

## Environment

What classroom environment is essential to student learning?

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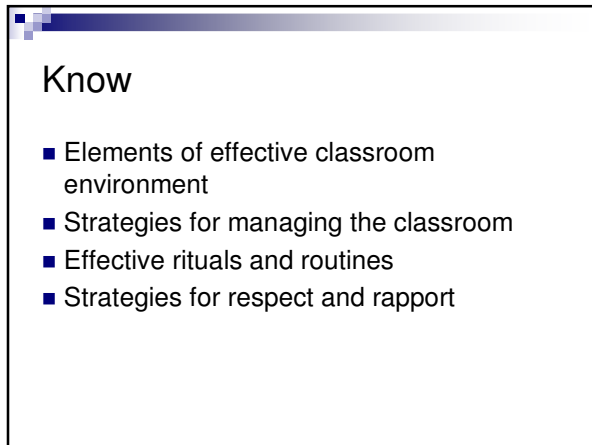
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## Know

- Elements of effective classroom environment
- Strategies for managing the classroom
- Effective rituals and routines
- Strategies for respect and rapport

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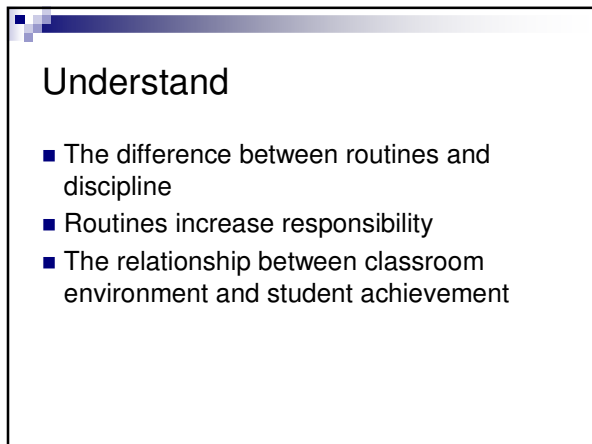
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## Understand

- The difference between routines and discipline
- Routines increase responsibility
- The relationship between classroom environment and student achievement

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## Be able to

- Create an effective classroom management plan
- Create a plan for implementing respect and rapport
- Develop rituals and routines

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## Rituals and Procedures

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## Procedures to Rehearse with Students

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- Place a 1 to the left of routines that should be taught the first day for your grade level
- Place a \* to the left of items that are related to safety
- Shade in the box to the left of items that can wait until needed.

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## Procedures To Rehearse With Students

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| <ul style="list-style-type: none"> <li>Entering the classroom</li> <li>Getting to work immediately</li> <li>When you are tardy</li> <li>End of period class dismissal</li> <li>Listening to/responding to questions</li> <li>Participating in class discussions</li> <li>When you need pencil/paper</li> <li>Keeping your desk orderly</li> <li>Checking out classroom materials</li> <li>Indicating whether you understand</li> </ul> | <ul style="list-style-type: none"> <li>Coming to attention</li> <li>When you are absent</li> <li>Working cooperatively</li> <li>Changing groups</li> <li>Keeping your notebook</li> <li>Going to the office</li> <li>When you need help/conferencing</li> <li>Knowing the schedule for the day/class</li> <li>Keeping a progress report</li> <li>Finding directions for each assignment</li> </ul> |
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## Rehearse With Students

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| <ul style="list-style-type: none"> <li>Passing in papers</li> <li>Returning student work</li> <li>Getting materials without disturbing others</li> <li>Handing out playground materials</li> <li>Moving about the room</li> <li>Going to the library/career center</li> <li>Heading of papers</li> <li>When you finish early</li> <li>Returning to task after interruption</li> <li>When asking a question</li> </ul> | <ul style="list-style-type: none"> <li>When a school-wide announcement is made</li> <li>Walking in the hall during class time</li> <li>Responding to a fire drill</li> <li>Responding to an earthquake</li> <li>Responding to a severe weather alert</li> <li>When visitors are in the classroom</li> <li>If the teacher is out of the classroom</li> <li>If you are suddenly ill</li> <li>Saying, "Thank you"</li> </ul> |
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Easy to Establish

Difficult to Establish

<div style="border-bottom: 1px solid black; padding-bottom: 5px;">Easy to Establish</div>	<div style="border-bottom: 1px solid black; padding-bottom: 5px;">Difficult to Establish</div>

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### Difficult or Easy?

