

SY 2026-2027



FAIR, FIRM, & FREQUENT:

THE FOUNDATIONS OF CLASSROOM MANAGEMENT

TANEISHA FAVORS

STUDENT DISCIPLINE PROGRAM SPECIALIST

Fulton
County Schools
Where Students Come First

LEARNING TARGETS



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



- Describe the foundational components of a classroom system
- Understand how Fulton uses a standardized approach to discipline
- Use student supports appropriately (Counseling issue vs Discipline issue)
- Define Classroom Managed vs Admin Managed behaviors

REFLECTION



I have come to a frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated, and a child humanized or de-humanized.

- ---Haim G. Ginott

POINTS TO PONDER (Mini Quiz)



- Do I have a ***positive*** relationship with each of my students?
- Is my classroom arranged in a way that is ***conducive to learning*** and minimizes opportunities for distractions?
- Have I modeled ***firm & appropriate*** classroom expectations? Do my students meet those expectations?
- Are my lessons designed to ***actively*** engage students?
- Do I ***acknowledge*** appropriate behavior fairly and frequently?
- Do I have a process for responding to inappropriate behavior ***fairly?***

Points to Ponder: Classroom
Management Reflection



CHAT TALK



- What is the most common or frustrating behavior challenge you're currently facing and how is it being addressed?
- Discuss 3-4 dilemmas or challenges



Phases of Building a Classroom Management System

*Increasing a Teachers Capacity
to Decrease Problem Behavior.*

Why Focus on Moments?

- Large number of challenges/demands every minute

Teacher Burnout in Georgia **Voices from the Classroom**

Commissioned by The Georgia Department of Education

June 2022

“If you want to address the burnout problem, the first step is repeating and internalizing this mantra: Burnout is about your organization, not your people.”

—Jennifer Moss, *The Burnout Epidemic*¹



“Understand that
we as teachers are doing
EVERYTHING we can,
but we also are human
and can only do
so much...”

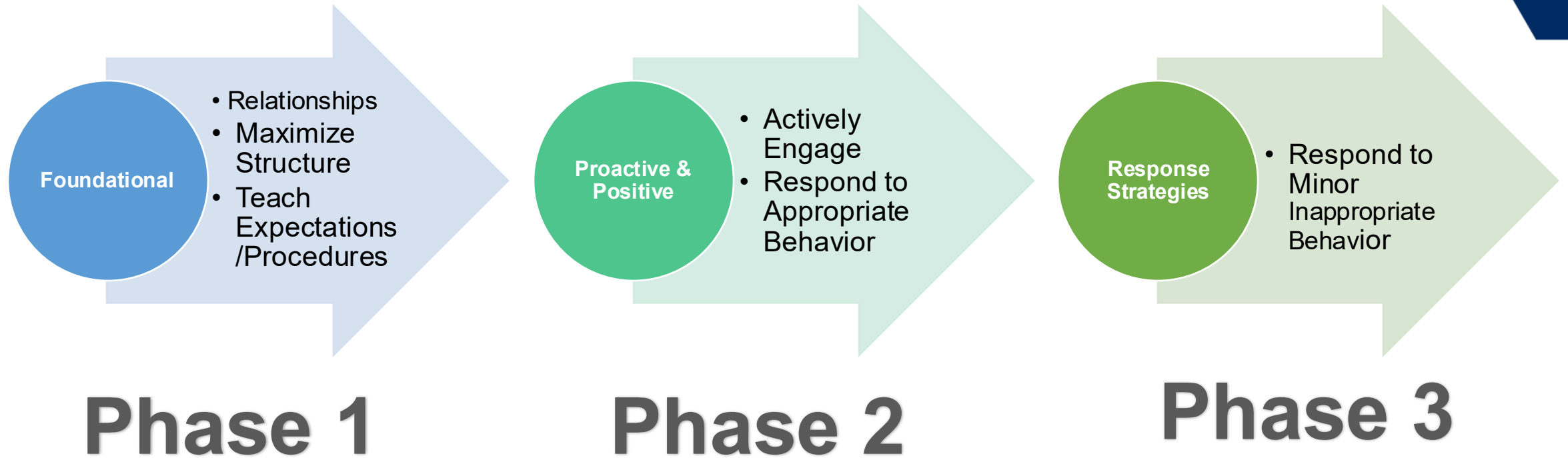
– Elementary Teacher All Subjects,
1-3 years experience

WHY?



