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STRATEGIES: FRAMEWORK FOR TEACHING

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DOMAIN 2

**THE CLASSROOM
ENVIRONMENT**



www.kasc.net

STRATEGIES: FRAMEWORK FOR TEACHING

Strategies in this resource are organized in the same order as Kentucky's Framework for Teaching materials, by component and element under each domain. In these materials, each of the four Framework for Teaching domains are available as separate PDF files.

DOMAIN 2 > THE CLASSROOM ENVIRONMENT

2A. CREATING AN ENVIRONMENT OF RESPECT & RAPPORT

- > Teacher Interaction with Students
- > Student Interactions with One Another

2B. ESTABLISHING A CULTURE FOR LEARNING

- > Importance of the Content
- > Expectations for Learning and Achievement
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2C. MANAGING CLASSROOM PROCEDURES

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OTHER DOMAINS:

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THE CLASSROOM ENVIRONMENT > DOMAIN 2

> 2A. CREATING AN ENVIRONMENT OF RESPECT & RAPPORT

> TEACHER INTERACTION WITH STUDENTS

- **LEARN ABOUT STUDENTS** — Get to know individual students. Start with surveys that allow them to tell about themselves as people. Important questions: What is being a student like for them? What's important to them?
- **APPRECIATE STUDENTS** — Understand the pressures and difficulties of being a student. Know what kind of effort and courage it sometimes takes to get through the day. Discover the peer pressure that students experience. Learn what kind of academic pressures they feel. Make a special effort to listen without judging.
- **ACKNOWLEDGE STUDENTS** — Thank them for contributions they make. Appreciate little things they do. Provide praise, write notes, offer gestures of support and smiles. Let them know that they're special.
- **LISTEN TO STUDENTS** — Many students feel that no one listens to them — not parents, teachers, nor even friends. Seemingly small issues may be big. If adults in the school can listen with open minds, it can be a great gift in students' lives.
- **MAKE SMALL CONCESSIONS** — Grant some favors. Bring popular music to class. Act in ways that can make a difference, even if it's allowing gum one day or not giving homework over the holidays; everything helps.
- **INCLUDE AND EMPOWER STUDENTS** — Ask students for advice, let them participate in decision-making and help them feel valued. Allow options in how to do things as long as students produce results.
- **RESPECT STUDENTS** — Never use "put downs." Avoid sarcasm. As soon as it is appropriate, give students more responsibility. Enforce rules, guidelines, and agreements consistently, and keep promises.
- **SEE STUDENTS AS 'POSSIBILITIES'** — Treat each student as a potential success, not a past offender. Consider the possibility of their greatness even if it is not evident at the moment. Keep in mind that part of growing up is making mistakes and learning from them. Try to see all students as grand possibilities.
- **BE OPEN WITH STUDENTS** — Share about yourself so students see the school employees as real people with joys, successes, and challenges. This provides an opportunity for students to learn about adult life.
- **TREAT YOURSELF WELL** — To take care of others, take care of yourself.

> STUDENT INTERACTIONS WITH ONE ANOTHER

- **ESTABLISH AND HOLD CLASSROOM MEETINGS** — Create effective settings for practicing social skills such as active listening, negotiation, and respectful disagreement.
- **CREATE RANDOM GROUPS** — When appropriate, use random groupings in which all students work in a group or pair with other students throughout the year. Random groupings increase the likelihood that students will get to know each other and have positive experiences together.
- **SET UP ACTIVITIES WITH A COOPERATIVE FOCUS** — Use class-building and team-building activities based around getting to know one another. Plan a range of cooperative tasks with a different small group each time.
- **STUDY FRIENDSHIPS** — Examine characters in books that students are reading. Think about friendships that existed among the people in history, like the signers of the Declaration of Independence. Discuss how these relationships may have changed the world. Look for other curricular examples and connections.
- **INCORPORATE AUTHENTIC GROUP PROJECTS** — Give students an opportunity to bond, work toward a common goal, and share the satisfaction of achieving group goals with a degree of autonomy and self-direction.
- **ARRANGE OPPORTUNITIES FOR PEER TUTORING IN DIVERSE AREAS** — Encourage students to help each other learn by sharing strengths. Provide opportunities for students to provide tutoring on authentic topics.

■ **CREATE OPPORTUNITIES FOR CROSS-AGE, EXTRACURRICULAR ACTIVITIES** — Opportunities should allow all students to participate in activities such as band, choir, sports, lunchtime clubs, and drama performances.

■ **CREATE PERSONAL DIGITAL STORIES** — When students create personal digital stories about aspects of their life or interests, they share with other students. By sharing stories, both during the making of their digital story and its presentation, students can establish connections and new relationships. Try to make opportunities for helpful feedback to enable self-reflection.

