Classroom Management
Part Two
Created and presented by Tucson Unified School District Curriculum Instruction and Professional Development

Slide up as participants enter
Bell Work

- Write down 3 procedures you have put in place in your classroom.
- Choose 1 of the procedures that is working well and write how you taught the procedure to your class.
- Introduce yourself to the other teachers at your table.

Time: 5 minutes total...2 before time begins and 3 after
Total Time: 5

Slide up after most participants are in room...about 2 minutes before time begin.
Let’s take a moment more to reflect on our own practice in the area of classroom management before we dive into today’s content. Before we do, We want to mention one thing since we have not gotten to our norms yet. We want to mention the idea of safety and confidentiality. We all are present in this learning environment today, whether gladly or reluctantly. However, we want to realize that we are all at different stages in our teaching, all have different personalities, cultures, stories, and experiences that we bring to the table. Some of us are naturally designed to create a well managed classroom with high learning and some of us are not. As teachers, we cannot achieve success without vulnerability and reflection. We want this arena today to be one of safety and honesty so that together we can be inspired through one another’s successes and challenged to create change in areas of need. We cannot do this if we do not feel safe to speak truth and know that we are here to support one another with ideas, encouragement, information, and strategies. So before we begin, let’s agree that this will be a safe place for us…and that what is shared here stays here. Part of mentoring is confidentiality…and being part of a teaching community automatically places you in a position of mentoring in some capacity. Can we all agree that this will be a safe place to learn and express where we are in our experiences? (Ask for verbal response) So we are going to begin pushing in with this concept of vulnerability.
right off the bat! Here we go!

In each corner of the room there is a sign. One says “all”, one says “most”, one says “some”, one says “I would like to have more”. Close your eyes. Take 1 minute to visualize your classroom in your mind. What do you see? What do you feel? What do students hear? What do students feel? (QUIET at this time.)

After 1 minute say: Now with what you have visualized in mind, think about these four statements:

I have ALL the procedures in place that I need and my room is running smoothly.
I have SOME procedures in place and could use a few more for my room to run more smoothly.
I have MOST of the procedures I need in place but could use some tweaking.
I would like MORE procedures in place and that’s all I am willing to say about that!

Now choose one of the corners that most closely represents your thoughts about your classroom environment and procedures...and go to that corner. Take your bell work with you.

(after participants are in corners say)

Now you are going to share the procedure that is working and what has led to the success of the procedure. Also share 1 reason, if you are willing, that led you to the particular corner that you chose.

(Facilitators need to navigate into groups to hear voices of teachers present)
Objective

- Participants will use a written reflection to design at least one change or addition or a procedure to their current classroom management plan.
- Participants will obtain strategies to use when the behavior plan does not work.

Time: 1 minute

Total Time: 13 min.
Agenda

- Bell work
- Connector
- Objective
- Norms
- Review and Reflect
- Danielson
- Growth Mindset
- District Practices
- Homework
- Closure

Time: 1 minute

Total time: 14 min.
Norms

- Equity of Voice
- Active Listening
- Respect for all Perspectives
- Safety and Confidentiality
- Respectful Use of Technology

Time: 1 min.

Total Time: 15 min
This is a statement from the book “Why Didn’t I Learn This in College”. Take a moment to share your thoughts about this statement with a partner at your table.

Have participants pop out thoughts on the statement.

Then CLICK for rest of statement

The term management when looking in a dictionary has such words as CLICK....CLICK.... The term Lead when looking in the dictionary has such words as CLICK.....CLICK....

Which words do you think most reflect you? We are going to take a few minutes to review and reflect on what we learned in our last Classroom Management Seminar.
The first area we talked about was management vs. discipline. With your partner, review the difference between these two topics. (30 seconds then have someone share out)

Next we talked about strategies teachers could and should use in the classroom for management. We’ll give you the first couple….one was meet and greet and another was bell work. Talk with your partner again for a couple of minutes and see what other teacher strategies you can come up with that have to do with this area. (click to show strategies...confirm that you heard these in conversations)
We also talked about (click for six more topics). In order to review these, we are going to give each table (or partner group depending upon number of participants) a piece of chart paper. With your group, you are going to take the topic assigned to your group and brainstorm a review of the subject. Try to remember everything you can about the topic. You can write words or use other types of communication such as pictures, charts, etc...Your group will share out in five minutes.

We’re going to number off the groups. Please create your poster that correlates with the number you are given.

