

Making the Invisible, Visible

The Art of Classroom Management

A word cloud of classroom management concepts. The words are written in various colors and orientations, including horizontal, vertical, and diagonal. The most prominent words are 'Reflection' (green, large), 'Respect' (dark blue, large), and 'Teacher's Attitude' (red, vertical). Other words include 'Procedures', 'Appreciating', 'Targeted Strategies', 'Positive Relationships', 'Progressive Discipline', '4C's Professional Learning', 'Making a Difference', 'Seating Charts', 'Polite Request', 'Learning Process', 'Effective Praise', 'Safe', 'Proactive Learning', 'Communication with Stakeholders', 'Classroom Community', 'Theory of Bumps', 'R's', 'Differentiation', 'Perspective', 'Flexibility', 'Policies', 'Investment', 'Schools', 'Attentive Listening', 'Follow', 'Student Handbook', 'Supportive', 'Environments Honoring', 'Fair and Firm', 'Diversity', and 'Effective Learning'.

Reflection

Procedures

Appreciating

Targeted Strategies

Respect

Teacher's Attitude

Positive Relationships

Progressive Discipline

4C's Professional Learning

Making a Difference

Seating Charts

Polite Request

Learning Process

Effective Praise

Safe

Proactive Learning

Communication with Stakeholders

Classroom Community

Theory of Bumps

R's

Differentiation

Perspective

Flexibility

Policies

Investment

Schools

Attentive Listening

Follow

Student Handbook

Supportive

Environments Honoring

Fair and Firm

Diversity

Effective Learning

Making the Invisible, Visible

The Art of Classroom Management

In an effective classroom the teacher has been thoughtful in planning, preparing, and conveying expectations and protocols so that classroom management practices become the standard of practice and are invisibly embedded.

Today's Agenda

- Session Goals
- The Facts
- Classroom Management: Defined
- Shout Out
- Classroom Procedures and Expectations
- Tips
- Develop Classroom Management Plan**

Today's GOALS

The Art of Classroom Management

- **Reflect** on classroom management practices that work.
- **Gain** a deeper understanding of the “INVISIBLE.”
- **Create** a detailed plan for YOUR classroom.

The Facts

Classroom Management Matters

Classroom management is a **problem** that both **impedes student learning and impacts teaching tenure.**

Approximately 46% of all new teachers in the United States **leave the profession within five years** of entering the classroom.

Almost half of all teachers who leave the profession report problems with student behavior as the source of their dissatisfaction (U.S. Department of Education, 2002).

An effective classroom environment *'just doesn't't happen*

- Planned
- Communicated
- Modeled
- Reviewed
- Deliberate
- Consistent
- Supported in Best Practice