■ **CONVEY TO CHILDREN THAT ADULTS CONSIDER FRIENDSHIPS IMPORTANT AND OBTAINABLE** — Share with students about your own friendships, and model being a friend to school staff and parents.

■ **NURTURE, PRACTICE, AND REFLECT ON SOCIAL SKILLS** — Role-play anger management, fairness, and sensitivity; create a teamwork rubric.

> 2B. ESTABLISHING A CULTURE FOR LEARNING

> IMPORTANCE OF THE CONTENT AND LEARNING

■ **TEACH TO THE LEVEL OF RIGOR IN THE STANDARDS** — For students to be competent, content has to be taught/learned to the level of rigor in the standards. Common mistakes that lower rigor and keep students from mastering the standards include the following:

> Language of the standard isn't used in assignments, so the expectation isn't as high; students aren't learning what it means to respond to high-level verbs.

For example, the task tells the students to "...list the differences..." but the standard says "contrast." To adequately show contrast, a student has to describe differences, not just list them.

> Criteria for quality work on classroom assignments is different from assessments.

For example, the verb "explain" is used on an assignment, but in class the student answers in one limited sentence. The student scores well with the single sentence, but on assessments the expectation is higher and the explanation needs to include supporting detail.

> Expectations for classroom discussions aren't consistent with the expectations of written work.

For example, in many classrooms students are asked for only "the answer," instead of being asked to provide support for the answer.

■ **BELIEVE IN STUDENTS AND HOLD HIGH EXPECTATIONS** — Some examples:

> Tell students that you believe in them, and work with them to be successful.

> Give students timely and specific feedback on their work.

> Post exemplars of student work in the classroom to show what is expected and reference it often.

> Hold individual student conferences. Provide opportunities for them to rewrite, revise, and recreate until they meet the expectation.

> Treat each student as a potential success. Consider the possibility of their greatness even if it isn't evident at the moment. Keep in mind that part of growing up involves making mistakes and learning from them. Avoid seeing students as problems, and start seeing all students as possibilities.

■ **WHAT TEACHERS WHO TEACH FOR ENGAGEMENT DO** — Behaviors that build a culture of cognitive engagement:

> Express high expectations.

> Create personal human relationships between teachers and students.

> Use a variety of space, student, and room arrangements.

> Link to prior knowledge and experience.

> Plan and address allocated time, engaged time, and academic learning.

> Review frequently.

> Offer continual assessment and feedback.

> Focus language on meaning, form, and use.

> Seek evidence of participation and flow.

> Articulate rules for participation.

> Use a variety of interaction modes.

> Structure tasks in rigorous, active, and accountable ways.

Source: www.idra.org/IDRA_Newsletter/April_2008_Student_Engagement/Teaching_for_Cognitive_Engagement/#sthash.xA21bWHM.dpuf

■ **QUALITY STUDYING HELPS STUDENTS REACH EXPECTATIONS** — Students need help learning effective ways to study. Find strategies adapted for all levels from "17 Scientifically Proven Ways to Study Better This Year" at www.thebestcolleges.org.

■ **TEST YOURSELF** — Recent research shows that students who tested themselves retained 50 percent more than peers who only reread material. Teachers should give students ways to “test” their knowledge after reading by

- > Providing practice tests or quizzes
- > Completing study guides
- > Providing students oral quizzes to give each other in small groups

This type of testing is for study purposes only and should not be recorded as grades. Students should use the results to decide what to study, and teachers could use the results as formative information, not for grades.

■ **ACTIVE RECALL** — Students read, then close the book and recite everything they can remember. The point is getting pupils to exercise memory after reading content, then offering a chance to revisit the material after seeing how little they remember.

- > Read the text. (or learn new content another way)
- > Recall as much of the information as you can on a free-recall test. (Perhaps writing down as much information as you remember in a given amount of time.)
- > Read the text again. (or review notes)
- > Complete another free-recall test.

■ **TIMELY REVIEWS** — The first time a student learns something new, reviewing the material within 24 hours prevents forgetting up to 80 percent of what was learned, according to research. After a week, it takes only 5 minutes of review to retain 100 percent of the information. Know that it’s better to study closer to the day of learning the material than to study the day of the test. Cramming is not as effective.

■ **ENVIRONMENT MATTERS** — Students should follow these guidelines to improve effectiveness of their study habits:

- > No Multitasking — Multitasking inhibits studying by interrupting absorption and processing of information.
- > Relax — Even stress that lasts for as little as a couple of hours can release hormones that inhibit the process of creating and storing memories. Encourage students to take study breaks.
- > Scenery — Moving to a different room to study improves retention. Information is stored in a variety of pathways. One pathway is episodic memory, which involves the specific events, situations, and experiences, including the location and time the event occurred.
- > Exercise — Exercise stimulates blood flow to your brain more evenly and makes you more alert and more able to learn. It is important for students to have exercise opportunities and even break a sweat before studying for a test.

