brain learns?</p>	<p>What do I <u>want to know</u> about how the brain learns?</p>	<p>What did I <u>learn</u> about how the brain learns?</p>



Heat

marlins

Mark

base

pete

bat

Ball

dolphins

sue

Panthers

Kathy

glove

