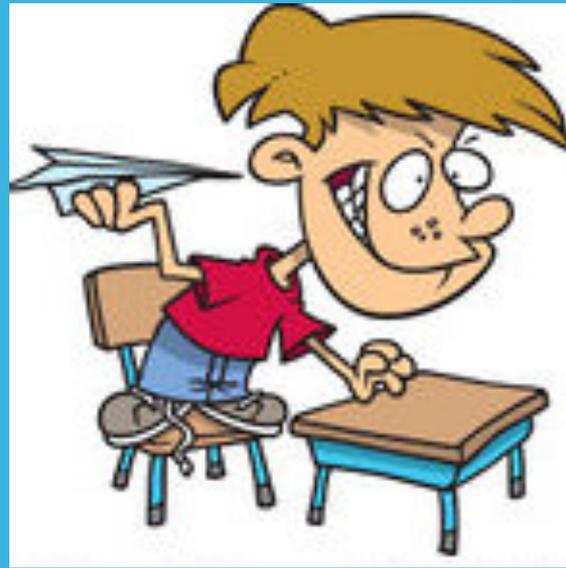


HERDING CATS: STUDENT ENGAGEMENT AND CLASSROOM MANAGEMENT

ANGELA HINES



Classroom Management: How hard can it be?

Herding Cats

In this session you will:

- Discover ways to organize your classroom so students do what they should, when they should
- Learn ways to deliver more engaging lessons so that students' brains can learn and remember the information you teach them
- Have time to explore resources
- Q & A

WHAT IS CLASSROOM MANAGEMENT?

- It's effective discipline
- It's being prepared for class
- It's motivating your students
- It's providing a safe, comfortable learning environment
- It's building your students' self esteem
- It's being creative and imaginative in daily lessons
- ***And . . .It's different for everyone***

WHY IS CLASSROOM MANAGEMENT IMPORTANT?

Satisfaction and enjoyment in teaching are dependent upon leading students to cooperate

Classroom management issues are of highest concern for beginning teachers

TECHNIQUES FOR BETTER CLASSROOM CONTROL

- Over plan your lessons to ensure you fill the period with learning activities
- Come to class prepared
- Focus on entire class
- Don't talk over students, use a softer voice so students have to listen to what you are saying
- Show confidence in your teaching
- Use non-verbal cues
- Learn student names as quickly as possible
- Develop a relationship with your students
- Keep the lesson moving, don't lecture the whole time, 5 minutes then give time to process
- Guided practice
- Good questions
- Check for understanding/formative assessment
- Have "withitness"
 - Withitness refers to a teacher's awareness of what is going on in the classroom

An Effective Classroom Management Context (these four things are fundamental)

1. Know what you want and what you don't want. 2. Show and tell your students what you want. 3. When you get what you want, acknowledge (not praise) it. 4. When you get something else, act quickly and appropriately.

SETTING EXPECTATIONS FOR BEHAVIOR

- Teachers should identify expectations for student behavior and communicate those expectations to students periodically
- Have a small number of general rules that emphasize appropriate behavior
- Rules should be posted in the classroom. Compliance with the rules should be monitored constantly.
- **Do not** develop classroom rules you are unwilling to enforce.
- Because desirable student behavior may vary depending on the activity, explicit expectations for the following procedures are helpful in creating a smoothly functioning classroom:
 - Beginning and ending the period, including attendance procedures and what students may or may not do during these times.
 - Use of materials and equipment such as the pencil sharpener, storage areas, supplies, and special equipment.
 - Teacher-Led Instruction
 - Seatwork
 - How students are to answer questions - for example, no student answer will be recognized unless he raises his hand and is called upon to answer by the teacher.
 - Independent group work such as laboratory activities or smaller group projects.

