Strategies for Student Success

Beyond Classroom Management
Objectives

By the end of this session, participants will be able to:

- **Connect** classroom management with student achievement;
- **Demonstrate** how managerial and instructional considerations affect the learning environment;
- **Engage** educators in reflecting on how their response to situational triggers affect the classroom environment; and
- **Use** the layout of the classroom and efficient use of rules, procedures and consequences to positively impact the learning environment, relationship-building and student growth.
Based on the work of...

- L. Anderson
- A. Assam
- K. Bickmore
- H. Chang
- M. Csikszentmihaly
- A. Duckerworth
- C. Dweck
- E. Emmer
- C. Evertson
- T. Hoerr
- R. Jackson
- J. Kounin
- V. McDermott
- M. Middleton
- K. Perks
- D. Pink
- W. W. Purkey
- P. H. Stanley
- C. A. Tomlinson
- L. Vygotsky
- A. Zmuder
Activity One:
What Comes to Mind?

Directions:
With your tablemates, respond to the question your group is assigned. Place your response on chart paper and select a reporter.
1. What comes to mind when you hear the term “classroom management”?

2. What are some attributes of a well-run classroom?

3. What classroom management indicators on the teacher evaluation do teachers struggle with most?
Activity Two: Concepts and Terms

Directions:

• In Classroom Management: An Unusual Look, underline any terms and concepts that resonate with you.

• Then in your assigned term groups, discuss the following: How is your assigned term used in the current system of education?
1. Goldilocks Tasks
2. Compliance
3. Flow
4. Engagement
5. Autonomy
6. Rigor
7. Play
8. Standardization
9. Customization
10. Performance Goal
11. Learning Goal
12. Carrot & Stick
Striking the Balance

Instructional Considerations

Managerial Considerations
INSTRUCTIONAL CONSIDERATIONS

Group Focus
- Format
- Alerting
- Accountability

Avoiding Satiation
- Progress
- Valence/Challenge Arousal
- Variety
Activity Three
Complete the Stem...

Directions:
Use one indicator from either Group Focus or Avoiding Satiation techniques to complete the following stem:

I am implementing ------when I ------.

Example: I am implementing Group Alerting when I ask an anticipatory question.
Defining Grit
Implementing Grit
Activity Four: Implementing Grit

Directions:

- **Select** four of your students. **Write** two strengths you have identified for each.

- **How** would you **teach** the six stages of “grit” to these students?
INSTRUCTIONAL CONSIDERATIONS

Group Focus

Format   Alerting   Accountability

Avoiding Satiation

Progress   Valence/Challenge Arousal   Variety

EFFECTIVE GROUP MANAGEMENT

With-it-ness   Overlapping   Smoothness   Momentum

MANAGERIAL CONSIDERATIONS
Activity Five: Imagine

Directions:
Respond to the following question:
What would an educator have to do to display Kounin’s four managerial considerations in the classroom?

- With-it-ness
- Smoothness
- Momentum
- Overlapping
Which Ones Belong To...

Managerial Procedures or Instructional Procedures
(Place an (M) or an (I) alongside the procedure.)

1. Beginning of the day/period activity
2. Using the restroom, drinking fountain, lockers, etc.
3. Makeup work
4. Storing personal belongings
5. Posting assignments
6. Distributing and collecting materials and assignments
7. Getting the teacher’s attention
8. Managing transitions between activities
9. Moving within the classroom or to other school areas
10. Checking papers, providing feedback, and grading
11. Recording attendance and tardiness
Activity Six: Your Theatrical Side

Directions:

- **Read** the description of the Ineffective Managerial Considerations.
- **Develop** a skit that portrays the behavior on your group’s handout.
- The group will **guess** the behavior being portrayed.
EDUCATOR BEHAVIORS

“Inviting Educators Needed!”
Activity Seven: Let’s Consult

Directions:
At your tables **discuss** possible responses an “inviting” teacher would say to students when they:
1. Elevate their voice
2. Have a poor attitude
3. Consistently do not complete homework
4. Have outbursts
5. Do not follow the rules
6. Wears an offensive shirt
7. Slaps another student
8. Are constantly tardy
Looking at Tradition Differently!

- **Rules, Procedures & Consequences**
- **Hierarchy of Consequences**
- **Phases of Classroom Management and Planning**
- **Managerial vs Instructional Procedures**
- **Peacekeeping**
- **Peacemaking**

"Looking at Tradition Differently!"
“actions teachers take to control misbehavior or maintain order”

CLASSROOM MANAGEMENT

1980
Evertson, Emmer, and Anderson

1994
Evertson and Randolph

“actions teachers take to create, implement, and maintain a classroom that supports learning”

Two Definitions of Classroom Management
Activity Eight: A Look at Rules and Consequences

Directions:
With your grade level (elementary, middle, high) partners, address the following:

- **Rewrite** two rules used in your classroom in a way that does not reflect an approach from the deficit model.

- **List** three infractions and the consequences now mandated in the district.

- **Respond** to this question: Do these consequences fulfill the research requirement of peacemaking and peacebuilding?
Activity Nine: Procedures and Routines

Directions:

- **Pull** a card from the set.
- At the facilitator’s prompt, **read** the prompt and **develop** a time-efficient procedure or routine.
Activity Ten:
Physical Considerations Questionnaire

Directions:

- **Review** the questionnaire. **Think** of your own classroom space and indicate True or False with the letters T or F.
- Then **discuss** with your shoulder partner the implications of the items you designated as “false,” on your learning environment and **suggest** ways to address them.
Activity Eleven
Rearview Mirror

Directions:
Respond to the following:
“No learning has occurred unless behavior changes.” In a Round Robin format, share what will change because of the information learned in this session.