5 minutes

Share out and hang up around room
Would someone please bring voice to this quote by Julie Tice? (have someone read) Thank you. We are not going to take some time to reflect on our own practice. We are going to give you a tool to use while you reflect. The reflection is going to be on the components from our last class on management. (Someone needs to pass out organizer). This is a time for you to do some of your own self-evaluation in each of these areas. On your organizer there is the topic and a column for reflection and action. Please do not do anything with the action column at this time. Think about what is working and what isn’t working in each of these areas as well as the efforts you have made to put them in place. Go ahead and get started. You have about 15 quiet minutes. Please honor everyone in the room with your silence during this time.
Now that you have each taken the time to reflect and really put some specificity to dynamics of classroom management and student behavior in your own classrooms, we are going to veer off and look at exactly what IS the teacher’s responsibility in this area and what ARE some of your options for managing behavior. We are going to begin by taking a look at the Danielson Framework which will be used in your teacher evaluation, which is coming up soon.

Click for each piece of Domain 2
Jigsaw Reading

Each person will receive one component of Domain 2.

**Directions:**

- Read the summary for your assigned component as well as indicators and examples of each level of performance.
- Note the big ideas, highlighting and interacting with the text.
- Compare and Contrast the levels from basic to proficient
- Be ready to share your expertise with a group.

Time: 4 minutes

Total Time: 51

Go over directions. Give 4 minutes to read.

*(Presenters will read component e and model it at beginning of sharing activity on next slide.)*
Time: 10 minutes  
Total Time: 61 minutes  1 hour mark

Assign 1 person in group to be time keeper. Each expert gets 1 minute to share all key points. Others in group actively listen. After 1 minute there is a 1 minute response time to ask questions, clarify key points, share classroom experience in this area. Continue the process until each of the 5 components have been shared.

We are going to quickly model component 2e using this process without using the time keeper.

What questions can we answer?  
The time is yours.

After 10 minutes...refocus
Now that we have the Danielson Framework in the forefront of our minds, let’s take a moment to see what this means for each one of us personally. Using the Danielson rubric and what you have just learned, rate yourself in each of the components of Domain 2. Please take out your reflection/action plan from earlier and take 3 minutes to do this. Make sure that you can name evidence for each piece of your rating. Please honor one another’s work time by remaining silent for the next few minutes.
As you have taken the time to really look at your position in your classroom in the areas of management and Danielson, the question then becomes whether or not there is room for change? And if so, how can we create that change? We’re sure that by now all of you are familiar with the discipline procedures at your sites. How many of you have found the system within your workplace to be challenging? Let’s see a show of hands. We want you to know that we hear you and would like to give you 2 minutes to voice them to the others at your table. We are going to give you that time starting now. (give 2 minutes only and call everyone back)

Show Video (growth mindset video)

Moving forward, we are going to be looking at strategies and options that can be utilized in the learning environment in the areas of management and discipline. We want to take a look at strategies and options within the PBIS system as well as the Guidelines for Student Rights and Responsibilities. We are going to utilize your own experiences and the experiences of others to hone our own craft in this area and to help others as well. We want to look at our classrooms and abilities from the viewpoint of what is going well, the
challenges that we face, and what action steps can be taken in order to improve what we do in order to enhance student learning and we want to move forward from here with a GROWTH MINDSET.
The GSRR is written as part of TUSD's ongoing commitment to partner with students and parents to provide a safe and supportive environment conducive to learning as well as one that is committed to reducing racial disparities. The process outlined in the GSRR is the way in which we are expected to do this. This document defines behaviors, levels them, and provides district expectations and ideas for interventions. TUSD has policies and procedures that should be put in place before a referral is to be written. Interventions to address and attempt a change in behaviors must be documented before any kind of exclusionary practice takes place such as removal from the classroom setting in any capacity.

If teachers are distracted and wish to vent further:
We understand your frustrations, but we must also realize what is within our locus of control. We could spend our time discussing and venting about TUSD policy or the policy at our sites, we are not in the position to make policy but it IS our responsibility to enforce it.
Let’s see what you know about current district policy. As a table group, you are going to work together to level the behavior cards we are handing out. Read each card and level the behaviors, 1 being the most minor of behaviors and 5 being major behaviors.
Building Background Answers
Levels 3, 4, and 5

Level 3
- Vandalism
- Harassment
- Pornography
- Hitting that results in injury
- Seriously disruptive behavior
- Recording fights
- Endangerment
- Fighting
- Gangs
- Tobacco

Levels 4 and 5
- Weapons
- Assault
- Drugs
- Inhalants
- Alcohol
- Firearms
- Indecent exposure
- Sexual harassment with contact

Time: 2 min.
Total Time: 1 hour 18 min.
As teachers, all of those level 1 and level 2 behaviors are the teacher’s responsibility. We have heard your frustration and voices about the impact that is having on you. We are not here to disregard your feelings, your realities, or your voices. So please know that we hear you. With that, we are providing this class as an opportunity for growth, change, self improvement, and a sharing of the expertise among us.

