BAKER COUNTY SCHOOL DISTRICT

Building Champions In and Out of the Classroom

Mentoring Manual

Accomplished Practice 9-Learning Environment

LEARNING ENVIRONMENT TABLE OF CONTENTS

LEARNING ENVIRONMENT

ACCOMPLISHED PRACTICE #9

Creates and maintains positive learning environments in which students are actively engaged in learning, social interaction, cooperative learning, and self-motivation.

SAMPLE KEY INDICATORS

- Manages student behavior in the various learning environments:
  - establishes smooth and efficient routines,
  - involves students in establishing standards for behavior,
  - applies rules and standards consistently and equitably, and
  - shares learning environment management responsibilities with students.
- Creates positive learning experiences:
  - designs appropriate instructional activities in individual, small and large group settings to meet cognitive, linguistic and affective needs,
  - organizes instruction to include cooperative, student-directed groups,
  - monitors learning activities, providing feedback and reinforcement to students,
  - arranges and manages the physical environment to facilitate student learning outcomes, and
  - provides a safe place for students to take risks.
- Guards the use of time:
  - uses learning time effectively,
  - maintains instructional momentum, with smooth and efficient transitions,
  - makes effective and efficient use of time required in the learning environment for administrative and organizational activities,
  - maintains academic focus of students by use of varied motivational devices, and
  - provides clear directions for instructional activities and routines.
- Develops short and long term personal and professional goals relating to learning environments.

CLASSROOM MANAGEMENT-COMPONENT 1

DEFINITION:

"Classroom Management refers to all of the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place. Management skills are crucial." (Harry Wong)

Classroom management and procedures are the organizational tools of the classroom. They include seating arrangements, schedules, procedures, functionality, and are aesthetically and intellectually pleasing.

TARGET AUDIENCE:

Pre K-12th Grade Teachers

HOW?

Good classroom management maximizes learning, minimizes frequency of behavior problems, and creates a safe positive environment.

Classroom management begins before the school year starts. The teacher plans for seating arrangements, classroom procedures, school policies, rules, and consequences. Classroom management should be continuously monitored and re-evaluated in order to maintain an effective teaching and learning environment.

Before The First Day

A list of things to do before school starts:

- Room Environment:
  - Decide on a theme for your classroom.
  - Prepare/Purchase bulletin board materials.
  - Decide where to post notices/materials.
  - Gather supplies and store them in convenient locations.
  - Arrange student desks, create seating charts.
- Find out about:
  - Fire Drills.
  - Lunch Procedure.
  - Dismissal Procedure.
- Getting Organized:
  - Brainstorm class expectations
  - Write lesson plans and duplicate materials for the first week.
  - Create files for parent correspondence, school bulletins and substitute teachers.

- Think about Procedures for:
    - Book distribution.
    - Handing out papers and collecting work.
    - Homework.
    - Grading – recording, weighting, make-up work.
    - Daily routines.

The First Day

"The first day of school is the most important day of the school year. There is only one first day of school and what you do can determine your success or failure for the entire year. On this day the students form their first impression of you. Teachers who spend some time during the first couple of days organizing the class so that everyone knew how the class was structured and managed, had far fewer discipline problems and had students who were involved in learning." Harry and Rosemary Wong

Procedures need to be :

- Specific and to the point.
- Use a graphic (picture) if possible.
- Displayed.
- Practiced with consistency.

You may want to have procedures for the first day for the following:

1. Entering the classroom.
2. Leaving and re-entering during the day for regular events.
3. Lunch room procedures.
4. Quiet time/free time.
5. Bathroom passes.
6. Leaving at the end of the day.

Characteristics of a Well-Managed Classroom

1. High Level of student involvement with work.
2. Clear student expectations.
3. Relatively little wasted time, confusion, or disruption.
4. Work-oriented but relaxed and pleasant climate.

WHO CAN HELP?

PEOPLE

i. Colleagues
ii. Mentor Teachers
iii. Educational Leaders

VIDEO LINKS

I. Managing Behavior
- Proactive Classroom Moves
  - Proactive Management Mentality
  - Establishing Teacher Presence
  - Giving Clear Directions
  - Scanning & Circulating
- Reactive Classroom Moves
  - Reacting to Minor Misbehavior
  - Reactive Management Moves
  - De-escalating Blow-ups

II. Rebuilding after Conflict
- Enlisting Parents
  - Making Parent Phone Calls
  - Making Praise and Correction Calls

WEBSITES

i. www.EducationWorld.com
ii. www.proteacher.com
iii. www.teachers.net
iv. www.teacher.scholastic.com
v. www.brevard.k12.fl.us

BOOKS

I. How to be an Effective Teacher – The First Days of School by Harry K and Rosemary Wong
II. Classroom Management: A Guidebook for Success by Bonnie Williamson
III. How to Plan for the School Year – The Elementary Teacher's Essential Guidebook by Deborah Coughlin
IV. Comprehensive Classroom Management by Vern Jones and Louise Jones
V. Integrated Thematic Instruction by Susan Kovalick
VI. Why Didn't I Learn This in College by Paula Rutherford

Survival Kit for New Teachers by Julia G. Thompson

Five Step Procedures to Quiet the Room

1. Eyes on speaker
2. Quiet
3. Be still
4. Hands free (put things down)
5. Listen

Procedure for the Start of the Period or Day

1. Remove jacket
2. Empty backpack
3. Get Folder
4. Sharpen pencil

Check for the Following**:**

- Books
- Assignment
- Binder
- Pencils/Pens
- Paper

Begin start of class activities:

1. Word of the day
2. Morning message
3. Overhead

Student Methods for Getting the Teacher's Attention Without Interrupting the Class

1. **Hand Signal:** The student signals with different number of fingers.
2. **Toilet tissue tube**: The student signals with colored tube.
3. **Styrofoam cup**: The student signals with the position of the cup.
4. **Index card**: The student signals with a message on an index card.
5. **Textbook**: The student signals with an upright textbook.

To Obtain the Teacher's Attention

Raise---

One finger

"I wish to speak."

Two fingers

"I wish to leave my seat"

Three fingers

"I need your help"

Three Step Procedure for Quieting a Class

1. Freeze
2. Turn and face me; pay attention and keep your eyes on me.
3. Be ready for instruction. I will have something to say.