■ **FOUR WAYS TO IMPLEMENT THESE STRATEGIES IN THE CLASSROOM** —

- > Teach one study strategy each month.
- > Model using the strategies in class, and continue modeling in class as often as applicable.
- > Have students set a goal for incorporating strategies into their routines.
- > Hold a parent-teacher meeting in which students teach parents how to help students study.

■ **REFLECTION QUESTIONS FOR ENGAGEMENT IN LITERACY CLASSROOMS** —

- > To what extent were my students engaged in higher-level thinking during talk or writing about text (i.e., connections between the text and their lives, character interpretation, author’s message or theme)?
- > To what extent am I teaching reading strategies (i.e., word recognition strategies, comprehension strategies) in addition to reading skills?
- > To what extent am I teaching reading with a student-support stance (e.g., modeling, coaching, listening/watching/giving feedback) in addition to a teacher-directed stance (telling and recitation)?
- > To what extent are my students engaged in actively responding (every child is reading, writing, manipulating, or orally responding with a partner) vs. passively responding (listening to the teacher, reading turn-taking, oral turn-taking) during this reading lesson?
- > To what extent did I clearly identify and explain the purpose of the lesson to the students? How will my lesson help individual students grow in literacy abilities?

Source: www.ceed.umn.edu/reading/documents/FAQ/CognitiveEngagement.pdf

■ **ICEBREAKERS** — Incorporate classroom icebreakers to energize the classroom, help students get to know one another, and establish a climate of respect. These are especially important at the beginning of the school year.

■ **COMMUNICATE WITH FAMILIES** — In every correspondence with families, communicate the importance of hard work and perseverance. To understand expectations, parents need examples and reminders on a regular basis.

■ **BE ENTHUSIASTIC** — Students are more likely to be enthusiastic and respect learning if you model those qualities daily. Be passionate about what you are teaching and students are learning.

■ **MODEL COOPERATION** — Create visuals (posters, PowerPoints, etc.) to show students what working cooperatively looks like and sounds like.

> EXPECTATIONS FOR LEARNING AND ACHIEVEMENT

■ **ESTABLISHING EXPECTATIONS** — Maintain high expectations for every child in the classroom regardless of their home life or socioeconomic circumstances. Convey to students that everyone can be successful with hard work. The following strategies will help to establish high expectations:

- > Communicate the standard/learning target for every lesson. Keep these posted in the classroom.
- > Use rubrics to convey clear expectations.
- > Use learning contracts with individuals or in groups for student work. Make clear what students are expected to do and how standards can be achieved.
- > Find meaningful audiences where students can share their work. If students know their work will be posted on the Internet (i.e., blog, web site, YouTube, etc.) or seen by a community member, they will want to produce higher quality.

■ **TEN STRATEGIES PRESENT IN A CULTURE OF HIGH EXPECTATIONS** — The Southern Regional Educational Board (www.sreb.org) found that schools with a culture of high expectations do the following:

- > Develop, communicate and implement classroom motivation and management plans in every classroom.
- > Implement instructional plans for bell-to-bell teaching.
- > Organize and arrange classrooms to spur productivity.
- > Establish high academic standards.
- > Communicate expectations to students and their families.
- > Actively engage each student in instructional tasks.
- > Keep students on target by using tasks of interest and of high value.
- > Provide timely, relevant, and specific feedback about progress to students to encourage continued success.
- > Adopt grading practices that communicate high expectations and reduce frustration.
- > Deal with severe behavior immediately by being proactive and having clear policies.

Source: gearup.ous.edu/sites/default/files/Research-Briefs/ResearchBriefHighExpectations.pdf

Specific examples for how to implement each of the ten strategies is available from this SREB PowerPoint www.connectionsproject.ilstu.edu/HSTWresources/04-ia-highexp.pdf

■ **STUDENT GOAL SETTING** — Students reach mastery of content when they understand learning targets, can reflect on their progress, and set goals for themselves. Students who are able to review their own performance explain the reasons for choosing processes. They identify next steps and develop insight and self-involvement. (Find more strategies in Domain 3D related to assessment strategies.)

Important key points to remember about self-assessment and goal setting include the following:

- > Help students learn to accurately identify their own strengths and areas for improvement.
- > Model and encourage students to use the language of the scoring guide.
- > Have students use established criteria and explain why their work meets the criteria.
- > Have students use feedback to identify what they need to work on and to set goals.
- > Provide time or ways for students to share their goals and progress toward the goals with their families.