- **Education is a challenging profession**
 - Large number of challenges/demands every minute
 - High rate of decisions per minute
 - High stakes
- **But, in each moment...**
 - We have an opportunity to improve the likelihood of our students' and educators' success
 - And, if we have a bad moment, we can turn it around and make the next one better!
- **How many moments do we influence in our work?**

HOW TO BUILD CLASSROOM SYSTEMS



Foundational Phase: 1

Building Relationships

"Children don't learn from people they don't like"
~Rita Pierson

IMPORTANCE OF RELATIONSHIPS



Why are Positive Relationships Crucial?



All of us were built for relationship; all of us crave relationship.



Behavior skills are most durably taught in the context of positive relationships.



Students don't learn or behave for teachers they don't like.



Positive relationships are less likely to "trigger" students who have experienced trauma

Balance

Secure relationships that create sense of belonging, respect and safety

Clear expectations for behavior, consistent application to provide adequate structure

Compassionate yet firm limiting setting (teaching that behaviors have consequences)



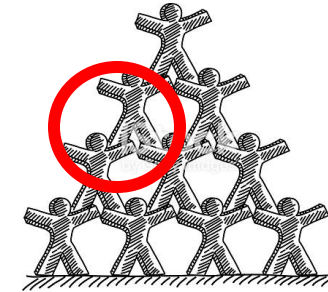
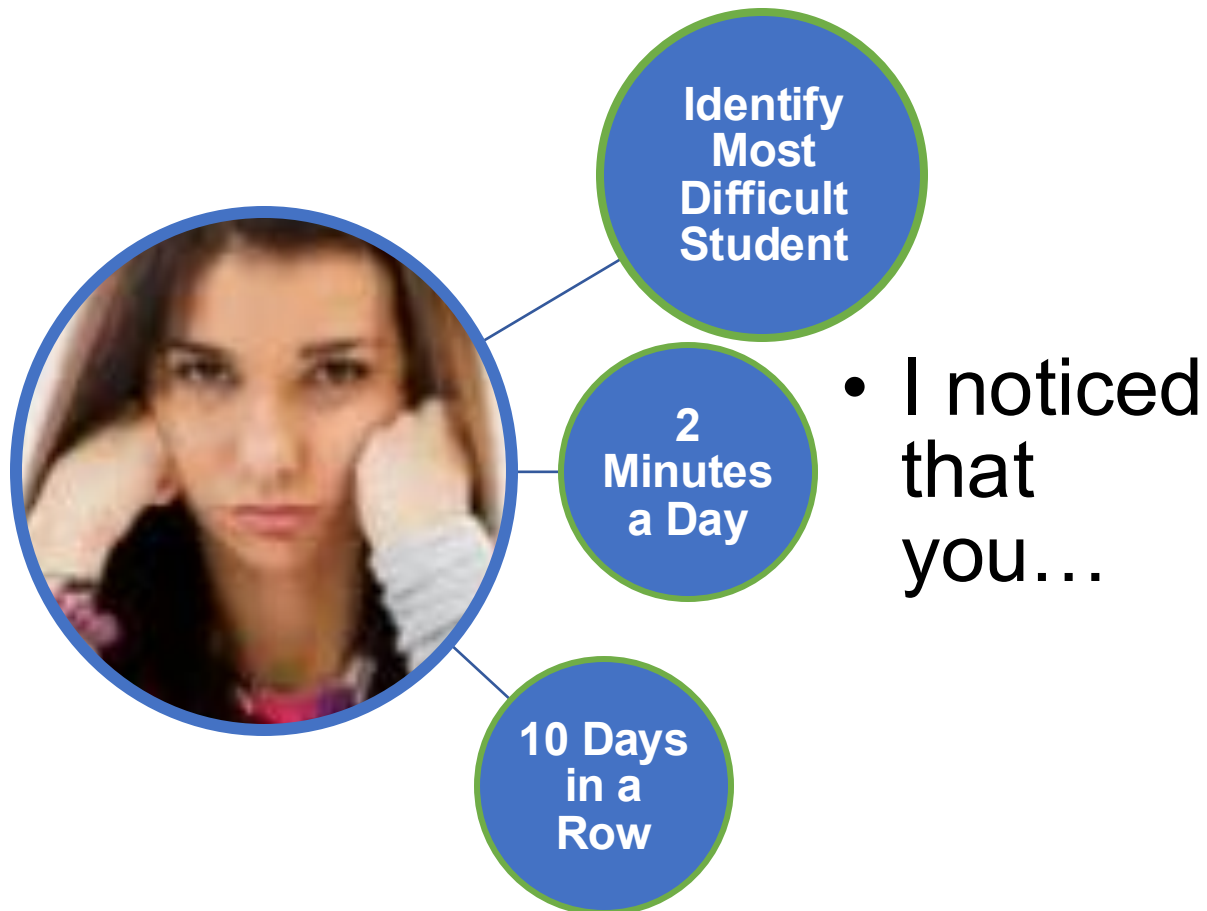
BANKING METAPHOR