The Difference between Discipline and Procedures

From *The First Days of School* by Harry Wong

A procedure is a method or process for how things are to be done in a classroom. They are not found in a discipline plan. They are not a threat, a rule, nor an order.

DISCIPLINE: Concerns how students **BEHAVE**

PROCEDURES: Concern how things are **DONE**

DISCIPLINE: Has penalties and rewards.

PROCEDURES: Have **No** penalties or rewards**.**

Example of a Procedure

There is a procedure for opening a lock on a locker. It's usually two turns to the right, one turn to the left, and a final turn to the right.

There is no penalty if the procedure is not followed. The lock just does not open. Likewise, there is no reward if the procedure is followed. The lock simply opens. **To do anything in life successfully, you simply follow the procedures**.

Student success or achievement at the end of the school year is directly related to the degree to which the teacher established good control of the classroom procedures in the very first week of the school year. **It is the procedures that set the class up for achievement to take place.**

Here is a list of procedures that should be taught the first days of school:

Entering the classroom

When you are tardy

End of period class dismissal

Listening to/responding to questions

Indicating whether you understand

Coming to attention

When you are absent

Working cooperatively

Changing groups

Keeping your notebook

When you need help/conferencing

Keeping a progress report

Finding directions for each assignment

Collecting/returning student work

Handing out equipment at recess

Moving about the room

Going to the library

Heading of papers

When you finish early

Asking a question

COOPERATIVE LEARNING-COMPONENT 2

DEFINITION:

Cooperative learning is a successful teaching strategy in which small teams of students of different ability levels work together on an activity to improve their understanding of a subject. Each team member is responsible for learning the information AND helping teammates to learn. Through cooperative learning, students learn faster and more efficiently. They retain the information for longer periods of time and feel more positively about the learning experience.

TARGET AUDIENCE:

Pre K-12th Grade Teachers

HOW?

- Students take turns with different roles: facilitator, recorder, reporter, time keeper, materials manager, etc.
- Everyone has a specific task and everyone must be involved in the learning.

<u>Five Elements of Cooperative Learning:</u>

1. **Positive Interdependence** – Each group member's efforts are required and necessary for group success.
2. **Face to Face Interaction** – Each group member has a unique contribution to make because of his or her knowledge, group role, and task responsibilities.
3. **Individual and Group Accountability -** Keep the size of the group small. The smaller the size of the group, the greater the individual accountability may be. Give an individual test on the content of the project to each student. Observe each group frequently to make sure each member is contributing. Have the students teach what they have learned to someone else.
4. **Interpersonal and Small Group Skills** – Social skills such as leadership, decision making, communication, and conflict management must be taught before beginning cooperative learning projects.
5. **Group Processing** – Group members discuss how well they are achieving their goals. They can describe what actions are helpful and which are not helpful. They make independent decisions on what behaviors to continue and which ones to change.

Class Activities that use Cooperative Learning:

1. **Jigsaw** – Each member of the group is assigned unique material to learn and then teach to his or her group members. Students in the class working on the same sub-section get together to decide what is important and how to best teach the topic. After practice in these "expert" groups, the original group reforms and the students teach each other.

2. **Think-Pair-Share** – First, individuals think silently about a question posed by the teacher. Then, students pair up and exchange thoughts. Finally, the pairs share their ideas with other pairs or the entire group.

3. **Round Robin Brainstorming** – The class is divided into small groups of four to six students, with one person serving as the recorder. A question is posed with many answers and students are given time to think. After the think time, team members share responses with one another round robin style. The recorder writes down all of the responses. Each person in the group gives an answer until time is called.

4. **Numbered Heads** – The teacher organizes the class into teams of four or five students with each student having a number. Questions are asked of the group. Groups work together to make sure every team member is able to answer the question. The teacher then calls out a number (three) and the "number three" in each group is asked to give the answer.

WHO CAN HELP?

PEOPLE

Mentor Teacher

VIDEO LINKS

Generating Student Effort

- Challenging (ALL) Students
  - Ratio: All Students Thinking Hard
  - Using a Turn and Talk
  - Using a Stop and Jot
  - The Case for Cold Calling

WEBSITE

Cooperative Learning

BOOKS

i. Cooperative Learning by Spencer Kagan
ii. Cooperative Learning: Theory, Research, and Practice by Robert Slavin
iii. Teacher's Sourcebook for Cooperative Learning by George M. Jacobs

OUTSIDE "CLASSROOMS"-COMPONENT 3

DEFINITION:

Outside classrooms are places that do not have walls, where teachers instruct groups of students.

TARGET AUDIENCE:

Pre-K-12th Grade Teachers

HOW?

Classroom Management for someone who has an "Outside Classroom" :

Designate a meeting place:

- On a hard court line.
- By an assigned basketball court.
- On a sidewalk.
- Beside a fence.
- In front of a particular door.

Expected behaviors:

- Maintain personal space.
- Talking quietly if transition of classes overlap.
- Raise hands.
- Walk quietly in a line.

Checking attendance:

- Ask the sending teacher every time, upon arrival, for a head count. You can then determine how many are absent.
- Have a homeroom class list provided by the homeroom teacher or copied from the front office records (Take this with you everywhere - It can be extremely important during a disaster drill).
- Checking the attendance is a quick way to match the student with his or her name, in case you forgot a name/face.

Instructional time:

- Expect that all students be attentive.
- Keep instructions brief, but clear.
- After verbal instructions, model the activity yourself or ask for student volunteer to demonstrate the activity.
- Provide practice time for students to circulate and to give praise or suggestions.
- Encourage students to help each other.

Establish procedures for the end of class:

- Give a 5-minute warning.
- Students put away equipment in correct areas.
- Line up in an assigned area to wait for homeroom teacher in your view but away from the arriving class' area.

Establish procedures for:

- Injuries-minor injuries may be taken care of on the field using a first aid kit; major injuries can be escorted to the clinic by another student or call the office for assistance.
- Bathroom requests- emergencies happen but consequences, such as a 5 minutes time-out upon return, need to be in place to eliminate unnecessary trips.
- Getting a drink of water-usually a small group at a time may go when their absence will not stop the activity for the others.