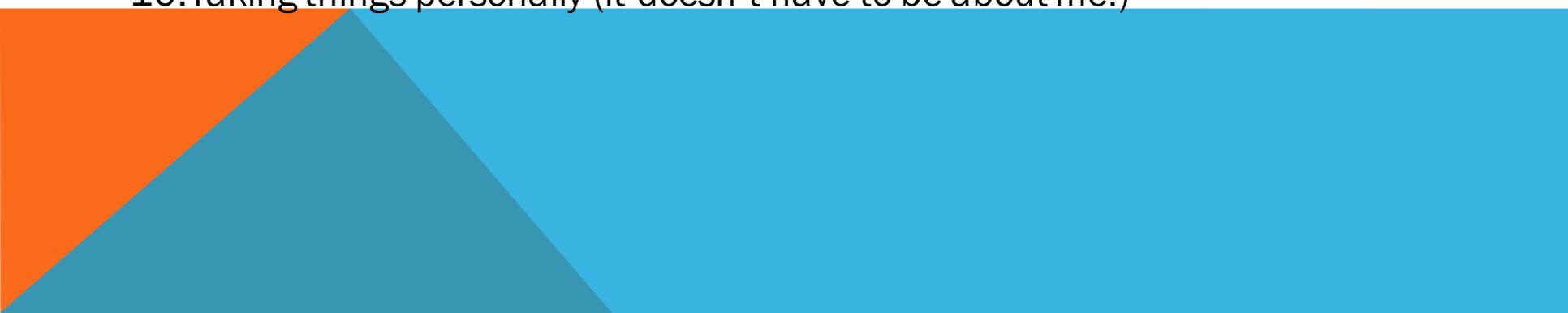
Remember, good discipline is much more likely to occur if the classroom setting and activities are structured or arranged to enhance cooperative behavior.



Guidelines for Effective Praise

Effective Praise	Ineffective Praise
1. Is delivered contingently upon student performance of desirable behaviors or genuine accomplishment	1. Is delivered randomly and indiscriminately without specific attention to genuine accomplishment
2. Specifies the praiseworthy aspects of the student's accomplishments	2. Is general or global, not specifying the success.
3. Is expressed sincerely, showing spontaneity, variety and other non-verbal signs of credibility.	3. Is expressed blandly without feeling or animation, and relying on stock, perfunctory phrases.
4. Is given for genuine effort, progress, or accomplishment which are judged according to standards appropriate to individuals.	4. Is given based on comparisons with others and without regard to the effort expended or significance of the accomplishment of an individual.
5. Provides information to students about their competence or the value of their accomplishments.	5. Provides no meaningful information to the students about their accomplishments.
6. Helps students to better appreciate their thinking, problem-solving and performance.	6. Orients students toward comparing themselves with others.
7. Attributes student success to effort and ability, implying that similar successes can be expected in the future.	7. Attributes student success to ability alone or to external factors such as luck or easy task.
8. Encourages students to appreciate their accomplishments for the effort they expend and their personal gratification.	8. Encourages students to succeed for external reasons -- to please the teacher, win a competition or reward, etc.

10 ways to sabotage your classroom management:

1. Smiling at the wrong times and using sarcasm at the wrong time (have a neutral “on task” facial expression)
 2. Handling problems publically (address off task behavior in private)
 3. All sound, no sight (provide visual clues and descriptions of instructions)
 4. Not waiting for quiet (everyone needs to be quiet)
 5. Making students choose between listening and reading (do your talking and then give students a chance to read and digest)
 6. Only speaking in “Don’ts” (tell them what TO do)
 7. Taking too long (try not to take valuable class time to try to correct a behavior)
 8. Staying up front (move around, proximity is a huge deterrent)
 9. Focusing on the problem (“catch them being good”)
 10. Taking things personally (it doesn’t have to be about me!)
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Situation Requiring a Classroom Routine or Procedure

This document is based on the research and work of Dr. Anita Archer.
[click here to learn about her](#)

Type of Situation	Situation	Check
Movement	Into Classroom	
	Out of classroom	
	Transition to a new activity	
	To another area in the school	
Use of	Bathroom	
	Getting Water	
	Pencil sharpener	
	Lockers	
	Devices/Laptops	
	Specialized equipment (microscopes, calculators, etc.)	
Materials/Assignments	Bringing materials to class	
	Using notebook or folder	
	Having no paper	
	Having no pencil/pen	
	Distributing materials	
	Communicating assignments after being absent or not in class	
	Correcting work in class	
	Correcting work with the teacher	
	Turning in work	