### Building Background Answers

**Levels 1 and 2**

- Verbal provocation
- Dress code
- Violations of school policy
- Ditching
- Tardiness
- Graffiti
- Hitting
- Pushing
- Language
- Contraband

- Disruptions
- Defiance
- Non compliance
- Possession or use of over the counter drugs
- Tobacco
- Drug paraphernalia
- Cell phone use
- Cheating
- Lying
- Plagiarism
Let’s talk about solutions. Where do we find them? There are three resources that come to mind, right off the bat.

- GSRR
- PBIS
- Restorative Practices
The first resource is the GSRR, itself. Within the document there are interventions that might be appropriate and certainly are an option for teachers to use in the classroom. Here you see interventions as listed in the GSRR for level 1 behaviors. The **bolded interventions are non-negotiable** items that must be attempted and documented by the classroom teacher for all level one offenses.

For level 2 behaviors, the parent notification and conference request, student conference, AND restorative conference and/or circle are then required.

Take a few seconds to write down any intervention ideas from here that you might want to remember. There is a place on your action plan for this.
Restorative practices include several types of restoration.

*Small impromptu circles:* a few people meet to briefly address and resolve a problem; facilitated by district staff including teachers, counselors, administrators, and/or learning supports coordinators. In this case, the “circle” may be the teacher and two students out in the hallway.

*Group or classroom circles:* a larger group can meet in a large circle or a classroom circle to discuss issues, answer questions, solve problems, or offer feedback; facilitated by district staff including teachers, administrators, and/or learning supports coordinators.

*Formal restorative conferences:* address serious problems of behavior. These conferences may involve wrongdoers, victims, parents, and school administrators.
Only those trained in formal conferences can facilitate a formal conference.

Teen courts: are problem-solving courts that provide an alternative action for students who have committed an offense, facilitated by their peers.

In any of these scenarios, the purpose is to build relationships and resolve problems. Attention is given to the offended and to the offender in restorative practices through a series of questions meant to get to the heart of the offended, not simply the heart of the matter.
Here you see the questions that the teacher might ask during a restorative meeting. Read through the questions for both parties. (1 min)

What did you notice about the questions? Share your thoughts with a partner. (1 min)

Would anybody like to share out what their partner noticed about the kids of questions being asked during a restorative meeting?

This idea here is that the offender begins to realize the impact of his or her actions on another person.
PBIS Quick Write

Write down everything you know about PBIS and how it is implemented at your site.

Time: 3 min.
Total Time: 1 hour 27 min.

We are going to take a moment to steer our thinking back to our own school sites. Each principal has been trained in the practice of PBIS and it is a district expectation that PBIS be built into the systems at each school. So, take a moment to write down everything you know about PBIS based upon your experience as a classroom teacher. Take 3 minutes to write all you can. Go.
After participants share in groups, get attention. 1 person from group will share out 1 (or 2) pieces they shared about PBIS...record answers on chart in front of room. Groups are not allowed to voice what someone already has...go around again for more information if they have more to share...
At this time we want you to take out your reflection/action plan form. On that form there is a place for interventions. In that space, list every intervention you have attempted in your classroom for difficult or unwanted behaviors. You will have two minutes for this. (2 min)

Now we are passing out a list of possible Tier 1 and Tier 2 interventions. Please take another 2 minutes to read through the list. (2 min)
Time: 1 min.

For homework, we want you to choose one intervention from the list that you have not previously tried. Commit to using that intervention between now and the time we meet again. Be prepared to report back.

Have teachers bus tables!
Closure

- Take a moment to write down three possible positive outcomes for students and teachers in a classroom with strong procedures utilizing PBIS, Restorative Practices, and the GSRR.

- Share your thoughts with a partner.

- Feedback on Delta Chart

Time: 3 minutes

2 click slide
Welcome Back!!!!  Bell Work

- Write down the intervention you tried over the last couple of days.
- What behavior or need prompted the decision for that intervention?
- What impact did the intervention have on student behavior?

Time: 3 min.
Connector

- Find an elbow partner and have a 3 minute conversation about the intervention you tried, why you tried it, and the impact it had on student behavior.