Establish procedures for getting the students' attention to stop unsafe conditions or behaviors or when transitioning:

- Students need a visual cue and an auditory cue to focus attention on the teacher. (whistles are being used by recess personnel so students may be confused; raising an arm and signaling works; talking through a bullhorn works)
- Fire drill: Use your established line up procedure to line up the students, and then take them to the safe area. (Be sure to know where the safe area is by asking school personnel on the first day of school)

Record-keeping without a laptop:

- Create a spreadsheet with columns for dates and/or activities.
- Make a copy of a blank form for each class.
- Place class lists in a 3-ring binder divided by the days of the week, rotation order or grade level.
- Additional sheets may be necessary for fitness test results or skills assessments.
- Create your own symbols for absences, medical excuses, skill level, behavior, helpful to peers.

Keeping track of equipment:

- Mark everything with a permanent marker. No one can return items without knowing the owner.
- Reward students who "find" the P.E. equipment that may have been left out. (Young children love stickers, decals, and index cards that have been rubber stamped with picture of sport equipment or animals. Older students might like a "sit one game out" pass)
- Keep an equipment bag packed for a substitute teacher to use. Make a list of the balls, ropes, etc. on an index card and keep in a plastic zipper bag attached to the equipment bag.

Emergency substitute teacher plans:

- Make plans on 5x8 index cards and laminate the cards.
- Plan familiar activities that the children enjoy in which time passes quickly.
- Allow the substitute to choose between several activity cards. Sometimes the substitute has never taught P.E. and needs to find a comfort zone.
- Plans should include safety type (stand behind the backstop, no sliding, etc.) Kids do try to convince the substitute that they allowed to do things that would never be allowed if the teacher were there.

WHO CAN HELP?

PEOPLE

i. Veteran Teacher
ii. Resource Teacher

WEBSITE

i. Physical Education lesson plans and resources

BOOKS

i. Physical Education for Lifelong Fitness: The Physical Best Teacher's Guide by Physical Best, Human Kinetics, and National Assoc. for Sports and PE
ii. P.E. Games and Activities Kit for Grades 6-12: Over 250 Game to Put New Variety and Challenge into Your Physical Education Program by Ken Lumsden
iii. The Physical Education Teacher's Book of Lists (J-B Ed: Book of Lists) by Marian Milliken Ziemba

QUALITY SCHOOLS-COMPONENT 4

DEFINITION:

These schools are based on Dr. William Glasser's choice theory. Administrators and teachers use lead-management rather than boss-management principles.

TARGET AUDIENCE:

Pre K-12 Schools

HOW?

The six criteria of a Quality School include the following:

1. Relationships are based on trust and respect, helping, supporting and encouraging each other in all we do.
2. There is measurable continuous improvement through concurrent and self-evaluation.
3. All students demonstrate competency and continuous improvement.
4. Some students are demonstrating learning well beyond their state's competencies (deeper, more involved, creative, etc.).
5. All students and staff know Choice Theory and have eliminated the need to control one another.
6. School is a joyful place to be where fun becomes the genetic reward for learning.

Seven Caring Habits	Seven Deadly Habits
Supporting	Criticizing
Encouraging	Blaming
Listening	Complaining
Accepting	Nagging

Trusting	Threatening
Respecting	Punishing
Negotiating differences	Bribing/Rewarding to Control

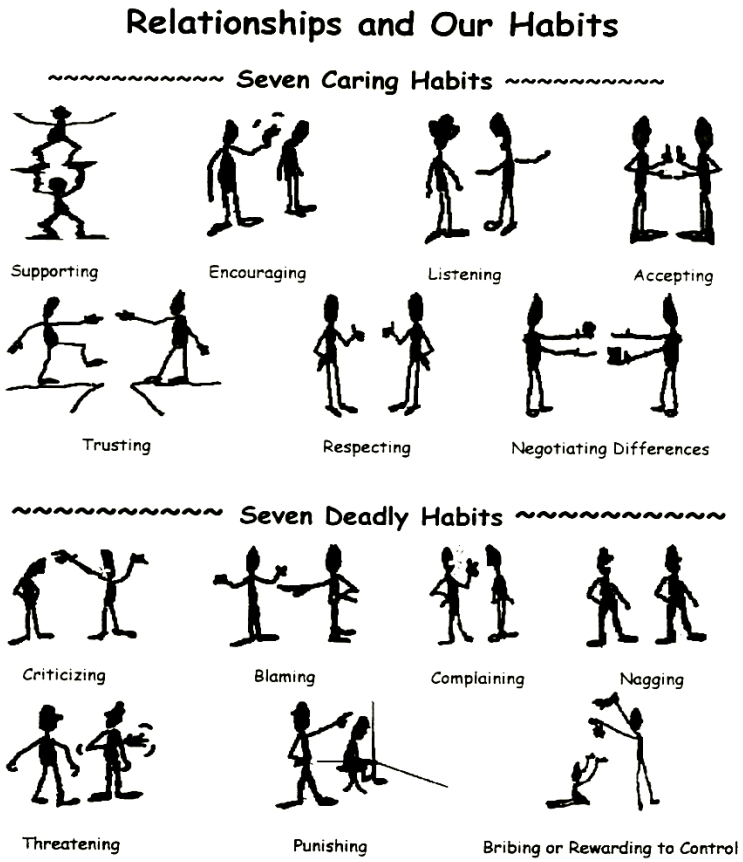
WHO CAN HELP?