Relationships are like a bank account in that:—*One cannot withdraw from a person until deposits have been made* — Once one has made sufficient deposits into the relationship, one can skillfully withdraw from it for a variety of purposes.



CONNECTING WITH CHALLENGING STUDENTS



2

X

10



Foundational Phase: 2

Maximize Structure

***"It's the learning environment that determines the success
and motivation of the student"***
~ Susan Brooks.

CLASSROOM STRUCTURE



Mobility and proximity are powerful tools in classroom management

Building a positive rapport- Being approachable can change the dynamic of the classroom

Design a classroom that helps to minimize distractions and conflicts

Arrange for easy traffic flow

Adequate supervision in all areas

Seating arrangements that benefit scholars academically and behaviorally

MINIMIZE DISTRACTIONS



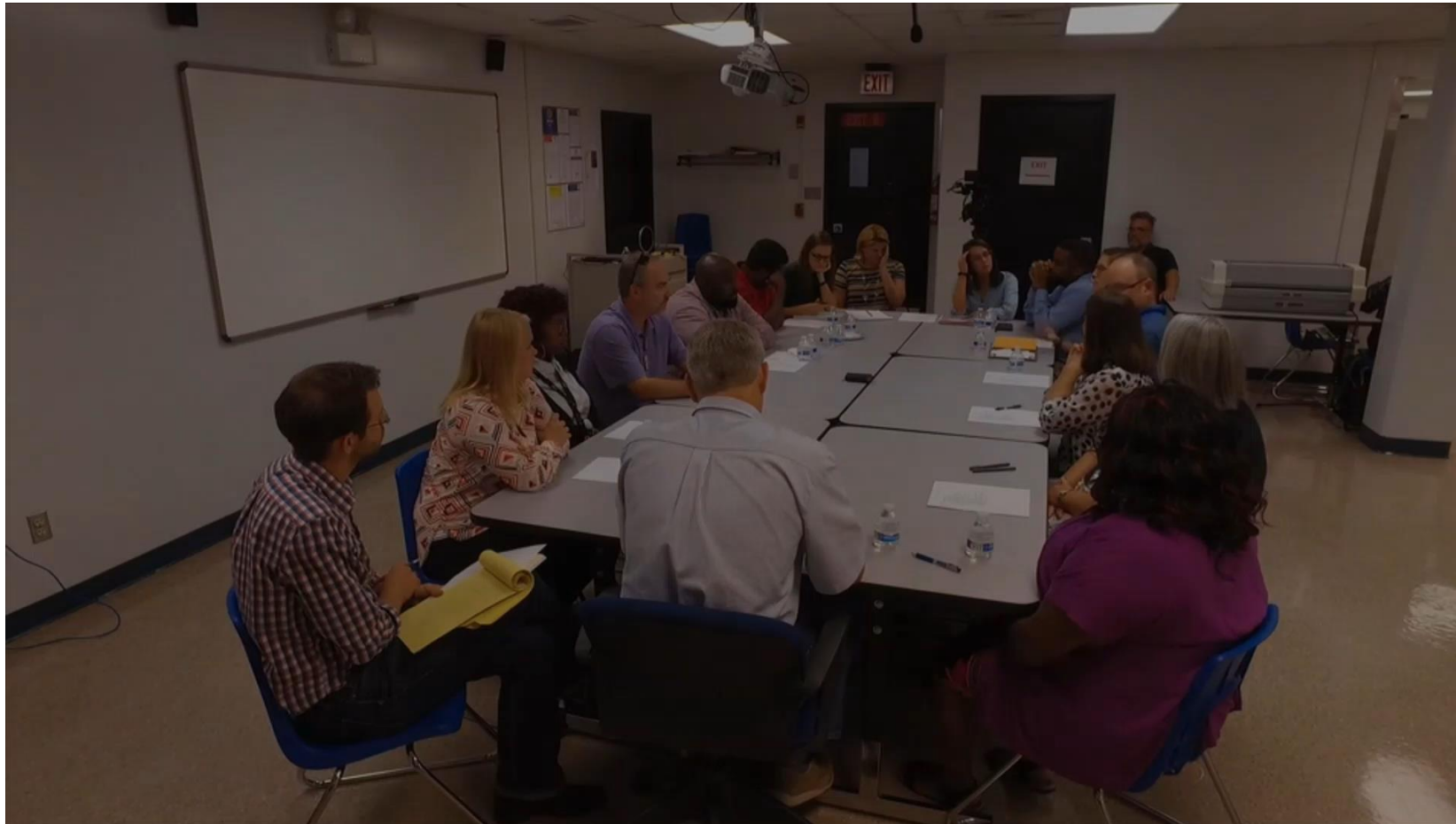
Keep at least 20% of wall space clear

Let in natural light when possible

Balance Colors

Seating arrangements that benefit scholars academically and behaviorally

ACTIVE SUPERVISION



Checklist for Teacher Supervision



- Be sure you can see and be seen.
- Clear sight lines to instructional presentations and displays
- Plan for “desk creep,” floor markers or posters of seating arrangements for self-correction





Foundational Phase: 3

Teaching Expectations

"An assertive teacher is one who clearly, firmly, and consistently communicates her expectations to her students."
~Lee Canter

SETTING EXPECTATIONS



Expectations Should Be:

- ✓ Observable
- ✓ Measurable
- ✓ Positively Stated
- ✓ Understandable
- ✓ Applicable



SAMPLE CLASSROOM MATRIX



The Williams Way	Classroom Rules	Classroom 214 Routines				
		Morning Routine	If You Finish Early	When you feel upset...	How to Transition/ Line Up	Small Group Work
Be Responsible	▪ Clean up area	▪ Put instructional materials in desk ▪ Begin morning work	▪ Re-check your work ▪ Read a book ▪ Organize supplies	▪ Recognize what you're feeling "I feel..." ▪ Stop and take a few deep breaths	▪ Listen for direction to next activity	▪ Do your fair share ▪ Manage time carefully
Be Respectful	▪ Raise hand	▪ Say "good morning" to teacher and classmates ▪ Voice level 1	▪ Voice level 0	▪ Ask for a break if you need a moment ▪ Express your feelings utilizing chart	▪ Stand and push in your chair	▪ Listen to your peers ▪ Take turns speaking ▪ Say "I like that idea, AND..."
Be Safe	▪ Walk quietly ▪ Keep hand and feet to self	▪ Put personal belongings in designated areas	▪ Pick up trash near or around your desk	▪ Choose a coping strategy	▪ Eye's on me	
Teacher's Role/	▪ Supervise all areas of the classroom	▪ Teach procedures	▪ Provide choices for students	▪ Use Active Supervision to predict triggers	▪ Teach transitions	▪ Supervise all small group activities at



Proactive & Positive Phase: 1

Active Engagement

"Tell me and I forget. Teach me and I remember. Involve me and I learn."
~Xun Kuang

Provide Opportunities to Respond (OTR) at High Rates

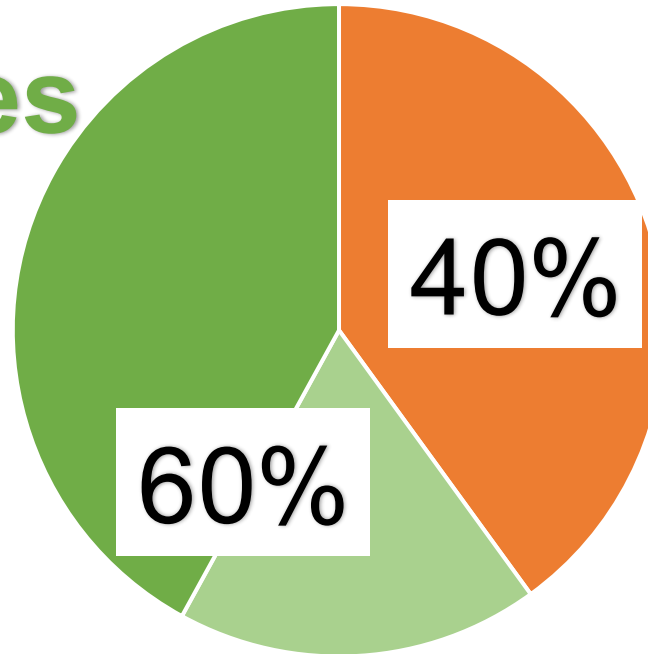
Fulton
County Schools
Where Students Come First