Time: 3 minutes
Total: 6 minutes
Objective

- Participants will use a written reflection to design changes in or additions of procedures to their current classroom management plan.
- Participants will obtain strategies and ideas to utilize for challenging behaviors.
Agenda

- Bell work
- Connector
- Objective
- Norms
- Challenging Behaviors
- Kounin’s Research
- Case Study
- Procedures
- Next Steps
- Closure

Time: 1 min.
Total: 8
Norms

Equity of Voice

Active Listening

Respect for all Perspectives

Safety and Confidentiality

Respectful Use of Technology

Total: 1 minute
Total: 9
In our connector you each shared an idea you implemented over the last two days in a challenging situation. Is there anyone that would like to share what they tried and how it went?

Today we are going to begin by looking at an article about challenging behaviors titled “How to Get Control of Any Classroom” Many of you may feel just fine about how your classroom is going and others may not. In this article, you will read about what to do when you feel like you have lost control of a piece of your day.

As you read, highlight any ideas that are new to you, seem interesting, or that you would like to take note of in some way. You’ll have about 3 minutes to read. Go ahead and read now.

Article is from smartclassroommanagement.com
We are going to summarize this article by doing an activity called 5 card draw. We are going to pass out a card to each of you that has a word on it from the article. When I say go, you are going to go around the room and find people that have the same word. Once you find your group, you are going to have a quick discussion about your takeaways from the article.
So up to this point we have taken a backward look at classroom management... Thus far, we have been looking at it from a reactive standpoint. That is, what do we do when it hasn’t gone well? The Classroom Management Book that you were all given in Classroom Management Part 1, has some wonderful insights and ideas about what prevents an out of control classroom in the first place. We are going to take a look at one of the segments in the book now.
Kounin’s Research

- With-it-ness
- Overlapping
- Smoothness and Momentum
- Group Alerting
- Accountability
- Seatwork Variety and Challenge

Time: 1 min.  6 click Slide  Total: 17

On page 5 of your Classroom Management Book there is a small section with this title. There is a QR code associated with it. If you have a smart phone you can download a free app that will allow your phone to read the QR code and it will take you to a site that contains more information on the associated topic. In this case, when we scan the code we are taken to an article that tells how to implement Kounin’s six behaviors of classroom managers.

The six behaviors are:

Click In with-it-ness, the teacher knows what is going on at all times in the classroom. More importantly, the students need to perceive that the teacher knows what’s going on in the classroom! Some teachers find this piece to be very difficult. It requires the teacher to keep their back to the wall so that they can constantly scan the class and keep students on task. It requires the teacher to intervene quickly before an off task behavior has time to escalate. Sometimes its as easy as a smile and a gentle point to the agenda to remind students to get back to work.
The next research proven technique of good classroom managers is the skill of overlapping. These teachers can multi task several activities. They help a student or group of students while remaining alert.

Smoothness and Momentum means that teachers move through lessons in this way. The pacing is steady and lessons move forward.

Kounin’s research shows that good managers keep students attentive. They do this by using choral responses, signaling to students that they may be called on for an answer, having students recite material and creating suspense in lessons.

Student performance is continually monitored, requiring students to show work and show readiness.

Good managers create high levels of student involvement. The provide multiple activities to avoid boredom and to challenge students to work at higher levels.
In addition to what Kounin says about classroom managers, Annette Breaux, and education speaker and author has noticed that all effective classrooms look very similar. These are some of the characteristics she has noted across the years in classrooms she has visited. Additionally she says there are some “secrets” to excellent classrooms….number 1 is planning…and number 2 is classroom management.
Now that we have reviewed taken a look at effective classroom research results, we are now going to take a trip to another school to watch a first year teacher in California. She is a middle school math teacher. While you are watching, take notes on the graphic organizer that you are being given. Paying particular attention to each of Kounin’s traits of good classroom managers. Write down evidence that you see in each area. Also pay attention to the effective classroom characteristics from Annette Breaux. Be ready to share what you notice.

(Background information: video is of 1st year teacher using this technique for only 4 weeks)
So we are going to take a few minutes to debrief what you just saw in this classroom. There are guiding questions on the back of your graphic organizer that you will use in this process.

In this debrief we are going to copy the teacher’s procedure for partner sharing. In order to do this we are going to utilize the Teach OK method that we just saw. I will be the teacher...you are my class. I will give you the clapping signal and say “Teach”. You will clap back and say “ok”, (model with other facilitator). Now you all try. When I clap and say “teach”...you say::: **practice a couple of times**. At the 2 minute mark I am going to say “switch” and you will say AAAAA switch, while putting your arm up in the air and then will continue with your guiding questions. Model with co-facilitator...and practice with group...