WEBSITE

www.wglasser.com

BOOKS

i. The Glasser Quality School: A New Approach to Character Education
ii. Every Student Can Succeed
iii. The Quality School: Managing Students Without Coercion
iv. The Quality School Teacher
v. Choice Theory in the Classroom



PSYCHOLOGY OF A HEALTHY EDUCATIONAL ENVIRONMENT-COMPONENT 5

DEFINITION:

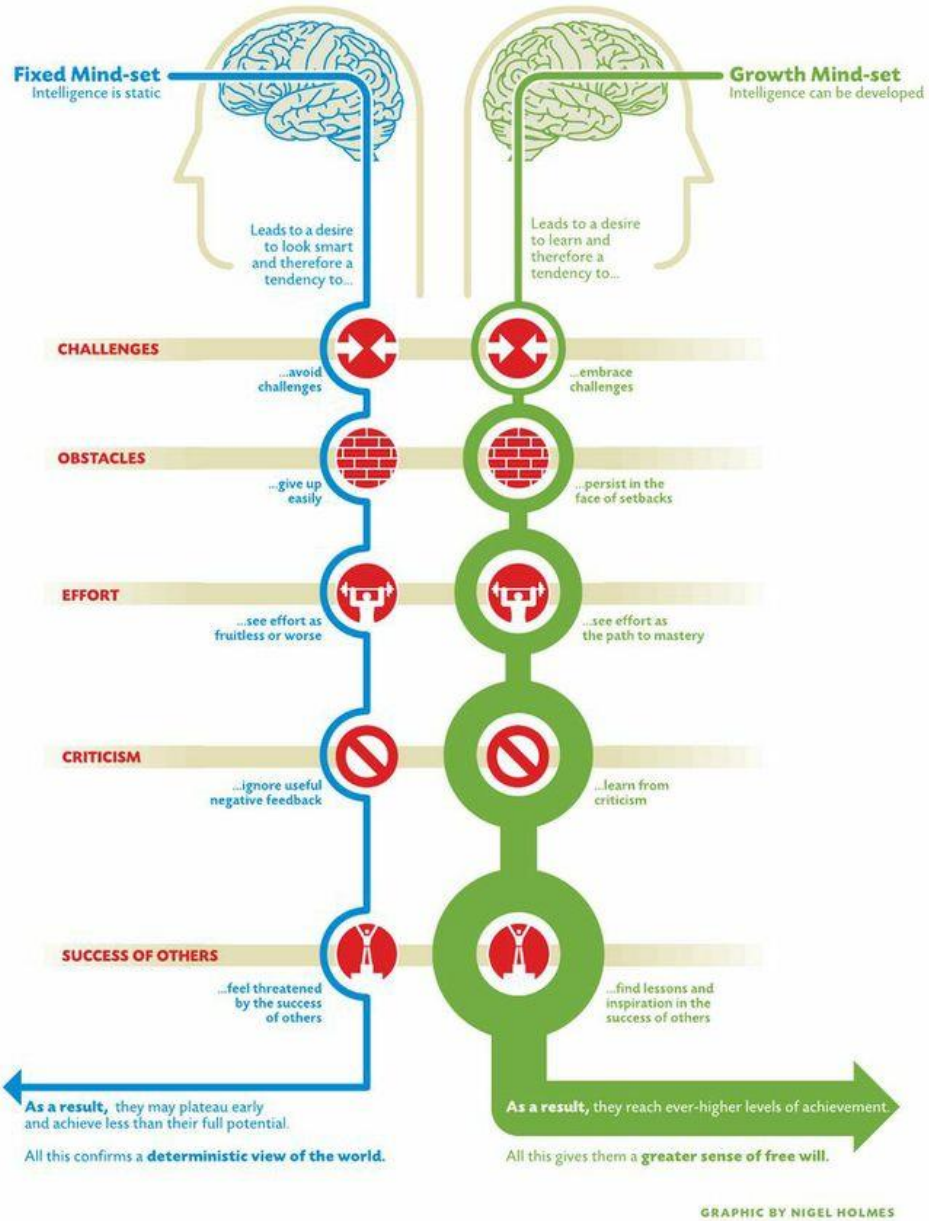
Findings from world-renowned Stanford University psychologist Carol Dweck, decades of research on achievement and success, the power of our mindset.

TARGET AUDIENCE:

Pre-K-12 Schools

HOW?

Dweck explains why it's not just our abilities and talent that bring us success—but whether we approach them with a fixed or growth mindset. She makes clear why praising intelligence and ability doesn't foster self-esteem and lead to accomplishment, but may actually jeopardize success. With the right mindset, we can motivate our kids and help them to raise their grades, as well as reach our own goals—personal and professional.


Fixed Mind-set
Intelligence is static
Growth Mind-set
Intelligence can be developed
Leads to a desire to look smart and therefore a tendency to...
Leads to a desire to learn and therefore a tendency to...
CHALLENGES
...avoid challenges
...embrace challenges
OBSTACLES
...give up easily
...persist in the face of setbacks
EFFORT
...see effort as fruitless or worse
...see effort as the path to mastery
CRITICISM
...ignore useful negative feedback
...learn from criticism
SUCCESS OF OTHERS
...feel threatened by the success of others
...find lessons and inspiration in the success of others
As a result, they may plateau early and achieve less than their full potential.
All this confirms a deterministic view of the world.
As a result, they reach ever-higher levels of achievement.
All this gives them a greater sense of free will.
GRAPHIC BY NIGEL HOLMES

WHO CAN HELP?

WEBSITE

i. Mindsetonline
ii. The Power of Belief Video

BOOK

Carol Dweck: Mindset "The New Psychology Success"

ROBERT MARZANO CLASSROOM INSTRUCTION THAT WORKS-COMPONENT 6

DEFINITION:

Nine Instructional Strategies that Improve Student Achievement across all content areas and grade levels. Marzano's research shows that consistent use of these strategies can increase student achievement by the following percentile gain:

1.	Identifying similarities and differences	45
2.	Summarizing and note-taking	34
3.	Reinforcing effort and providing recognition	29
4.	Homework and practice	28
5.	Representing knowledge	27
6.	Learning groups	23
7.	Setting objectives and providing feedback	25
8.	Generating and testing hypotheses	25
9.	Using questions, cues, and advance organizers	22

TARGET AUDIENCE:

Pre-K – 12th Grade Teachers

HOW?

1. **Identifying similarities and differences** – (core to all learning)

   The ability to break a concept into its similar and dissimilar characteristics. This allows the student to understand and solve complex problems by analyzing them in a simple way. Teacher directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding. Graphic forms are a good way to represent similarities and differences.

   a. Classifying and creating metaphors or analogies.
   b. Use of Venn diagrams or charts to compare and classify items.
   c. Comparison matrices.
   d. Graphic organizers.

2. **Summarizing and note taking** –(two most important academic skills)

   Promotes comprehension by asking the student to analyze a subject to expose what is essential and then put it in their own words. Student must be able to substitute, delete and keep things having an awareness of basic structure of the information presented.

   a. Provide set of rules for creating a summary.

   b. When summarizing:

      - ask students to question what is unclear.
      - clarify those questions.
      - predict what will happen next.