- What are characteristics of routines and procedures that are easy to establish?
- What are characteristics of routines and procedures that are difficult to establish?
- How will this influence your first few days?

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Which routines are effective?

Which routines are ineffective?

How did you establish the effective routines?

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### The Ineffective Teacher

Begins the first day of school attempting to teach a subject and spends the rest of the school year running after students.

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## The Effective Teacher

Research shows that effective teachers spend the first week teaching students to follow classroom procedures.



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Procedures & Routines =  
STRUCTURE

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Managing the  
Classroom

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What are the Guidelines for Effective Classroom Management?

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How do I clarify expectations regarding student conduct?

- Use Discipline Plan
- Give specific directions about behavior
- Give feedback
- Circulate frequently

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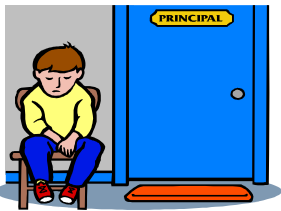
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## Discipline Plans



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## Discipline Plan

### Rules

- Do not talk without permission
- Do not touch other students.
- Do not leave your seat without permission
- Do not swear
- Do not chew gum
- Pay attention at all times
- Bring materials to class
- Do not be late for class

### Consequences

If any of these rules are broken, you will be placed in detention.

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## The Effective Plan Consists of Three Parts:

- Rules that students must follow at all times
- Positive Recognition that students will receive for following the rules
- Consequences that result when students choose not to follow the rules

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## Rules

- State positively
- Limit to 3 or 4
- Be consistent with grade level
- Enforce the rules!

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## Using Positive Recognition

- ❑ Praise is the #1 most powerful positive support you can give
- ❑ Positive notes and phone calls
- ❑ Special Privileges

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## Consequences

- ❑ Consequences must be something that students do not like, but should never be physically or mentally harmful
- ❑ Consequences are a choice
- ❑ Consequences do not have to be severe to be effective

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## Rapport & Respect

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## What are guidelines to keep in mind?

- Be calm & objective
- Be dignified & firm
- Separate your attitude toward the student . .
- Calm the student
- Take the offender aside
- Determine the facts rather than the opinions
- Help the student evaluate the problem
- Drop the matter when it is settled

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## Things To Do

- Get to know the student early
- Be honest with the student
- Be aware of what is happening
- Anticipate problems
- Stop little things before they mushroom
- Take time to consider problems as they arise
- Utilize the cooperation of the parents
- Seek advice from...
- Be confidential

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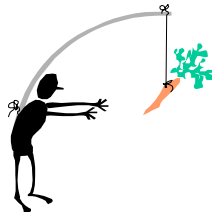
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## Nine Powerful Motivators

1. Personal gain
2. Prestige
3. Pleasure
4. Security
5. Convenience
6. Imitation
7. Desire to avoid fear
8. New Experiences
9. Love



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## Cost Free Motivation

- Compare the number given to you with the motivator on the next slide.
- Develop at least three activities or conditions that will motivate students.

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## Things To Avoid

- Punishing the whole class
- Threatening students
- Failing to follow through
- Losing your temper
- Using sarcasm or ridicule
- Having favorites
- Holding grudges
- Publicizing Offenses
- Being too friendly or too distant
- Making unreasonable demands
- Using students as a focus



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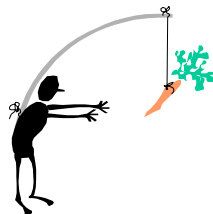
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## Sample Ice Breaker

- Rock or Feather?

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<b>Rock</b>	<b>Feather</b>
<b>Pogo stick</b>	<b>Roller skate</b>

- At the bottom of the index card, choose the term from above that best describes you.
- Follow directions for movement
- Determine one characteristic you have in common

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## Student Success

- The development of emotional resources is crucial to student success.
- The greatest free resource available to school is the role-modeling provided by the educational staff in the school.

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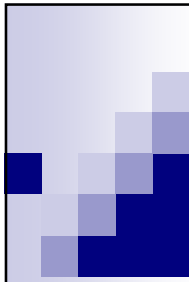
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## Poverty and Middle Class

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- ### POINTS TO REMEMBER
- Poverty occurs in all races
  - Generational poverty ( for 2 generations or longer) & Situational poverty (shorter, caused by circumstances) are different
  - People bring with them hidden rules of the class in which they were raised

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- ### POINTS TO REMEMBER
- Schools operate from middle-class norms & use the hidden rules of middle class
  - For our students to be successful, teachers must understand their hidden rules & teach them the rules

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## POINTS TO REMEMBER

- To move from poverty to middle class or middle class to wealth an individual must give up relationships for achievement

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## CURRENT STATISTICS

- Poor children are more likely to suffer developmental delay & drop out of high school

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## Poverty and Middle Class

P. 115

- Read the items under the headings. If you assume them to be true, what impact should it have in your classroom?