> STUDENT PRIDE IN WORK

■ **DISPLAY STUDENT WORK** — Drafts and final products need to be displayed in hallways and classrooms to acknowledge student understanding and learning. Include the standards/learning target for the work being displayed. Students will understand that what is valued is what is acknowledged. They can use displays as models in crafting or revising their work. If you maintain a teacher or class web site, display previous products so current students know what to expect.

■ **WRITTEN FEEDBACK** — Give written feedback on student work to encourage good examples and show ways to improve.

■ **STUDENT JOURNALS** — Encourage students to keep a journal updated with evidence of learning. Depending on the age of the student, teachers and/or peers can offer constructive feedback in students' journals.

■ **STUDENT RECOGNITION** — Recognize students for achievements (academic, athletic, band, etc.) with a display and/or in assemblies. Students need to know they matter and that hard work is valued in all aspects of life.

■ **CELEBRATE** — Regularly celebrate when students master content or achieve goals. To preserve instructional time, celebrations don't always have to be parties and need not be expensive or lengthy. Signing a proficient poster after a test, recognizing students when they reach a goal, or providing a special activity will motivate students to work hard.

NOTE: Establishing effective procedures and routines in the classroom will address all elements of Domain 2C. Be sure you have these or similar strategies in place before addressing individual elements.

■ **ESTABLISH CLASSROOM PROCEDURES** — Time spent at the beginning of the year teaching, modeling, and practicing efficient routines and procedures will pay off in time saved throughout the year. If a procedure or routine needs to be adjusted, clearly communicate and practice that change with students. Reteach routines and procedures after extended breaks to re-establish the classroom climate. Consider the following procedures to be addressed:

- > Beginning and end of the day (unpacking/packing belongings; attendance; turning in/picking up homework)
- > Transitions and interruptions (moving into small group/large group; entering/leaving the classroom; behaving responsibly in bathrooms, cafeteria, break, and/or playground areas)
- > Use of and access to materials
- > Working in a group

■ **POST EXPECTATIONS/RULES** — Classroom expectations and/or rules should be clearly posted and referenced often. Phrase them in the most positive way possible so students will react in a positive manner. Communicate the rules and share them in writing with students and families.

■ **MODEL EXPECTATIONS** — Be explicit for students in what you expect to see and hear during instructional and work time. Model your routines, interactions, discussions, etc. Post visuals as reminders.

■ **IMPLEMENT A QUIET SIGNAL**—This could be a hand signal, bell, or clicker. Even better are school-wide procedures.

■ **COMMUNICATION REMINDERS** — Create non-verbal reminders for positive communication skills.

- > Expectation: Listen; track the speaker; keep hands down when someone is speaking; speak only in turn.
- > Teacher non-verbal reminder: “hands down” gesture

■ **BE PROACTIVE: PLAN AND PREPARE TO PREVENT PROBLEMS USING THESE TIPS** —

- > Have materials ready for the day’s lessons.
- > Develop procedures for passing out materials.
- > Develop routines to deal with non-instructional tasks like attendance, lunch count, or book money.

■ **ATTENTION SPANS FOR STUDENTS** — Consider student attention span when planning and delivering lessons. Typically, one minute per age of the child is the longest a teacher can lecture or directly teach a lesson before students need activity (i.e., the average for 10-year-olds is 10 minutes).

■ **VARIETY OF LEARNING ACTIVITIES** — Students need variety to stay engaged and decrease transition time. Maintain momentum and variety in instructional activities. Include discussions, discovery exercises, computer-assisted learning, games, and independent study units.

■ **COMMUNICATION WITH STAKEHOLDERS** — Share plans and expectations with parent volunteers, collaborative teachers, and paraprofessionals. Plan collaboratively to ensure student achievement and success.

■ **OBSERVE AND LEARN FROM OTHERS** — Ask the principal to support/arrange visits to rooms where classroom management is effective and efficient. Even if you must use your planning time, it will be well spent to see effective procedures in action.

■ **USE COOPERATIVE LEARNING STRUCTURES** — Cooperative learning structures are strategies teachers use to organize interactions between students for an instructional purpose. They also heighten the level of engagement in the classroom. Some structures organize partner work; others, teamwork; and some involve the whole class. The key to using the structures is to find one that meets a particular instructional purpose (i.e., reviewing content, discussion, team building, etc.). See *Component 3C* for specific examples.

