

Cohort Seminar #2 -----2-22-13

Write: Best success of past few weeks. Share. (on 5 X8 cards)

Agenda:

- Discussion:
1. What is happening in your classroom?
 2. List management techniques you have observed and/or used in your teaching.
 3. What works/what doesn't work.
 4. Where do you need to have classroom procedures in place?

Review Handouts:

1. A Child's Mistaken Goals
2. Classroom Management Notes
3. 3 Reasons, 10 Rules

Web talk: Handout: Documentation Requirements Chronological Check List

Quotes to think about:

No living being is held by anything so strongly as by its own needs. Epictetus

Our aspirations are our possibilities. Robert Browning

The best way to escape from a problem is to solve it. Alan Saporita

Discussion: 1. Progress on Strand B

2. Professional Development Plan (use actual one from Ft. Sumner)

Write: How/or what I will implement in my classroom.

GROUP DYNAMICS

ROLES

GATEKEEPER

(Everyone participates.
No one dominates.)

ENCOURAGER

(Keep group
moving)

RECORDER

(Suggestions,
lists, etc.)

TASKMASTER

(Timekeeper)



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Dreikurs (1972)
A CHILD'S MISTAKEN GOALS

Goal of misbehavior	Behavior demonstrated	What the child is saying	How parents feel	Child's reaction to reprimand	Some corrective measures	Teacher alternative
ATTENTION	Attempts to get teacher's attention. Shows off. Asks useless questions. Disturbs others.	I only count when I am being noticed or served. Worthwhile only if people are paying attention to me and I will get it at any price.	Annoyed. Want to remind, coax. Delighted with "good" child.	Temporarily stops disturbing action when given attention.	Ignore, if possible. Answer or do the unexpected. Give attention at pleasant time. Make child feel worthwhile when not seeking attention	Don't show annoyance. Select student for "helper."
POWER	Contradicts teachers and other students. Deliberately disobeys rules. Dawdles, lies. Has temper tantrums. "Tests" the teacher.	I only count when I am dominating, when you do what I want you to do. I must win to be worthwhile.	Provoked. Generally wants power. Challenged: "I'll make him to it." "You can't get away with it."	Intensifies action when reprimanded. Child wants to win, to be boss.	Extricate self. Act, not talk Be friendly. Establish equality. Redirect child's effort into constructive channels. Contract Enlist cooperation in formulating rules.	Recognize the student's power. Give power as much as possible by giving the student choices. Don't argue Avoid power struggles. Ask student for help.
REVENGE	Steals. Hurts others. Acts sullen or defiant Makes others dislike him. Retaliates	I can't be liked, I don't have power, but I'll count if I can hurt others as I feel hurt by life. Feels disliked and disturbed by all. Sees the world as unfair	Hurt, mad. "How could he do this to me?"	Wants to get even. Makes self disliked.	Extricate self. Win child Maintain order with minimum restraint Avoid retaliations. Take time and effort to help child. Enlist a buddy to befriend the student.	Apply natural consequences. Persuade student he is liked. Don't show hurt or disappointment. Enable other students to support him. Avoid punishment.
INADEQUACY	Demonstrates inferiority complex. Will not try. Is discouraged before attempting new activity. Gives up easily. Refuses to get involved.	I can't do anything right so I won't try to do anything at all. I am no good. Display of inadequacy or hopelessness.	Despair. "I give up."	No reprimand, therefore no reaction. Feels there is no use to try. Passive.	Encouragement (may take a long time). Have faith in child's ability. Teacher may admit mistakes from time to time.	Do not support inferiority feeling. Be constructive. Get class cooperation. Praise--HONEST praise. Provide ways for student to demonstrate ability.

Taken from

Systematic Training For Effective Parenting
1989 AGS American Guidance Service

Classroom Management Notes — Edited and added to

- relationship with one student affects relationship with all
 - avoid "picking" on a student
 - ignore what you can
 - pick your battles
 - be alert to anticipate resistance
 - defuse as quickly as possible
 - ask for questions to clarify situation
 - rephrase annoying questions
 - repay negatives with positives where possible
 - rather than "Why don't students. . .?" ask "Why don't I. . .?"
 - focus on what you can do to defuse/change student behavior
 - set and keep to goals to keep interest up to end of school
 - use lots of music—fun stuff as well as more serious performance pieces
 - remember you are **not** in competition with students. You have already "arrived" and now your job is to bring the students along.
 - enjoy your work—it shows and they will catch on
 - all students are gifted in manipulation-
 - Every thing we do is behavior: all behavior has a function: figure out function of the behavior (positive/negative) : Finding the child's desired function explains the behavior.**
 - never expect a child to do something unless you have told him/her what to do!
 - Please do not use academics as punishment—especially writing
- VIP—Follow through on what you say you are going to do.

1. *The Teacher's Guide to Behavior Intervention* by Kathy Cummins Wunderlick
2. *Coping with Non-Compliance in the Classroom* by H.M. Walker & Janet Eaton Walker
3. *Teacher's Guide to Classroom Management* by David Linden Duke & Adrienne Maravich
4. *50 Ways to Make Teaching more Fun* by Bob Algozzine

Classroom Management: 3 Reasons, 10 Rules

by Mary Aspedon

Why are classroom-management skills crucial?

The Reasons:

#1 Research says so. After analyzing 3,000 educational studies conducted in the last 50 years, researchers concluded that classroom management is the most powerful influence on student learning (Walberg 1992). Subsequent research by Wang, Haertel, and Walberg (1993) combined the former study with two others to produce the most comprehensive study to date on classroom management. "The end result . . . was that classroom management was rated first in terms of its impact on student achievement" (Marzano 2003).