   Taking more notes is better than taking fewer notes – but verbatim note taking is ineffective because it does not allow time to process the information. Notes should be taken, reviewed, and revised. Best study guide for a test.

   a. Teacher-prepared notes.
   b. Consistent format for notes.

3. **Reinforcing effort and providing recognition** – (aimed at student attitudes and beliefs)

   Teachers must show the connection between effort and achievement.

   Not all students realize the importance of effort but they can learn to change their beliefs to emphasize effort.

   a. Share stories about people who succeeded by not giving up.
   b. Have students keep a log of their weekly efforts and achievements:
      - Reflect on it periodically.
      - Analyze the data.

   Recognition is most effective if it is contingent on the achievement of a

certain standard. Also, symbolic recognition works better than tangible

rewards:

a. Distinction between praise and recognition.
b. Effective when students reach specific performance level or learning goal.
c. Rubrics help students tract their effort and evaluate their achievement.
d. Pause, Prompt, Praise

4. Homework and Practice

Provides students with opportunities to extend learning outside classroom. Research shows that amount of homework should vary dependent on age and grade of student. Parental involvement should be minimal. Teachers should explain the purpose of homework to student and the parents. Teachers should try to give feedback on all homework assignments.

a. Establish a homework policy.
    - Advise: consistent schedule, setting, time limit.
b. Tell students if homework is for practice or preparation.
c. Varying types of feedback essential.
d. Parents encouraged to facilitate, not help or do.

Students should adapt skills while they are learning them. Speed and accuracy are key indicators of the effectiveness of practice.

a. Timed quizzes for homework.
    - Students report speed and accuracy.
b. Practice difficult concepts and set aside time to accommodate practice periods.

5. Nonlinguistic representations – (stimulates deeper learning)

Knowledge is stored in two forms: linguistic and visual. The more students use both forms in the classroom, the more opportunity they have to achieve. Nonlinguistic representation has proven to not only stimulate but also increase brain activity.

a. Incorporate words and images using symbols to represent relationships.
b. Use physical models and physical movement to represent information.

6. Cooperative learning - (most powerful of all classroom-grouping strategies)

Research shows that systematic and consistent use of cooperative grouping yields a positive effect on overall learning. Keep groups small and don't overuse this strategy.

Cooperative learning requires five specific elements:

I. Positive interdependence – sink or swim together.
II. Face-to-face interaction – we help each other learn.
III. Individual and group accountability – each of us must contribute to reach goals.
IV. Interpersonal and small group skills – we practice decision making and share leadership.
V. Group processing – we reflect on how well we did and how we could do better.
    a. Group students using a variety of criteria, such as common experiences or interests.
    b. Vary group sizes and objectives.

c. Design group work around the core components of cooperative learning.

7. **Setting objectives and providing feedback** – (encourages a metacognitive system of thinking)

   Objectives provide students with a direction for learning. Goals should not be too specific they should be easily adaptable to students' own objectives.

   a. Set core goal for a unit – encourage students to personalize.
      - "I want to know."
      - "I want to know more about…."
   b. Use contracts to outline specific goals that students must attain and the grade they will receive if they meet those goals.

   Feedback generally produces positive results. Teachers can never give

   too much – form however must be managed.

   a. Feedback should be corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.
   b. Feedback should be timely and specific.
   c. Encourage students to lead feedback sessions.

8. **Generating and testing hypotheses** –(most powerful of the cognitive operations - requires application of knowledge)

   Deductive (using a general rule to make a prediction) approach to this strategy works best. Whether a hypothesis is induced or deduced, students should clearly explain their hypotheses and conclusions.

   a. Ask students to predict what would happen if an aspect of a familiar system, such as the government or transportation were changed.
   b. Ask students to build something using limited resources. This task generates questions and hypotheses about what may or may not work.
   c. Historical investigation
   d. Invention
   e. Experimental inquiry
   f. Decision making

9. **Cues questions and advance organizers** –(activates prior knowledge)

   These tools need to be highly analytical and should focus on what is important. They are most effective when presented before a learning experience.

   a. Pause briefly after asking a question. Doing so will increase the depth of your students' answers.
   b. Vary the style of advance organizer used
      - Tell a story
      - Skim a text
      - Create a graphic image
        - Maps
        - Webs

WHO CAN HELP?

PEOPLE

Mentor
New Teacher Induction Program

WEBSITE

Classroom Instruction that Works Study Guide

BOOK

Classroom Instruction that Works by R. J. Marzano, D. J. Pickering, and J.E. Pollock, 2001, Alexandria, VA: Association for Supervision and Curriculum Development

ROOM ARRANGEMENTS-COMPONENT 7:

DEFINITION:

Physical arrangement of furniture and display of materials within the classroom.

TARGET AUDIENCE:

Pre-K-12th Grade Teachers

HOW?

Arrange your room to be neat and pleasant.

Arrange students' seats so students can easily view presentations and instructional displays.

Ensure high visibility so the teacher can quickly and easily monitor students in all areas of the room.

Ensure easy flow of traffic throughout the room.

Ensure ready access to storage space and necessary materials.

WHO CAN HELP?