**6 CLICKs**...show directions. Tell teachers to find eyeball partner and raise hands and face you when ready to begin.

Call everyone back to seats. Thank them for their participation.
Classroom management and the teacher are two interrelated pieces. Each of these go hand in hand when determining the success of a classroom environment. All research on student learning shows that the two pieces that most affect the learning are the teacher and the procedures you have solidly put in place. We have seen and research has proven that effective classroom management leads to an environment that is proactive, productivity driven, higher amounts of learning time, promote responsibility, and produce predictable behavior.

Wong Says, on page 8 of your book, “The number one problems in the classroom is not discipline. Most problems in the classroom are procedure related. It is much easier and far more effective, to monitor and correct procedures than to institute tighter discipline.”

We need procedures in place for every detail of the day. For example: CLICK 8 pictures Such as CLICK (passing out papers) CLICK (entering and exiting the classroom) CLICK (when to raise hands and for what) CLICK working in partners CLICK Lining up CLICK Bell work CLICK Materials: Where to get them, how to use them, how to put them away CLICK Working in groups.. Nothing is left to chance.
We are going to take some time now to reflect on our own work as teachers and consider changes that can be made within our learning environments. Are there things that are out of your control? Yes. So in those cases, you still have control over the way you react or respond, or your attitude towards it. But what we want to consider in our time together is what you CAN change. Is there something you can be more consistent in? Is there a procedure that you need to implement? Is there something that does not work and you lose teaching time? Then ditch it and make a change. This is going to be your time to really make a move forward in your practice...So to begin...

If you don't like something, change it. If you can't change it, change your attitude.

- Maya Angelou

If something is outside your locus of control, you do still have control over the way you react to it.
Time: 3 minutes
Total: 45

We are going to number off. Around the room, there are procedure posters with brief descriptions. ...(instructions on slide)
We want to take some time now to honor your expertise and time, and we do not want you to walk away from this seminar without some kind of action plan. Even if you are the rock star of classroom management and you have signed your name as experts in your field, there is something that you can tweak, add, get rid or, or share. So we are going to take 30 minutes to work on our own action plans. Here’s what we want you to do.

On your action plan there is a place for procedures. Here you will list all procedures you have in your classroom and rate yourself in each area. This is going to be a quiet time. We will give you 5 minutes for this piece. After you have rated yourself, you are going to use your Classroom Management Book to find the procedure, read about it, ask an expert, and create a plan of action.
In order to share our ideas, we are going to do an activity called Stir the Class. In this activity, you are going to stand up, walk around to the music, and stop when the music stops. Whoever you are by becomes your partner. Each person will take turns asking their partner three questions with one another. When the music starts, you walk again, find a new partner, answer the three questions together...and repeat. Each time you must have a new partner.

What questions can I answer before we begin?
Now that we have a plan of action, something to take back with us, we want to leave you with a couple more thoughts. First, going back to Kounin’s “with-it-ness” and the idea from Annette Breaux that activities are interactive and students do most of the talking, we want to review what has taken place here over the last couple of days. We’re going to have you take 1 minute at your table group to write down as many activities and strategies that were used in this classroom management seminar. Any questions? Go! 1 minute

We are going to pull up strategies one at a time that we have actually used and modeled here...ideas that you can utilize in your own settings. As they are pulled up, if you have them on your list, yell “Got it” Feel free to take notes on the strategies notes on your organizer.
The last activity that we want you to leave with today is a restorative circle. (Make two circles if too many people) So let’s put our chairs in a circle quickly and get ready to begin.

So this is called a talking piece (show them). When you run a restorative circle, there are rules that everyone has to follow. First, nobody speaks unless they have the talking piece. Second, you may pass on a response if you like. The talking piece goes completely around the circle. Another question is then asked...the question can be based upon the last responses or can be preplanned. A circle is NOT a time to vent. It is a time for the teacher and students to connect with one another, hear one another’s perspective’s and point of view and build relationships all of which are critical in the management of a classroom and student learning. Answers are short so that nobody goes off on a tangent of any kind.

Questions:
In one sentence, what has been the most difficult part of classroom management for you so far this year?
What one thing are you going to take back from this class and implement in your setting?
What kind of support do you need in order to implement your one thing? (the rest of the
question are meant to lead to that successful part we want them to walk away with)
What has been the most delightful moment you have had with your students this year?

Go back to your seats and let’s get to our closure.
Closure: Two Minute Quick Write

Reflect and analyze what Danielson, the GSRR, PBIS, Restorative Practices, and Harry Wong all have in common?

Time: 2 min.
Before you leave...a bit of encouragement...

- Give feedback on Delta Chart
- What’s working
- Suggestions
- Question

- Please Bus Your Tables

- Thank you for your participation and have a great year!

Click on image for video