It Must BE

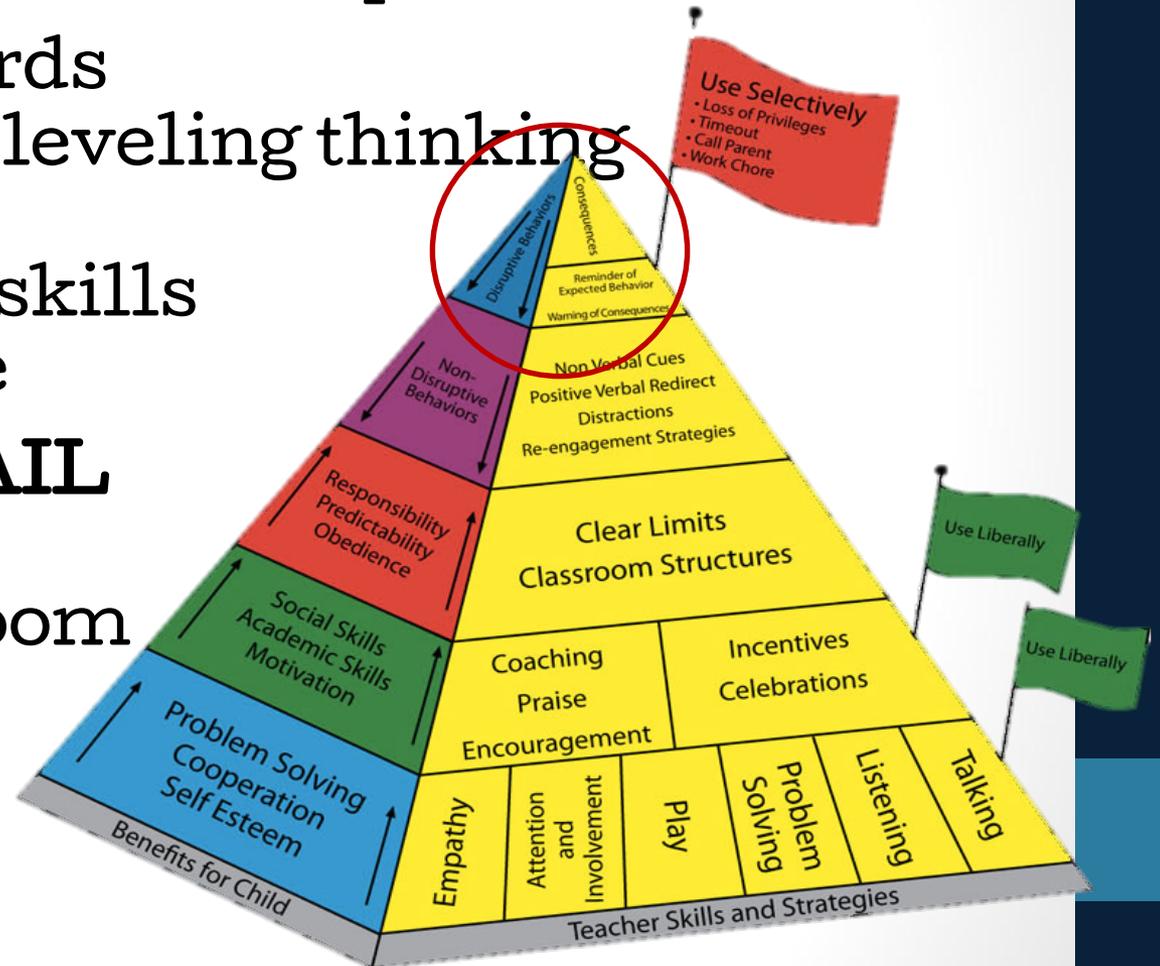


Classroom Management Observation Rubric

	Highly Effective	Effective	Improvement Necessary	Does Not Meet Standards
Expectations	Is direct, specific, consistent, and tenacious in communicating and enforcing very high expectations.	Clearly communicates and consistently enforces high standards for student behavior.	Announces and posts classroom rules and punishments.	Comes up with ad hoc rules and punishments as events unfold during the year.
Relationships	Shows warmth, caring, respect, and fairness for all students and builds strong relationships.	Is fair and respectful toward students and builds positive relationships.	Is fair and respectful toward most students and builds positive relationships with some.	Is sometimes unfair and disrespectful to the class; plays favorites.
Routines	Successfully inculcates class routines so that students maintain them throughout the year.	Teaches routines and has students maintain them all year.	Tries to train students in class routines but many of the routines are not maintained.	Does not teach routines and is constantly nagging, threatening, and punishing students.
Efficiency	Uses coherence, lesson momentum, and silky-smooth transitions to get the most out of every minute.	Maximizes academic learning time through coherence, lesson momentum, and smooth transitions.	Sometimes loses teaching time due to lack of clarity, interruptions, and inefficient transitions.	Loses a great deal of instructional time because of confusion, interruptions, and ragged transitions.

The Simple Truth

A lesson can be based in best practice---
address the standards
incorporate higher leveling thinking
embrace creativity
honor 21st century skills
connect to real-life
and **YET STILL FAIL**
due to a poorly
established classroom
learning structure.



Experiences Shape Actions

Shout Out

Shout Out

- 1.
- 2.
- 3.
- 4.
- 5.