	Returning corrected work	
	Determining grades	
	Late work	
Cues for	Attention	
	STOP	
	Different Voice Levels <ul style="list-style-type: none"> • Silence • Quiet Voice (only heard by partner or team mates) • Discussion voice (easily heard by classmates) • Presentation voice (heard in all corners of the room) 	
Gaining Assistance	During a lesson	
	During independent work when the teacher is available	
	During independent work when the teacher is working with a small group	
	During cooperative team activities	
	During computer time	
How to act	During whole group instruction	
	During small group instruction	
	During independent work	
	During time at stations	
	During announcements	
	At the beginning of class	
	At the end of class	
	When a visitor comes to class	
	When administration observes	
What to do when	You are tardy	

	You are absent	
	You need additional help/tutoring	
	You don't understand class material	
	You are feeling ill	
	You are hungry/have no lunch \$	
	Your device isn't charged	
	There is a fire or hurricane drill	
	There is a school lockdown	
	There is an assembly	

Delivering More Engaging Lessons

Chunk and Check

"Chunk"

a 2-10 minute "chunk" of information or learning

"Check"

have students **SAY, WRITE, or DO** something so that you can see or hear what they have understood so far of the "chunk" you just taught

ONE MINUTE PAPERS

In the last 10-15 minutes of class, ask the following question:

- What is the most important thing that you have learned today?,
- Write 1-2 questions that you have regarding the lecture?
- What subject would you like to know more about?
- Can also ask questions regarding the lecture or chapter)

Have students write down answers, collect to be used to start the next class lecture, etc. You could also ask them to extend class material to an issue of personal interest.



Active Engagement Tools

Randomly select students

Individual dry erase boards

Partner games and activities

Pair and share

Cooperative learning teams

Hands-on instruction

Learning centers and small group instruction



PARTNER TALK

Ways We Can Partner Talk...

I'm
thinking...

I'm
noticing...

I'm
wondering...

I can't
believe...

This part
reminds me
of...

This is
confusing
because...

I like this
part
because...

Why...

I think the
character is
feeling _____
because...

I think _____
will happen
next
because...

We finished our
book now let's retell
using our retelling
bookmark!

Active Participation Reference Sheet

Based on *Explicit Instruction: Effective and Efficient Teaching* by Anita L. Archer and Charles A. Hughes

<p>Choral Responses T. Asks a question T. Gives thinking time T. Signals for response S. Say answer together T. Monitors responses T. Provides feedback</p>	<p>Partners - First T. Asks a question T. Gives thinking time T. Provides sentence starter S. Share answer with partner T. Randomly calls on student S. Says answer T. Provides feedback</p>
<p>Partners - Think, Pair, Share T. Gives a directive S. Think and record ideas T. Circulates and monitors T. Records ideas and names S. Share with partners, recording their best ideas T. Records ideas and names T. Displays ideas and names on screen and shares with class</p>	<p>Partners - Teach T. Indicates which partner is teacher S. Teaches information on graphic organizer or Power Point slide OR S. Teaches process or strategy using corrected worked-problem</p>
<p>Partners - Review S. Study material (e.g., notes, text, handout) T. Indicates partner #1 or #2 S. Partner tells everything that is recalled S. Other partner helps by asking questions or providing additional information S. Check with notes, text, handout</p>	<p>Partners - Monitor T. Gives directive S. Follow directive T. Asks students to "Check your partner"</p>
<p>Individual - Question First T. Asks a question T. Gives thinking time T. Randomly calls on student S. Says answer T. Provides feedback</p>	<p>Whip Around or Pass T. Asks a question T. Gives thinking time S. Think of answer (May share with partner) T. Starts at any location in room S. Up and down rows share answers S. Allowed to pass T. Provides feedback</p>
<p>Discussion T. Asks question or introduces task T. Gives thinking/response time S. Share with partners T. Randomly calls on students S. Share with class T. Provides discussion sentence starters S. Respond to class members' ideas T. Provides feedback</p>	<p>Written Responses T. Gives a clear directive S. Write response to directive T. Circulates and monitors S. Put down pencil to indicate completion T. Provides feedback to individuals T. Provides feedback to group</p>