PEOPLE

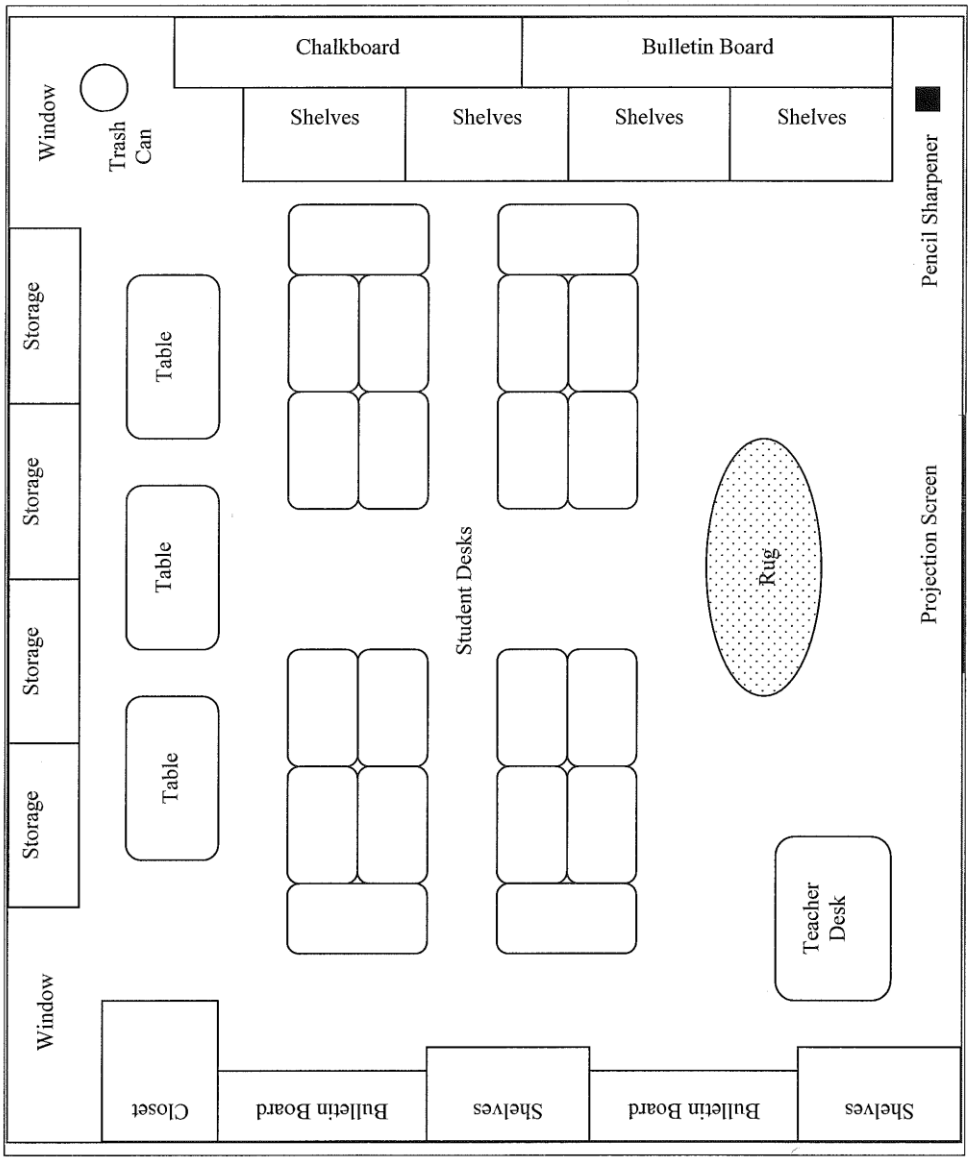
District Peer Mentors
Other Teachers in Your Building