Experiences Shape Actions

Developing YOUR Style | YOUR Voice

How did they establish expectations, hold students accountable, while building a strong rapport and effective classroom?

What are my guiding principles?





Making the SHIFT

DEVELOPING YOUR VOICE

TOP 4 CLASSROOM MANAGEMENT SUGGESTIONS

- ★ Build Relationships
- ★ Establish Procedures and Routines
- ★ Establish and Reinforce Clear Expectations
- ★ Plan, Observe, Reflect, Connect, & Adjust

Invest in your students and
set the stage for them to
invest in you.



Establish Procedures | Routines

"ROUTINES ARE THE **BACKBONE** OF DAILY CLASSROOM LIFE. THEY **FACILITATE TEACHING AND LEARNING** . ROUTINES DON'T JUST **MAKE YOUR LIFE EASIER**, THEY **SAVE VALUABLE CLASSROOM TIME**. AND WHAT'S MOST IMPORTANT, EFFICIENT ROUTINES MAKE IT EASIER FOR STUDENTS TO **LEARN AND ACHIEVE MORE**."

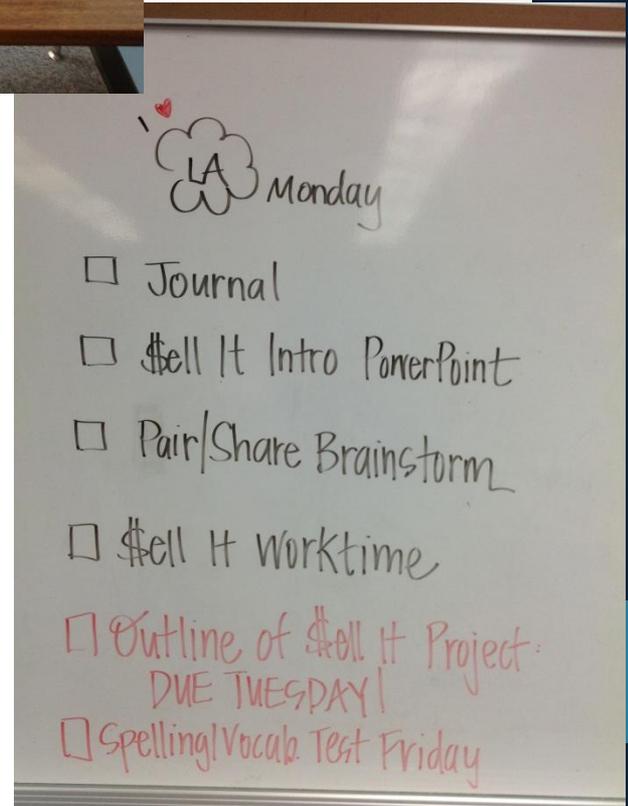
-LEARNING TO TEACH NOT JUST FOR BEGINNERS
BY LINDA SHALAWAY

Implement Routine



Start of Class

Daily Door Greeting
Attendance
What to Bring to
Class
Daily Outline



Implement Procedures

Procedures

Helping Hands

Handing in
Papers (Bins)

Sharpening
Pencils

Charging Devices

Kleenex

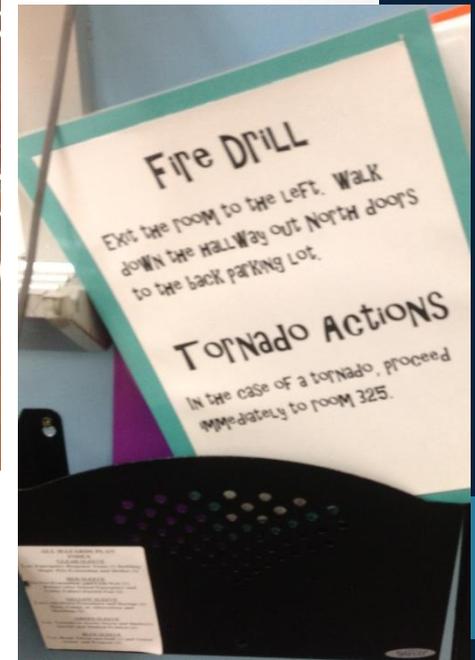
Bathroom

Active

Participation

Make Up work
(Absence)

Emergency
Procedures



Tip: Substitute Binder – “Ins and Out of _____’s Classroom.