<p>Response Slates (White Boards) T. Gives a clear directive S. Write response on slate T. Circulates and monitors T. Provides feedback to individuals T. When majority of students are done, asks students to hold up slates S. Hold up slates T. Monitors responses T. Provides feedback to group</p>	<p>Response Cards (or Response Sheets) T. Distributes cards with answers T. Asks a question S. Select correct answer T. Circulates and monitors T. Provides feedback to individuals T. Asks students to hold up correct card S. Hold up correct card T. Monitors responses T. Provides feedback to group</p>
<p>Action Responses S. Indicate answer by Touching stimulus Acting out Using gestures Using facial expressions</p>	<p>Hand Signals T. Displays numbered items on screen or word wall T. Asks a question S. Form number of fingers that correspond to correct answer on their desks T. Circulates and monitors T. Asks students to hold up hand and display fingers corresponding to correct answer S. Hold up fingers T. Provides feedback to group</p>
<p>Whisper Reading (Silent Reading) T. Indicates amount to be read silently T. Gives pre-reading question S. Silently read material T. Asks students to whisper read S. Whisper reads to teacher T. Asks question</p>	<p>Echo Reading T. Reads a word, phrase, or sentence S. Echo read the word, phrase, or sentence</p>
<p>Choral Reading T. Tells students "Keep your voice with mine" T. Reads selection orally with students at a moderate rate modeling expression/rate S. Read with teacher</p>	<p>Cloze Reading T. Reads orally T. Deletes meaningful words S. Read deleted words</p>
<p>Partner Reading - Narrative T. Indicates how much students will read before alternating (e.g., sentence, page, specified time) S. Read quietly to partner S. Partner corrects any errors T. Circulates and monitors T. Provides feedback to partnerships on cooperative behaviors</p>	<p>Partner Reading - Expository S. Read paragraph quietly to partner S. Partner corrects any errors T. Circulates and monitors S. Stop and Respond Retell content, answer partner questions, take notes, etc T. Provides feedback to partnerships on cooperative behaviors</p>

Educational Games

Bingo

Jeopardy

Hangman

Fast Facts

Memory

Scavenger Hunts

Student – made games



LET'S GENERATE SOME IDEAS

Padlet

Let's generate a quick list of all
of the ways we can have
students

Say

Write/Draw

Make/Do

How do you know that a lesson is not effective

- If the students start to talking off task to each other and not engaged in the learning
- If the students start to lose concentration and look out of the window or around the room
- If a group of students are disruptive
- If you realize that the work is too difficult/ too easy
- If the students look confused
- If you or the students do not have a clear idea of what they have learned.



How do students learn? Why does sleep matter?

ACCORDING TO TEACHER, RESEARCH, AND BRAIN
EXPERT DR. KATHIE NUNLEY:

- The only time your brain forms connections is when you sleep.
- When you learn something new, the brain puts a **protein marker, or dot**, onto a cell.
- When you sleep, the brain “**connects the dots**.”
- Usually the protein markers are only available for 18 hours. Sometimes, the brain only holds the markers for as little as 6 hours. Naps are effective, but you have to sleep for 20 minutes.

So, it is important to have adequate amounts of REM sleep.
(Adults=7 hours, 9th-12th grade=8.5 hours, 5th-8th grade=
10 hours, 1st - 4th grade=10.5 hours)

- Middle school and high school aged kids are not getting enough sleep. When they hit puberty, they move to an “owl” rhythm (learn best 3.5 hours after sunrise), but you live in a “lark” (learn best 1.5 hours after sunrise) world. After puberty most people move back to a “lark” rhythm, but some do not.

*It takes 1.5 hours for the brain to calm down enough from watching T.V. to be able to get into R.E.M. sleep.

Learn more about the importance of sleep

<http://help4teachers.com/sleep.htm>

Time now to find new strategies or ideas for classroom management or engaging lessons:

Classroom Management Strategies

Classroom management Strategies for Difficult Students



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Thank you Sherrard Martin for resources and support

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