Black Hills State University

ELED PLT

Concepts addressed:

Principles of Effective Classroom Management and Strategies to Promote Positive Relationships, Cooperation, and Purposeful Learning

Classroom Management Sites

- Classroom management for new teachers and experienced teachers
  http://lwww.aeocities.org/classroommanagement.htm
- Ideas for many areas of classroom management
  http://www.anaelfire.com/AthensiDelohi/4127/
- Classroom management tips and ideas
  http://www.oacifinet.net/VMandel/ClassroomManagement.html
- Solutions for handling discipline problems in the classroom
  http://www.ldscolinehelo.com/vchta/default.htm
- Creating a climate for learning: effective classroom management
  http://www.education-world.corniacurr/curr155.shtml
- School wide and classroom discipline: A review of the literature
  http://WNW.nwrel.ora/scod/sirs/5/cu9_.html

Arranging the Classroom for Learning

- Group instruction and demonstration areas
- Collaborative work areas
- Learning resource areas
- Subject matter centers
- Media and other technology areas
- Flexible spaces that can change as needs change
- Safe flow between desks or tables

Classroom Learning Centers

- Have step-by-step procedures
- Encourage student responsibility
- Present new ideas
- Reinforce a skill or concept
- Develop a process skill
- Provide hands-on discovery learning with limited materials
- Develop new interests and creativity
- Make efficient use of limited class time

Types of Learning Centers
o Directed discovery
  o Focuses on new concepts

o Develop a Process
  o Focus on developing processes such as observing, predicting, measuring, etc.

o Open learning center
  o Uses random materials and minimum direction
  o Allows more creativity

Ask Productive Questions

o Closed Questions
  o Single correct answer and require convergent thinking, focus on fact and terminology

o Opened Questions
  o No single correct answer, trigger divergent reasoning
  o Engage the students to reflect and encourage a higher level of thinking

Respond to Students' Ideas

o Repeating
o Clarifying

o Using Students Ideas
  o Forming Questions Based upon Students' Ideas

Valuing Students' Answers

o Accept student responses
  ▪ Acknowledging student ideas without judging - Example: All right.
  ▪ Repeat student ideas - verbatim or paraphrase - Example; O.K. You think ...
  ▪ Reinforce Student ideas - a good method is to praise followed by a word of explanation about the reason for the praise. Example: Good! I like the way you are contributing.

Valuing Students' Answers

o Extend student responses
  ▪ Clarify student ideas - Example: In other words ..
  ▪ Compare or contrast student ideas - When two or more students' suggestions are similar or have significant differences - Example: Your idea is similar to Sally in that ....
  ▪ Correct student responses - find tactful ways to help students confront and change wrong notions. Example: Yes, that does play a part, however ...
  ▪ Apply student ideas in constructing explanations
  ▪ Summarize group progress - you may want to do this when the students' concepts are vague or when their responses are too long. Example: Tell us in your own word what we have learned today.

o Probe student responses
- Seek clarification. Can you explain that further?
- Seek justification. Why do you think it will work?
- Seek verification. How would you test your idea?
- Ask questions based on student ideas

Guiding Students to Self-Regulate Questions

- Listen to one another - respond only when others are finished.
- Consider possible cultural implications of your questions.
- Give students wait time.
- Use halt time (Students think)
- Translation wait-time for students who need time to translate what you said
- Use rewards cautiously

Communication with Parents

- Communication notebook - Each student has a spiral notebook that goes back and forth from home and school daily in the child's backpack. This provides an easy way to write a note to a parent, paste a flier, but also provide the parent with a way to communicate with the teacher. This could be time consuming but is a valuable tool if the school does not have a website for the teacher.
- Home volunteers packets - When parents volunteer, have large envelopes or folders ready with ideas such as
  - Need stickers on paper - include stickers
  - Things to put together
  - Phone calls to make
  - Things to cut out
  - Field trip, field day
  - Centers
- Let parents know what to do
  - Have a meeting with the parent volunteer
    - Show how to use the copy machine, laminator, etc
    - Review classroom routines
  - Have a meeting with all parents to go over your expectations, classroom discipline, grading, etc.
- Maintain an e-mail list
- Invite parents to a Parent Orientation
- Some districts have teacher WebPages to keep parents and students informed
  - Schedule
  - Homework
  - Study guides
  - Student attendance and grades

Safety in the Classroom

- Follow safety procedures
- Never put materials in mouth
- Avoid touching face, mouth, ears, and eyes