Routine | Procedures

Take a Seat

Transitions/
Wait Time

Voice | Tone

Reminder of
Teamwork and
Time

End of Class:
Dismissal

*I'm Waiting/Ready...
Check the clock...
Show me that you're ready...
Please wait until you feel respected...*



Establish & Reinforce Clear Expectations

You choose the action

You also choose the
consequence.

“A polite request goes a long way.”

—Master Teacher

- ★ The goal is to be proactive rather than reactive.
- ★ Use problem solving language
 - Problem solver vs. Excuse maker
- ★ Power of proximity, friendly warning, & “the look”
- ★ Side conversation; use of “ownership” questioning
- ★ Problem pages
 - Responsive Classroom
- ★ Option to collect themselves and begin again
- ★ Conversation, documentation, call home, and referral
- ★ Consistent follow through
- ★ Look beyond the behavior and ask yourself...



A Child's Behavior is an Iceberg

What you see:



Feeling loved
Feeling satisfied
Feeling confused
Feeling detached
Feeling secure
Feeling sad
Feeling connected
Feeling angry
Feeling joyful
Am I safe? Am I loved?
Can I do things for myself?
Am I capable? Am I nourished?
Do I belong? Am I respected? Do I
have power? Am I secure? Am I included?
Are my thoughts valued? Am I understood? Do I matter?

(What's really going on)

Plan, Observe, Reflect, Connect, & Adjust

- Plan
 - Be deliberate
 - Make a classroom management plan.
- Observe
 - Body language – Little One’s feet, senior Slide
- Reflect
 - What works?
 - What needs refinement?
- Connect
 - Reach out & collaborate; you are not alone!
- Adjust
 - Land of do-overs
 - Classroom Management is ART
Rarely perfect from the start.
 - Grow your voice – be the manager of the classroom.

Planning and Discussion TIME



IGNITE!
The Teacher Preparation Initiative
Inspiring Achievement

Classroom Management Matters

Well-managed classrooms provide an environment in which teaching and learning can flourish. But a well-managed classroom doesn't just appear out of nowhere. It takes a good deal of effort to create—and the person who is most responsible for creating it is the teacher.

We live in an era when research tells us that the teacher is probably the single most important factor affecting student achievement—at least the single most important factor that we can do much about. —Robert Marzano

Shout Out

- 1.
- 2.
- 3.
- 4.
- 5.
- *

Classroom Management Reminders  Page 2

Classroom Management Guiding Principles Page 3

Classroom Management Plan  Page 4



Classroom Management Guiding Principles

5 guiding principles that I hold true as the classroom manager include:

- 1.
- 2.
- 3.
- 4.
- 5.

How will you establish student ownership for their behavior? For example, class meetings or student-led rules, etc.

Plug-In Get plugged into the new teachers

Contact Maintain contact with the parents

Read Pick up on all the new books and articles

Investigate Investigate the new strategies

Music Incorporate music into the classroom

Challenge Challenge your students to think and do more

Socialize Connect with other teachers

Reward Reward a great effort

Experiment Experiment in the classroom

Globalize Create a global perspective

Ask Encourage lots of questions

Cover Don't be afraid to cover up content

Sleep Get lots of sleep

Eat Eat healthy meals

Pull Don't pull me, I'll pull you

Grow Grow along with your class

Key Find the key to each student's success

Use Use the resources

You're The Star

You Make a Difference: Shine On!

- Put your name on the back side of your star.
- Hang it in a prominent place in your classroom to serve as a daily reminder.
 - You will be someone's game changer, inspiration.



Collaborative TakeAways | Next Steps

3

2

1

THANK YOU!