*Note: Material is from the work of Ruby Payne and others. All items are generalizations, based on large populations. As such, we should remember that individuals within each group may have different experiences and values.*

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The ability to leave poverty is dependent upon resources.

- The following 8 resources play a vital role in the success of an individual.

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## 1. FINANCIAL



- Having the money to purchase goods & services.



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## 2. EMOTIONAL

- Being able to choose & control emotional responses, particularly to negative situations, without engaging in self-destructive behavior.



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### 3. MENTAL



- Having the mental abilities & acquired skills (reading, writing, computing) to deal with daily life.

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### 4. SPIRITUAL

- Believing in divine purpose & guidance.

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### 5. PHYSICAL

- Having physical health & mobility.



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## 6. SUPPORT SYSTEM

- Having friends, family, and backup resources available to access in times of need.



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## 7. ROLE MODELS

- Having access to adult(s) who are appropriate, who are nurturing to the child, & who do not engage in self-destructive behavior.

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## 8. KNOWLEDGE OF HIDDEN RULES

- Knowing the unspoken cues and habits of a group.

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## MORE ABOUT RESOURCES

- To better understand poverty we are going to look at a scenario and address the 8 resources.

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## How can you move up in class?

- You must trade off some relationships for achievement at least for a period of time.
- To do this one needs emotional resources and stamina.



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## How can educators provide emotional resources?

- Through support systems.
- By using appropriate discipline approaches.
- By teaching the hidden rules.
- By teaching goal-setting.

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- The development of emotional resources is crucial to student success.
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What are things a teacher can do to build relationships?

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## The teacher...

1. calls on everyone in the room equitably.
2. provides individual help
3. gives "wait" time (allows students time enough to answer).
4. asks questions to give the student clues about the answer.
5. asks questions that require more thought.
6. tells students whether their answers are right or wrong.
7. gives specific praise.

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**The teacher...**

- 8. gives reasons for praise.
- 9. listens.
- 10. accepts feelings of the student.
- 11. gets within an arm's reach of each student each day.
- 12. is courteous to students.
- 13. shows personal interest and gives compliments.
- 14. touches students (appropriately).
- 15. desists (he/she does not call attention to every negative behavior).

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**Learning Styles**

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**Learning Styles Inventory**

- Place a check mark next to the phrases that describe you
- Total the number of checks in each category.
- Determine your learning style
- Come to a consensus in your group and choose a learning style (select a 2<sup>nd</sup> and third choice, just in case)

P 121-122

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## The First Days of School

- Pages 123-130
- Read about “you” as a learner
- Use the suggestions in the description to create a presentation about your assigned section of Harry Wong

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- |                       |                  |
|-----------------------|------------------|
| •VERBAL/LINGUISTIC    | BODY/KINESTHETIC |
| •Group 1 B 6-7        | C 16-17          |
| •Group 2 B 8-9        | INTERPERSONAL    |
| •MUSICAL/RHYTHMIC     | C 18-19          |
| •B 10 and C 11        | A 3 and E 25     |
| •LOGICAL/MATHEMATICAL | INTRAPERSONAL    |
| •Group 1 C12-13       | C 20 and D 21    |
| •Group 2 E 25-26      | NATURALIST       |
| •VISUAL/SPATIAL       | D 22-23          |
| •C 14-15              |                  |

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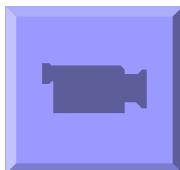
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## Ron Clark-The Essential 55



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## Summing it up—Everyone!

- Use Charlotte Danielson’s text to determine characteristics of classroom environment (there are five components)
- List each component on a separate Post It.
- Use Harry Wong’s text to list classroom activities that support each component
- Choose one from each component and determine an artifact that could be included in your portfolio.

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## Web Diagram

- Complete the concept map using terms from all portions of this course
  - Essentials
  - Evidence
  - Engagement
  - Environment

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