Development of this review sheet was made possible by funding from the US Department of Education through South Dakota's EveryTeacher Teacher Quality Enhancement grant.
- Wash hands
- Be careful when using sharp tools
- Report all accidents
- Follow directions and ask questions
- Behave responsibly

Classroom Discipline

- Talk with students
- Determine interests
- Schedule student-parent-teacher conference
- Invite other professionals

Handling Discipline Problems and Emergencies

- Prepare a plan for problem situations
- Never leave your classroom without supervision, open the door and ask for help if needed
- Consider the pros and cons of methods of discipline
- Example of discipline steps (Canters' Assertive Discipline)
  - First offense warning
  - Second: 5 min time out after the bell
  - Third: 10 min time out after the bell
  - Fourth: call students parents or guardian
  - Fifth: teacher sends student to the principal

Confronting-Contracting/Intervention

- The following discipline models has teacher-centered approaches with an emphasis on teacher-students interactions
  - Dreikurs' Social Discipline Model
    - Dreikurs believed that
      - Reasons for students' misbehaviors came from their lack of acceptance
      - All behaviors are purposeful and directed toward achievement of a goal
    - The teacher's role is to assist misbehaving students to identify their mistaken goals and to provide more acceptable ways to obtain acceptance by others.
    - The four mistaken goals are identified as:
      - Attention
      - Power
      - Revenge
      - Helplessness
    - Dreikurs' work is based on that of social psychologist Alfred Adler
Attention Seeking Misbehavior
Repetitively does actions to make him/herself the center of attention. When asked to stop, will comply but will start again later.

Some techniques to use with the attention-getting student

- Minimize the attention
- Ignore the behavior
- Give “the eyes”
- Stand close by
- Mention the student’s name while teaching
- Give a written message

Legitimize the behavior

- Make a lesson out of the behavior
- Extend the behavior to its most extreme form
- Have the whole class join in the behavior

Do the Unexpected

- Turn out the lights
- Play a musical sound
- Lower your voice to a whisper
- Change your voice
- Talk to the Wall

Distract the student

- Ask a direct question
- Ask a favor
- Change the activity

Notice appropriate behavior

- Thanks the students
- Write well-behaved students names on the board

Move the student

- Change the student’s seat
- Send the student to the thinking chair


Power
Repetitively does actions to be the center of attention, when asked to stop becomes defiant and escalades his/her negative behavior and challenges the adult. Revenge. Hurts others physically or psychologically.

Make a graceful exit
   Acknowledge student's power
   Remove the audience
   Table the matter
   Use a fogging technique:
      Agree with the student
      Change the subject

Use time out
   Time out in the classroom
   Time out in another classroom
   Time out in the office
   Time out in the home
   Enforcing time out
      The language of choice
      The "who squad"
      Setting the duration for time out

Set the consequences
   Establish consequences
   Present consequences
   Guidelines for effective consequences
      Related consequences
      Reasonable consequences
      Respectful consequences
   Consequences versus punishments
   Choose the consequence
      Loss or delay of activity
      Loss or delay of access to school areas
      Denied interactions with other students
      Required interactions with school personnel
      Required interactions with parents
      Required interactions with police
      Restitution
         Repair of objects
         Replacement of objects
      Student response 10 consequences


Helplessness Wishes not to be seen; passive and lethargic; rejects social contact; refuses to comply or try most educational demands
   Modify instructional methods
   Use concrete learning materials ands computer-assisted instruction

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Attractive
Self-explanatory
Self-correcting
Reusable
Teach one step at a time
Provide tutoring
  Extra help from teacher
  Remediation programs
  Adult volunteers
  Peer tutoring
  Learning centers
Teach positive self-talk
  Post positive classroom signs
  Require two "puts up" for every put-down
  Encourage positive self-talk before beginning tasks
Make a mistake okay
  Talk about mistakes
  Equate mistakes with effort
  Minimize the effect of making mistakes
Build confidence
  Focus on improvement
  Notice contributions
  Build on strength
  Show faith in students
  Acknowledge the difficulty of a task
Focus on past success
  Analyze past success
  Repeat past success
Make learning tangible
  "I can" message
  Accomplishment albums
  Checklists of skills
  Flow chart of concepts
  Talk about yesterday, today and tomorrow
Recognize achievement
  Applause
  Stars and stickers
  Awards
  Exhibits
  Positive Time-out
  Self-approval


Things to Remember
  If you feel a lesson is getting away from you, don't hesitate to end the lesson.
- Prior proper planning prevents poor performance.
- Don't forget to use your head!!!!!!!