#2 Instructional Theory says so. Meaningful teaching and learning do not occur in the absence of effective management. In their *Model of Pedagogical Knowledge*, Saphier and Gower (1997) demonstrated that classroom-management skills construct the foundation for all other teaching skills. Management skills are basic to effective instruction.

#3 Those without it fail. Interviews with teachers who exit the profession during the first three years of teaching reveal that lack of effective classroom-management skills rank as one of the top three reasons for their departure. Salary and lack of administrative support are the other two.

The Rules

Teachers with excellent classroom-management skills follow these rules:

#1 Build personal relationships with students. If teachers don't follow this rule, the other nine won't matter. Teachers must care about their students and show it. They must see students as individuals, respecting and taking a personal interest in them.

#2 Have high expectations. You get what you expect. Students measure up to the teacher's expectations for achievement and behavior. Make yours high but realistic for all students.

#3 Get their attention. Students must be tuned in to learn, so begin every lesson with getting their attention. Use eye contact and proximity, and present interesting and challenging lessons.

#4 Keep momentum. Prolong those precious teaching and learning moments. Don't break them to deal with trivia that can be postponed or ignored. Hang a sign on your door that says, "Stop! Learning in progress." Make a pact with colleagues not to interrupt each other's classrooms.

#5 Make space work for you. Arrange furniture to facilitate learning and make the classroom work for you. Place your desk to the side or rear of the room and don't teach from it. Accommodate traffic patterns. Avoid clutter. Let students have a say—it's their room too.

#6 Use time wisely. From kindergarten through grade 12, students spend only nine percent of their waking hours at school, experts estimate. Therefore, you cannot afford to waste time! Engage students productively whenever

possible, including time you must carry out dutiful tasks. End class (school day) with a summary, questions, and a "dress rehearsal" for the inevitable question "What did you do in school today?"

#7 Maximize routines. Teach routines that will save time and increase efficiency—passing out and taking up papers, entering and exiting the classroom, or using free time. You will be amazed how orderly classrooms run when students are given responsibility for learning and following routines.

#8 Discipline effectively. Discipline oversees misbehavior; it's not punishment. The goal of discipline is to develop self-discipline through focus on desirable, rather than undesirable, behavior. Therefore discipline is something you teach, not something you do. Many classroom misbehaviors—such as talking and goofing off—are merely annoying conduct. Yet, teachers frequently interrupt learning to deal with these trivial offenses while appropriate conduct is ignored.

#9 Build a climate of choice, ownership, inclusion, and risk-taking. Create a classroom environment that includes and values all students; where students are given responsibility and expected to make decisions. Above all, build a community where student will take risks because they know they won't be subjected to humiliation, ridicule, or punishment.

#10 Play. Make the students' day! Be a playful teacher and let learning be fun. Everyone benefits from a classroom in which smiling and laughter are natural. As Fish! Philosophy declared, anything worth doing is worth enjoying (Lundin, Paul, and Christensen 2000).

References

- Lundin, S.C., H. Paul, and J. Christensen. 2000 *Fish! A remarkable way to boost morale and improve results*. New York: Hyperion Press.
- Marzano, R.J. 2003. *Classroom management that works*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Saphier, J., and R. Gower. 1997. *The skillful teacher: Building your teaching skills*. 5th ed. Acton, Mass: Research for Better Teaching, Inc.
- Walberg, H.J. 1992. The knowledge base for educational productivity. *International Journal of Educational Reform* 1(1):5-15.
- Wang, M.C., G.D. Haertel, and H.J. Walberg. 1993. What helps students learn? *Educational Leadership* 51(4):74-79.

Appendix B – Professional Development Plan

Staff Member: _____
 Site/Position: Fort Sumner Middle School (6th)
 Evaluator: _____
 School year: 2011-2012
 File #: _____
 Licensure Level: 2

<p>1. Objective/Goal: (What are you going to accomplish? Must be clear and measurable.)</p> <ol style="list-style-type: none"> Will improve the use of Differentiated Instruction teaching methods in my classroom. Will improve children's overall knowledge and improve scores on SCA throughout the year. Create opportunities for each child to succeed by giving them active involvement and creativity in student learning Provide opportunities for students to be responsible for their behavior and learning. 	<p>1.1 Competency Addressed II, V, VII</p>	<p>2. Desired Results: (Why are you doing this?)</p> <ol style="list-style-type: none"> To improve comprehension of all students. To understand our students and meet their individual needs. Student becoming responsible for behaviors and actions. 	<p>3. Process: (How are you going to accomplish this?)</p> <ol style="list-style-type: none"> Through Professional Development. Through student data. SCA every 9wks Character board and Fort Sumner Schools Dis. Matrix. 	<p>3.1 Resources: Discovery Ed, PD Workshops throughout the year, Dis. Matrix</p>	<p>4. Timeline:</p> <ol style="list-style-type: none"> All data will be measured and reviewed every 9wks. 	<p>5. Measure: (How will you assess this?)</p> <ol style="list-style-type: none"> Student grades. SCA grades Term grades SBA results Improved scores on the SBA for grades 6,7,8 and 11 Student behavior data 	<p>5.1 Artifacts</p>
<p>REFLECTION ON PDP EXPERIENCE Please submit one page of assessment data and a one-page reflection of your PDP experience to your administrator prior to your annual evaluation meeting. Include in your reflection: What were the results of your project or actions in terms of meeting your objectives? What worked well? What would you do differently if you had the opportunity to do the PDP again? Please provide data and artifacts to support conclusions.</p>							

Employee Signature _____

Date _____

Evaluator Signature _____

Dates _____