■ **GROUPING STUDENTS BASED ON PURPOSE** — Use multiple groupings suitable to the lesson objective, including student self-groupings. For differentiation, groups could be based on

- > Interest
 - Student interests and talents
- > Readiness
 - Overall MAP math or reading scores
 - Pre-assessment of knowledge for a unit or concept
- > Learning profile/Learning style
 - Visual, auditory, kinesthetic
 - Multiple Intelligence strengths
 - 4-Mat

■ **GROUND RULES FOR GROUP DISCUSSION** — Set these in conjunction with students after they understand the expectations of effective class discussions and know good models of discussion. Some examples of ground rules:

- > Treat others as you would like to be treated.
- > Allow each person to speak without interruption.
- > Critique ideas, not people.
- > Provide supporting evidence or examples when not given initially.

It is the responsibility of the teacher and the students to hold themselves and each other accountable for ground rules created.

■ **LEARNING MENUS** — A learning menu is a compilation of activities and study opportunities that focus students on developing skills and knowledge and deepen understanding of content. Menus offer students choice in learning and help teachers differentiate for various learning styles and abilities. Using menus for days/weeks at a time also frees up the teacher to work with students in small groups. Various kinds of menus are possible, including the following:

- > **RESTAURANT MENU** — Appetizer (choose specified number of activities to review or warm-up students); Entrée (choose specified number of focused learning activities using graphic organizers, reading assignments, written responses, etc.); Dessert (overview of content, provide an artifact, or provide an optional enrichment opportunity)
- > **TIC-TAC-TOE MENU** — Provide a board with 9 options of learning tasks that encompass various learning styles and multiple intelligences. Specify how many of the assignments students must complete in the given time frame.
- > **AGENDA** — In an agenda format, include Imperatives (must-do assignments); Negotiables (complete a specified number from a list); Options (may do one or more enrichment activities).

It is important for teachers to build in self-checking systems for skill activities, formative assessments with feedback, and summative assessment throughout the unit.

■ **DIRECTIONS CHECK** — For complicated assignments, check understanding by having students repeat the purpose and directions to each other. Ask one or two to share aloud. (Give the purpose of the activity and reference essential questions/learning targets to help students understand what they are supposed to experience and learn.)

■ **ONLINE DIRECTIONS** — Once directions for an activity or assignment are provided, post the directions, rubrics, and other pertinent information on your teacher web page. Students in class can review assignment details before deciding if they need further explanation, absent students have access to what they missed, and parents can stay connected. Have materials ready in advance so that when the lesson is complete, a student (if age appropriate) can be responsible for submitting or posting online.

■ **BUILD IN TIME FOR STUDENTS TO PROCESS AND REFLECT** — After a new idea from discussion or the reading is shared, pose a question to help students process the content. Use the partner talk (discuss with a partner) or think-pair-share (think on your own, discuss with a partner, then share with a larger group or the whole class) strategies to engage students. Allow students to ask for clarification based on discussions before moving to the next chunk.

> MANAGEMENT OF TRANSITIONS

■ **COMMUNICATE THE DAILY SCHEDULE** — Students thrive on routine; knowing what to expect calms many. Post your schedule in a visible spot. Include estimated times for each activity and allow a small amount of transition time.

■ **TEACH TRANSITION ROUTINES** — Model and review what appropriate transitions look and sound like. Make sure students practice. An example: “Show me what it will look like and sound like when everyone goes to get their iPads and returns to their group.” A student could monitor efficiency and productivity and give the group feedback on the process.

■ **TIME WARNINGS** — Give students a warning that allows them to reach a stopping point before a transition to another task, such as a five-minute warning before time to stop group work. Or expect students to self-monitor and provide

support and tools as they practice. One free app is Stop Go!, a timer with a stop light. This is an easy way to use simple technology. Students could also research timer apps or other tools to use and perform trials in the classroom to decide the best choice.

■ **KEEP STUDENTS MENTALLY ENGAGED WHILE WAITING** — When students are prepared and waiting to go to another class, to lunch, home, etc., review or play quick review games as part of the class routine. If students can lead the reviews, teachers can go over exit slips and conference with individual students who need quick reteaching. Some options include

FLASH CARDS — On their own, in pairs, or in small groups (in groups, students can play competitively or take turns). Many types of flash cards are available:

TRADITIONAL FLASHCARDS

- > Kentucky Core Academic Standards flashcards (KASC has vocabulary flashcards)
- > Unit vocabulary (have students create the cards)

FLASHCARDS APPS

- > Study Blue — connects to the Study Blue web site; students can pull from any of the flashcards that others on the site have created; saves the place in your review and keeps stats on what you know
- > Chegg — tracks score and speed; accesses millions of existing flashcards
- > Flashcard+ — accesses millions of existing cards; connects with Quizlet
- > Evernote Peek — turns notes, images, and audio into study materials; uses iPad smart cover

■ **WORD OF THE DAY** — Choose a vocabulary term students know and review its meaning and usage. Use the word to signal transitions, such as “When I say the Word of the Day, return to your desks from your small group work.”