Provide Opportunities to Respond (OTR) at High Rates



Group
Responses



Teacher
Talk

Individual Responses
(think time)

Provide Opportunities to Respond (OTR) at High Rates



Simple Responses

3-5 per
min

Complex Responses

1 per
min

Lengthy Tasks

1
every
10-30
min



LESSON PLANNING & STUDENT ENGAGEMENT

schoolai

Launchpad

Spaces ▾

Tools

Assistants

Organize

Community

 Try early access features



 Launch a Space

Free AI training program for educators

SchoolAI Professional development: live instructor-led and on-demand classes

Start learning

Tools

Let's write a ...

-  Lesson Plan
-  Worksheet
- 

[See all tools ->](#)

Spaces

Launch a student activity

Popular



Sidekick

Give your students managed access to their very own AI assistant.



Find a Space

Discover 1000s of ready-to-launch spaces organized by category.



Create a space

Create a custom space for your students' needs. AI makes it easy!

 Search

Assistants

Chat with...

-  Coteacher
-  Space Designer
- 

[See all assistants ->](#)



Resources

Response Strategies Phase: 1-2

Responding to Appropriate & Inappropriate Behaviors

"Too often, we forget that discipline really means to teach, not to punish."

~Unknown

ACKNOWLEDGE POSITIVE BEHAVIORS: Elementary



Appropriate Behavior	PBIS Response	Restorative Move	Teacher Language
Following directions	Specific verbal praise	Reinforce norms	"You followed directions right away."
On-task behavior	Positive narration	Community modeling	"I see tables working."
Raising hand	Immediate acknowledgment	Fair participation	"Thank you for waiting."
Helping peers	Behavior-specific praise	Build community	"That helped everyone."
Transitioning smoothly	Group reinforcement	Shared success	"We moved quietly together."
Emotional regulation	Acknowledge effort	Validate growth	"You took a breath—nice work."
Repairing mistake	Reinforce accountability	Restore trust	"Thank you for fixing it."

ACKNOWLEDGE POSITIVE BEHAVIORS: Secondary



Appropriate Behavior	PBIS Response	Restorative Move	Teacher Language
Prepared for class	Specific recognition	Responsibility	"You came ready."
Respectful dialogue	Public acknowledgment	Mutual respect	"That was respectful."
Staying engaged	Nonverbal praise	Maintain dignity	<i>Nod / thumbs up</i>
Academic risk-taking	Effort-based praise	Encourage growth	"Thanks for trying."
Peer collaboration	Group reinforcement	Collective success	"Strong teamwork."
Self-regulation	Private acknowledgment	Emotional growth	"You handled that well."
Making amends	Reinforce repair	Restore community	"I appreciate you addressing it."

RESPOND TO INAPPROPRIATE BEHAVIOR: Elementary



Behavior	PBIS Response	Restorative Move	Teacher Language
Calling out	Nonverbal cue	Reinforce norms	"Raise your hand."
Off-task	Proximity	Preserve dignity	"Show me ready."
Talking	Pause + praise	Community focus	"Thank you for tracking."
Work refusal	Choice within limits	Student voice	"Now or with me?"
Minor disruption	Planned ignoring	Model replacement	"I see focus here."
Emotional outburst	Calm tone + space	Validate feelings	"I see you're upset."
Repeated behavior	Pre-correction	Prevent harm	"Remember expectations."

RESPOND TO INAPPROPRIATE BEHAVIOR: Secondary

Behavior	PBIS Response	Restorative Move	Teacher Language
Side talk	Proximity	Respect	"I need you with me."
Phone use	Clear routine	Fairness	"Phones away— thanks."
Disrespect	Brief correction	De-escalate	"That's not OK here."
Work refusal	Private check-in	Problem-solve	"What's blocking you?"
Disengagement	Choice/relevance	Ownership	"Pick one to start."
Chronic issues	Consistent plan	Accountability	"Let's review our plan."
Escalation	Pause + space	Co-regulate	"Take a moment."