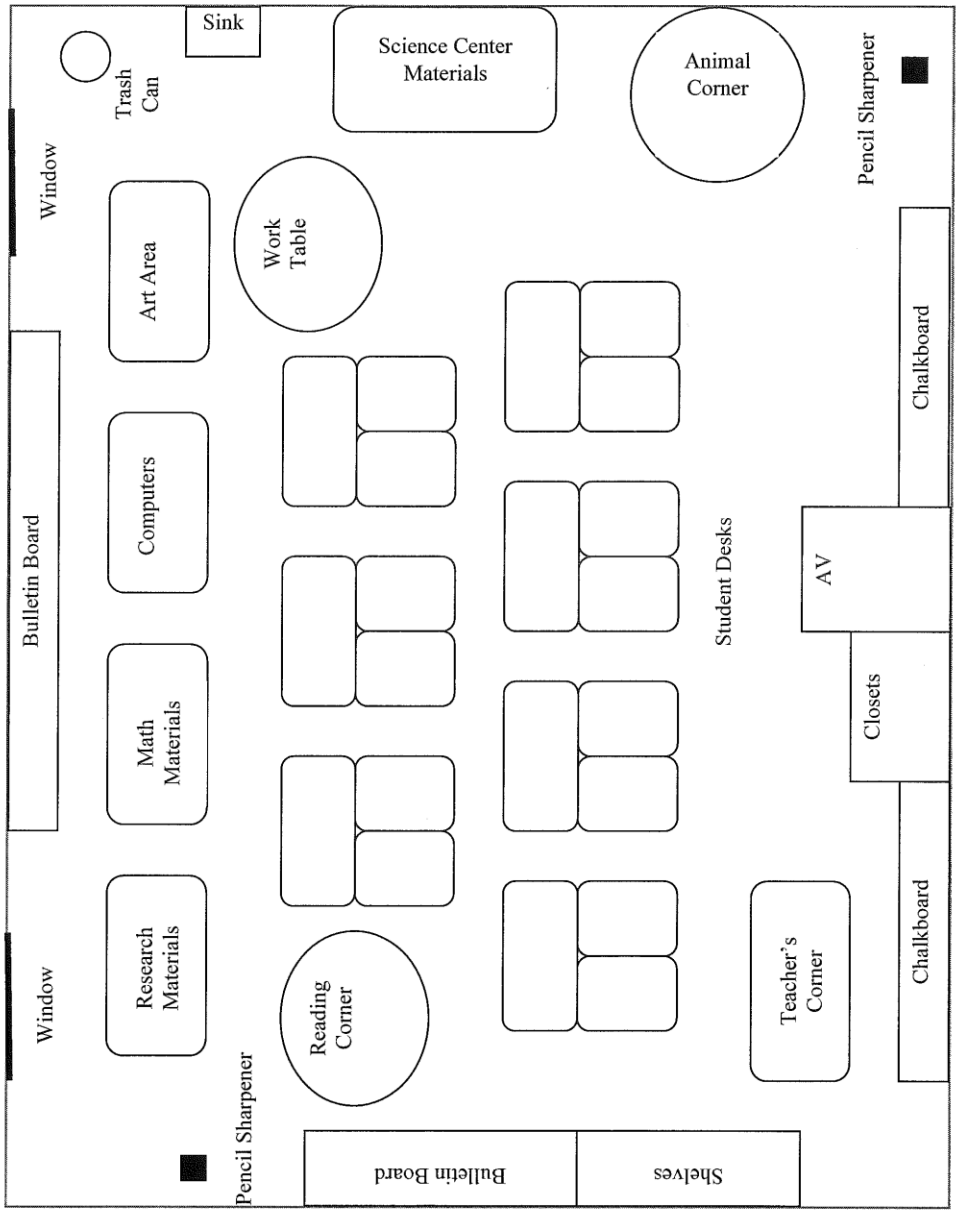
WEBSITE

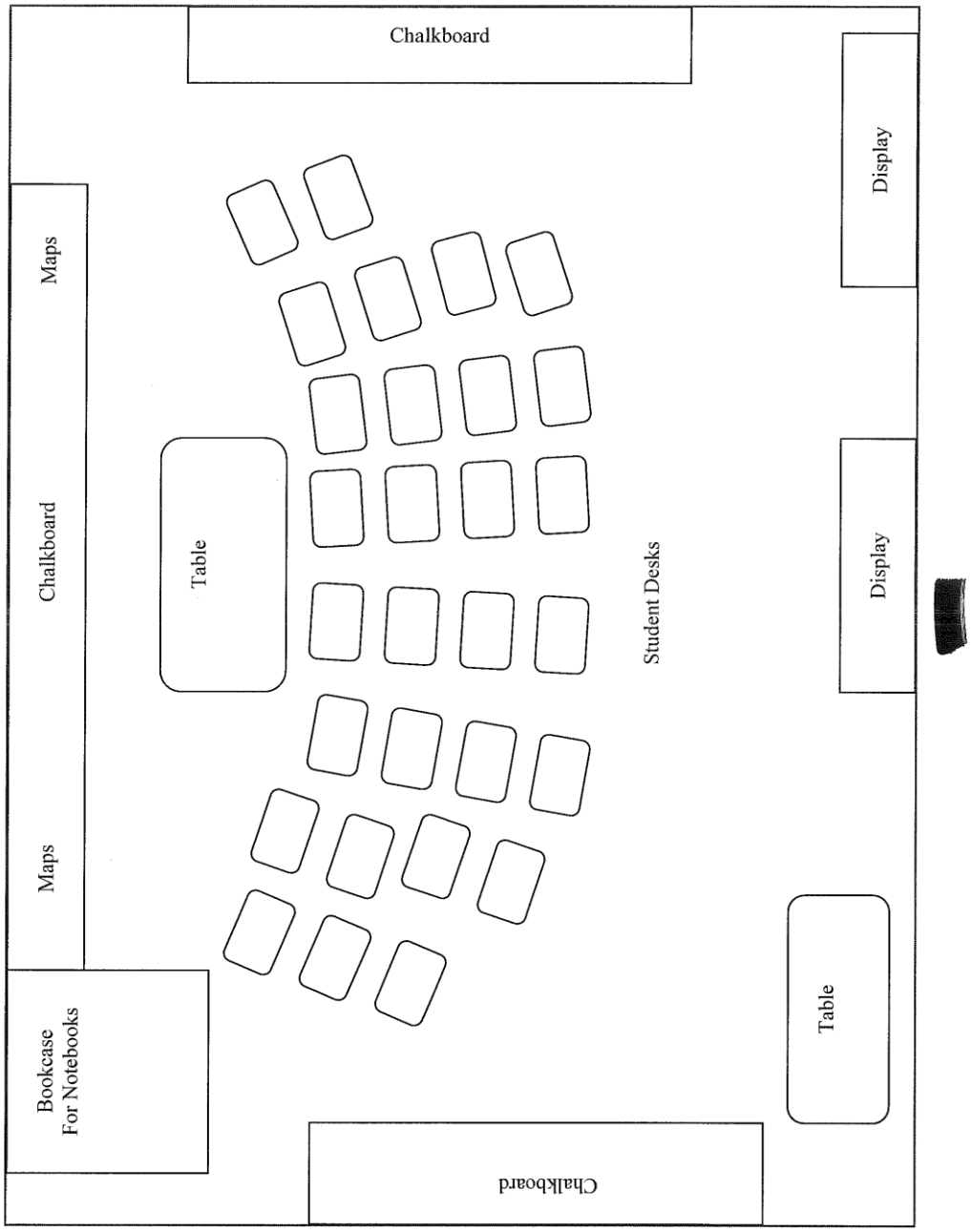
Education World

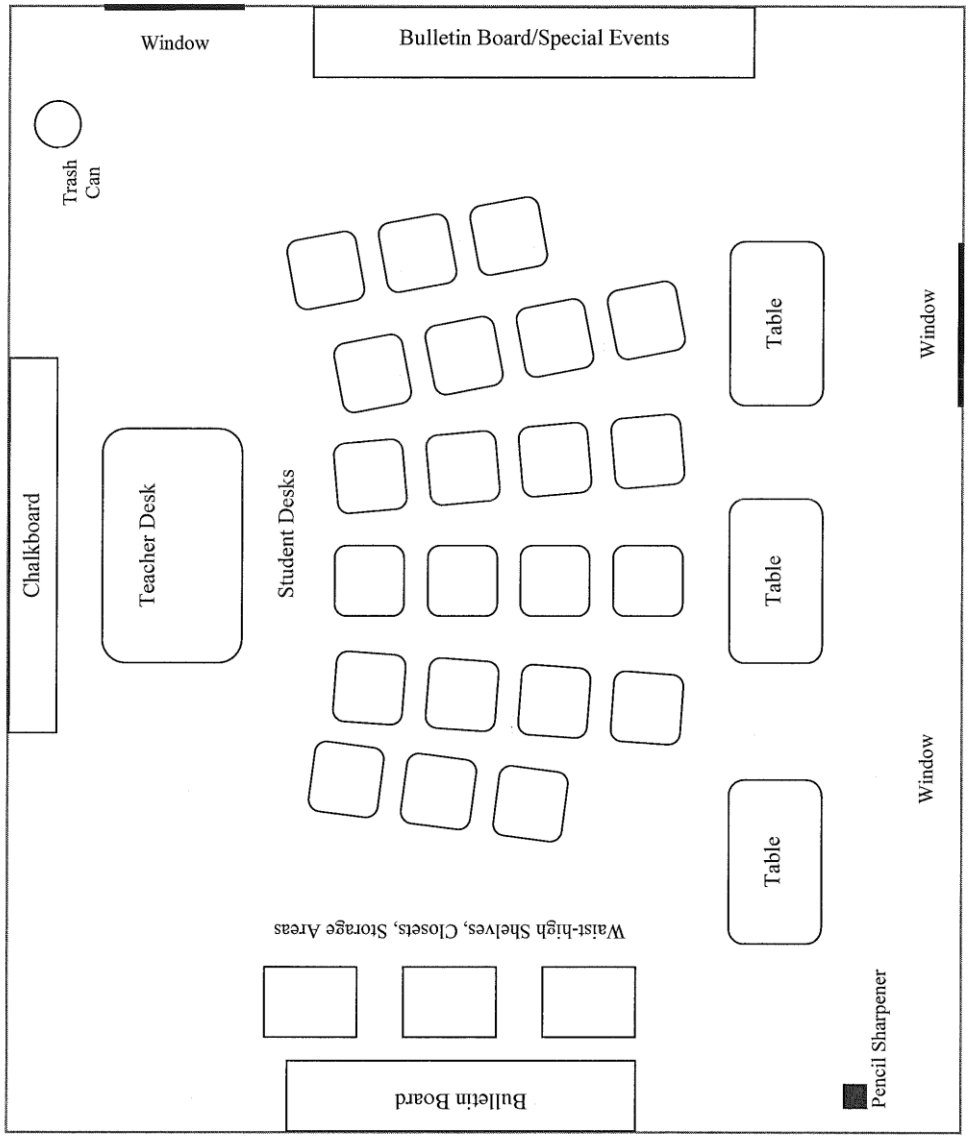
BOOK

The Fundamental 5: The Formula for Quality Instruction by Sean Cain and Mike Laird, 2011, San Bernardino, CA


Chalkboard
Bulletin Board
Shelves
Shelves
Shelves
Shelves
Window
Trash Can
Pencil Sharpener
Storage
Storage
Storage
Storage
Table
Table
Table
Student Desks
Rug
Projection Screen
Teacher Desk
Window
Closet
Bulletin Board
Shelves
Bulletin Board
Shelves


Sink
Science Center Materials
Animal Corner
Trash Can
Window
Art Area
Work Table
Pencil Sharpener
Bulletin Board
Computers
Chalkboard
Math Materials
Student Desks
AV
Research Materials
Closets
Window
Reading Corner
Teacher's Corner
Chalkboard
Pencil Sharpener
Bulletin Board
Shelves


Chalkboard
Display
Maps
Chalkboard
Maps
Table
Student Desks
Display
Table
Bookcase
For Notebooks
Chalkboard


Window
Bulletin Board/Special Events
Trash Can
Chalkboard
Teacher Desk
Student Desks
Table
Table
Table
Window
Window
Waist-high Shelves, Closets, Storage Areas
Bulletin Board
Pencil Sharpener

SPENCER HENRY-COMPONENT 8

DEFINITION:

Practical Strategies for Working Successfully with Difficult, Noncompliant Students

Spencer Henry has more than 30 years of experience as a successful educator working with non-compliant and difficult students. He has compiled three resource books – *Discipline: A Positive, Practical Approach to Managing Today's Classroom; Class Meetings – An Effective Strategy for Teaching Conflict Resolution, Problem Solving, Anger Management, Bully Prevention and Character Education and Practical Strategies for Working Successfully with Difficult, Non-Compliant Students.* He provides training that is refreshing, humorous, and motivating and packed full of practical, useful ideas that can immediately be put to use in the classroom or in personal use.

TARGET AUDIENCE:

Pre-K-12th Grade Teachers

HOW?

Management:

Kids need the opportunity to talk and move – build it into your day.

Have a procedure to obtain zero base noise level. (See procedures H. Wong)

Instead of fighting to keep a child in a seat:

- A music stand works well as a desk space for a child who needs to stand and work.
- Assign two desks to a child who needs to get up and move – child may move to his/her second desk without disrupting lesson.
- Send child on an errand.
- Create standing work stations.
- Instead of having students "raise hands" have them "stand up."

Choices – Give students legitimate power. What choices can you give your students?

Firm on intent- flexible on solutions.

- Let students help develop the rules, guidelines for procedures and where they sit **after** you have established your agenda.