■ **SIGNAL WORD / SECRET WORD** — Have students come up with a word as a signal for students to transition from one activity to another; for example, students need to finish and turn in bell work to get ready for whole class instruction.

■ **DISCUSSION TECHNOLOGY** — Open possibilities for class discussions to “continue” during transitions and beyond by creating an environment in which teachers and students participate in online conversations. This method provides communication opportunities even beyond the class period. Two examples:

- > TodaysMeet, todaysmeet.com, private chat rooms created by teachers so students can ask questions or leave comments before, during, and after class.
- > Padlet, padlet.com, a digital bulletin board where students share thoughts, pictures, videos, and links.

■ **FEEDBACK ON EXIT SLIPS** — Go over exit slips and provide quick reteaching conferences with students as they wait to change classes. Using technology like Gradecam, www.gradecam.com, feedback can be immediate. Gradecam is a web or document camera that can immediately assess multiple-choice responses and load results into a grade book, as well as provide item analysis to let teachers see whole-class results.

> MANAGEMENT OF MATERIALS AND SUPPLIES

■ **CLASS NUMBERS** — Assign each student a number for the year. Train them to write their number on every paper. This is a quick way to sort papers in numerical order to see which one is missing. This technique can also save time when students are getting iPads, calculators, etc. You can see who has returned and used their materials properly.

■ **MANAGE ASSIGNMENTS** — Develop procedures for making up missed work, providing extra credit, receiving homework, etc. Make a few extra copies of handouts and class documents and provide those in a central location so students can access what they need independently. Posting documents to a class/teacher web site will save time and paper.

■ **MANAGE STUDENT WORK** — Decide efficient processes for how you will

- > Set standards for guiding students to success
- > Post assignments
- > Collect and return student work
- > Track completed assignments
- > Help students manage their own work and progress
- > Hold students accountable for missing assignments/projects
- > Inform students who have been absent about assignments

■ **CLASSROOM ORGANIZATION** — Make materials accessible to students so they can work independently. Label supplies so students can find what they need quickly. Teach students to manage materials on their own to save time and develop ownership of the classroom community.

■ **STUDENT JOBS** — Tell students jobs that need to be done in the classroom. In a classroom meeting, decide any other needed jobs. Assign roles and responsibilities (and job titles) appropriate for the age of the students. Honor the work students do to help the management of the classroom. Be sure that students are doing meaningful work consistently, and provide constructive positive feedback on their performance.

> PERFORMANCE OF NON-INSTRUCTIONAL DUTIES

■ **ROUTINES AND PROCEDURES** — Develop simple systems that students can manage for daily routines. Use an interactive whiteboard or simple hands-on procedures (such as student names on magnets) for routines like attendance and lunch count. Assign students jobs to keep the classroom running (i.e., book manager, lunch-count manager, attendance clerk, etc.) Ask other teachers for suggestions on efficient management or ask the principal to arrange an observation of another teacher with effective management. (See Student Jobs, above.)

■ **NON-ACADEMIC RECORDS** — Keep a log or spreadsheet to track student information like permission slips or payments for student pictures. A simple checklist with columns for different purposes will suffice. Keep these in one binder to save time and energy. Put returned student permission slips in sheet protectors in the binder to keep them together. Hard-copy checklists can be on clipboards to make them harder to misplace. Checklists and check-in forms can also be electronic, through a computer or app.

> 2D. MANAGING STUDENT BEHAVIOR

> EXPECTATIONS

■ **LACK OF HOPE AND MOTIVATION** — Understand that we all need hope to feel motivated. Give students hope for success through preparation, scaffolding, differentiation, extra time, etc. "Hope must precede responsibility, because kids who lack hope have no reason to act in responsible kinds of ways. There's no reason to be motivated unless [the student] is hopeful that...coming here and performing, producing, and behaving is better than coming here and wasting time, pushing other people's buttons and doing nothing." *Motivating Students Who Don't Care*, by Allen Mendler

■ **STUDENT MOTIVATION FACTORS** — Teaching and learning experiences can increase student motivation by being positive in these areas:

> **COMPETENCE** — The student believes he or she is capable of completing the task.

> **EFFORT** — The student feels in control and sees a connection between actions and outcome. Students believe more effort will lead to better results.

> **VALUE** — The student values the work and believes that completing the task brings a reward, such as approval from people important to the student, personal accomplishment, social stature, etc.

■ **TEACH APPROPRIATE BEHAVIOR** — Do not assume students know how to behave in acceptable ways.

> State the expected outcome.

> State why you want students to behave in a certain way.

> Define how a "model" student would behave.

> Demonstrate the right way, the wrong way, and the "almost but not quite" way.

> Provide practice opportunities.

■ **CLASSROOM BEHAVIOR SYSTEM** — Develop classroom rules/expectations with students for greater buy-in. Post expectations with a system for consequences (if that works for your class). Be sure to communicate the list to families and other professionals who interact in your classroom.

■ **MEET INDIVIDUAL ACADEMIC NEEDS** — Most students with behavioral issues tend to misbehave when they feel frustrated with content. Provide individual or small-group support to address content and support students as they work. Many students need success accomplishing small tasks.

■ **INTERVIEW STUDENTS' FAMILIES** — Parents know their child best. Interview or survey parents/guardians to find out what they do with children at home to manage behavior. Also, find out what does not work for a child. Not all parents make the best choices, so be careful about strategies you incorporate at school. In designing a specific behavior plan, parents/guardians must be on board.

■ **BODY LANGUAGE AND GESTURES** — Some important ways you can communicate positively without saying anything:

> Use more eye contact — Eye contact is the most powerful way to communicate. Longer eye contact is associated with trust, good feelings, and rapport.

- > Facial Expressions — A smile makes communication easier and more persuasive than a frown.
- > Posture — Walking tall displays confidence; students are more likely to see you as a leader and listen to you.
- > Avoid negatives — Crossing your arms, sighing heavily, rolling eyes, raising your voice, etc., are all considered negative behaviors by students. Be careful not to model negatives when dealing with behavioral issues.

■ **CLIMATE FOR RISK TAKING** — Create a climate where it is safe to take risks. Celebrate thinking and not just the correct answer. When students are threatened or perceive a threat, it affects their behavior.

■ **STUDENT CHOICE** — Provide student choices of activities, such as working alone or in a group, etc., but never allow students to opt-out of an assignment.

> MONITORING OF STUDENT BEHAVIOR

■ **USE PHYSICAL ACTIVITIES TO RELIEVE STRESS** — Stress for students will vary with each individual. Students with behavioral issues need specific plans for addressing behaviors. At times, all students will need to relieve the stress of longer assignments and work conditions. For example, a student who taps a pencil can squeeze a stress ball. For all students, incorporate times for walking fast, doing jumping jacks, using modeling clay, taking brain breaks, etc.

■ **BE PROACTIVE VS. REACTIVE** — Recognize when students make the right choice rather than reacting when they make the wrong choice. Help students set daily, weekly, and monthly behavioral goals instead of continuing to hand out the same negative consequence.

■ **STUDENT MONITORING** — Encourage students to monitor their own behavior. Target behaviors that need to change, and create a contract with the student. Explain and model what you expect to see or hear. If your school requires a behavior system (i.e., stoplight method, moving clips on colored descriptors, etc.), consider teaching students to self-monitor their behavior and decide where their behavior falls on the descriptors.

■ **CLASSDOJO APP** — The ClassDojo app helps teachers improve behavior in their classrooms quickly. It captures and generates data on behavior that teachers can share with parents and administrators. Each student is assigned an avatar and receives points from the teacher for identified positive behaviors (i.e., participation, cooperation, etc.). Be sure to reward positive behaviors, and give points fairly and equitably.

■ **CLASS GOALS AND REWARDS** — Identify a few characteristics you want to see in group work (i.e., participation, cooperation, quiet voices, coaching, etc.) and reward groups with points during work time. Provide a simple reward at the end of the day or week to recognize groups with a certain level of points.

> RESPONSE TO STUDENT MISBEHAVIOR

■ **MAINTAIN COMPOSURE** — When dealing with behavior issues, stay calm and poised. Be firm and in charge, but don't lose your composure.

■ **PREVENT ESCALATION** — Use preventative strategies that help students manage behavior in challenging situations. If you see a student getting anxious or frustrated, redirect them to a new space in the room, assign them a task such as passing out papers, send them on an errand, or allow a water break.

■ **REINFORCE POSITIVE BEHAVIOR** — Use specific praise when students comply with demands. (“I like how you followed directions.” “Thank you for completing your learning log.” “I appreciate your participation in your group.”)

■ **FOCUS ON THE STUDENT, NOT THE BEHAVIOR** — Allow “do overs,” to reduce stress-induced behaviors and possibly eliminate inappropriate and anxious behaviors.

■ **MODEL PATIENCE** — Give yourself a time out when you need to deal with disruptive behavior. Count to 10 out loud and sit quietly.

■ **AVOID POWER STRUGGLES** — Pick your battles, and stay committed to compliance regardless of the time, energy, or effort required. If not, students may realize you don't mean what you say and act out.

■ **IGNORE ATTENTION-SEEKING BEHAVIORS** — Silly comments or other actions are sometimes best ignored and will stop.