- Let them choose to work independently or in groups.
- Let them decide when to take the test (Monday or Tuesday?).

- How to take the test (true or false, multiple choice etc.).
- Which 5 problems to do on the test.
- Give ten problems for homework and they choose which five to do (or if they want to do odd or even).
- Let them choose what project to do as long as it meets the objective.
- Let them choose what order things will be covered.
- Let them choose the next person to answer the question.
- Let them decide which consequence will work best for them.

Language of choice:

1. "Would you rather _____ or _____?"
2. "Would it be better for you to _____ or _____?"
3. "I prefer _____, but maybe there is a better choice for you. Let me know."
4. "You're welcome to _____ or _____."
5. "Feel free to _____ or _____."

Discipline is like any other discipline. It needs to be taught, practiced and retaught. Assume nothing. Teach everything.

Never say no to difficult, non-compliant students. If you say no, they will argue with you. What you need to do is say yes, with a clarifier.

Ten second rule. If it takes more than ten seconds to respond/deal with a problem (while engaged), you lost.

Act, don't react. You have a choice. Go after the horse's head; deal with the horse's other end later.

When you ask a student to do something, and they do it with a poor attitude, go after the horse's head and reinforce the appropriate behavior. Deal with the horse's other end, inappropriate behavior, later and privately.

Acknowledge their feelings.

Don't use "but" or "however", Use **"and".**

Ask a question.

"Is there reason that you were upset…?

Being upset, does that give you the right to use that type of language?

Yes or no?"

If they say yes, us "/To you…/To me" statement.

Deal with only things you see or hear.

If you allow it – you teach it.

Kids don't become what they think they can become.

Kids don't become what we think they can become.

Kids become what they think, we think they can become.

Q-tip Quit taking it personally

Close-ended questions.

Don't stay engaged longer than 10 seconds with a difficult non-compliant student.

Don't let them push your button.

Learn to walk away and deal with it later.

Delayed consequences – Give yourself time.

Show them that you care

Students don't care how much you know until they know how much you care.

Act confidently.

Public rules – private consequences.

Firm on intent. Flexible on solutions.

Fair but not equal

WHO CAN HELP?

PEOPLE

i. Mentor Teacher
ii. Educational Leaders at School Site

BOOK

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