■ **EMPATHIZE WITH STUDENTS** — Empathy provides a mirror for students to become more aware of their own feelings and

actually improves organization in the brain, making it easier to deal with emotions in a positive way. When talking to a student, value what they are dealing with and express empathy.

- **CHANGE SEATS** — Many students are sensitive to sounds that most people can ignore. If a student is distracted by noise or activity, allow them to relocate away from distraction.
- **INVOLVE OTHERS** — When in-depth interventions are necessary, include others to help problem-solve (nurse, principal, counselor, behavior specialist, parent) and invite the student to the meeting to discuss.
- **DE-ESCALATION** — Utilize de-escalating techniques to redirect and calm a student, such as using a soothing voice, playing soft classical background music, relaxation exercises (deep breathing, counting slowly, humor, etc.)
- **USE NON-VERBAL CUES TO REDIRECT STUDENTS** — Create secret signals (pointing or other hand signals, like touching your ear) with students so that they have a quick reminder to stop inappropriate behavior or to employ a strategy they've been taught to cope with stress.
- **USE PHYSICAL PROXIMITY** — Move around the room to interact with students and head off potential disruptions. Stand near students to redirect or tap their shoulder as a reminder.

> 2E. ORGANIZING PHYSICAL SPACE

> SAFETY AND ACCESSIBILITY

- **SAFETY** — Provide a sense of security. Make sure the room complies with safety standards for fire, earthquake, and other emergency situations. For students with physical disabilities, design the room layout so students can navigate and have the same access to work stations and materials as others.
- **AVOID CONGESTION** — Consider how students will move in the room. Be sure that pathways to the pencil sharpener, trash, materials station, etc., are open to students to reduce disruption.
- **ELIMINATE BARRIERS** — Designated spaces for reading or research is excellent, but be aware of blind spots in the room created by items like shelves and bookcases. Monitoring student work habits and safety is important.
- **MAINTAIN THE CLASSROOM** — A safe, clean, comfortable, and attractive classroom stimulates learning and builds community. Be careful of color choices, patterns in border and fabrics, and the number of items posted on walls, storage, etc., since this can be overstimulating for some students. Too many colors, patterns, and items hanging from ceilings can distract many students and adults.
- **VISUAL CONTACT** — Arrange the room so that you can make eye contact with every student and reach each student with ease. Sit in student desks to see if the whiteboard, Smartboard, chart stand, etc., are visible.
- **PROVIDE A PERSONAL SPACE FOR EACH STUDENT** — If lockers do not exist outside the classroom, make sure students get a place for their belongings — a desk or place at a table, a cubby or coat hook for belongings, and perhaps a mailbox for materials that go home. Set expectations for how students maintain personal space.

> ARRANGEMENT OF FURNITURE AND USE OF PHYSICAL RESOURCES

- **CLASSROOM SPACE** — Space in a classroom should reflect the learning that takes place. When designing a classroom, be aware of how students will use each area. Space should be created for
 - > Reading and a classroom library or resource section for content classes
 - > Noisy activities
 - > Quiet activities
 - > Small group work
 - > Large group work

A modern classroom should be conducive to teaching and learning and not stifled by traditional layouts. Furniture arrangement should promote collaboration, and the flow should be dictated by learning experiences.

- **CREATE A TEACHING STATIONHOUSE** — Plan for a space to house all teaching materials for the day (handouts, manipulatives, science tools, dry-erase markers, etc.). Effective planning helps eliminate student misbehavior and loss of instructional time.

- **BE STRATEGIC ABOUT WHERE YOU PLACE THE TEACHER'S DESK / WORKSTATION** — How you will use your teacher space? Will it be a central station used throughout the day or your workspace during planning times and before/after the school day? Is a large, bulky desk even needed, or could students better use that space?
- **DESIGN AND LAYOUT** — Use web sites like Classroom Architect, www.classroom.4teachers.org, that allow teachers to create and modify a virtual classroom layout before setting up an actual room.
- **LOOK FOR MODELS** — Visit museums, libraries, other schools, and colleagues' classrooms to identify new ways of organizing classroom learning space. Visit sites like Pinterest to see photos of classrooms. Most teacher-bloggers will include photos of their classrooms and explain how they use each space.
- **TECHNOLOGY** — Make technology tools accessible and skillfully positioned for instruction and learning (i.e., projectors, computers, document cameras, etc.). Be aware of where and how tablets, laptops, etc., will be charged.
- **VISUAL DISPLAYS** — While it is important for a classroom to be inviting, be sure that teacher time spent on displays reinforces learning. Bulletin boards should educate and be relevant to current classroom material. Student work should be displayed for the purpose of working toward or reaching standards.