STRATEGIES FOR INAPPROPRIATE BEHAVIOR



AFFECTIVE CONVERSATIONS



HOW TO ACCESS CLASSROOM SYSTEMS MODULES

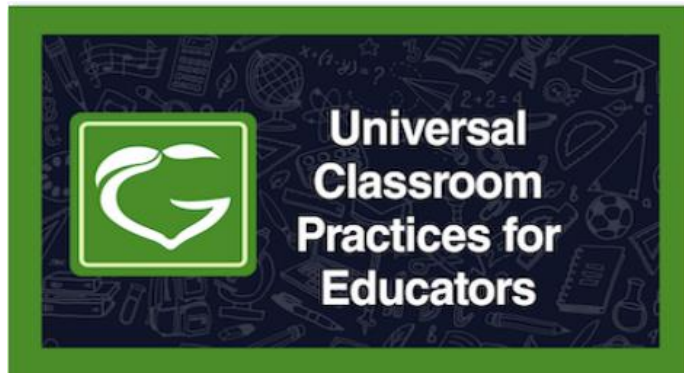


STEP 1: Log into Infinite Campus

STEP 2: Locate SLDS

STEP 3: Select Georgia Learns – PD Hub

STEP 4: In the Search Bar type "Universal Classroom"



**Universal Classroom Practices
for Educators**

Module 1: Introduction

Module 2: Relationships

Module 3: Maximizing Structure

Module 4: Teaching Expectations

Module 5: Active Engagement

Module 6: Responding to Appropriate Behavior

Module 7: Responding to Inappropriate Behavior

Rationale for Building a Tiered approach to Discipline

Improving processes' to promote equity, fairness and reduce disproportionality.

AFFECTS OF INCONSISTENT DISCIPLINE

- Disparities in consequences
- Erosion of staff credibility
- Decreased instructional time
- Teacher burn-out



How does inconsistency in discipline show up in your building?

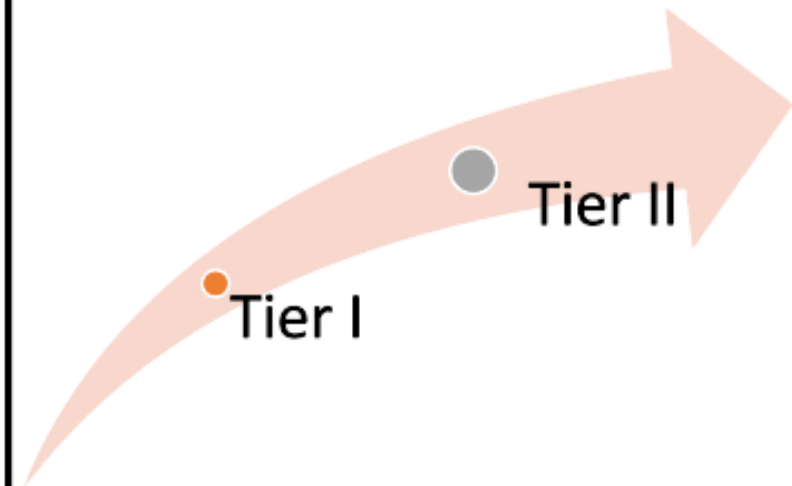
Tiered Discipline



- Fulton County Schools has adopted a tiered approach to addressing non-Tier-4 code infractions as a direct result of the over-use of out-of-school suspension as a consequence.
- Lower tiered offenses should utilize supportive measure and interventions to address behavior concerns.
- For Tier II and or Tier III acts of misconduct that are unique, serious or multiple occurrences higher levels of discipline may be considered.

- **Tier I offenses do not currently result in Out of School Suspension (OSS).**
- **We first use Supportive Discipline Management Techniques**
 - Classroom interventions (e.g., assigned seats)
 - Reflective essays or activities
 - Written apologies
 - Role-playing/teaching of expectations and skills
 - Participation in school-service projects
 - Conferences with student, caregiver(s), and staff
 - Mediation sessions
 - Behavior contracts
 - Referral to counselor
 - Creation or review of MTSS academic/behavior plans
- If the above are not successful, then In School Suspension (ISS) can be assigned.

Escalation to Tier II requires documentation of **three or more** attempts to implement supportive discipline management techniques or interventions.



USING YOUR RESOURCES



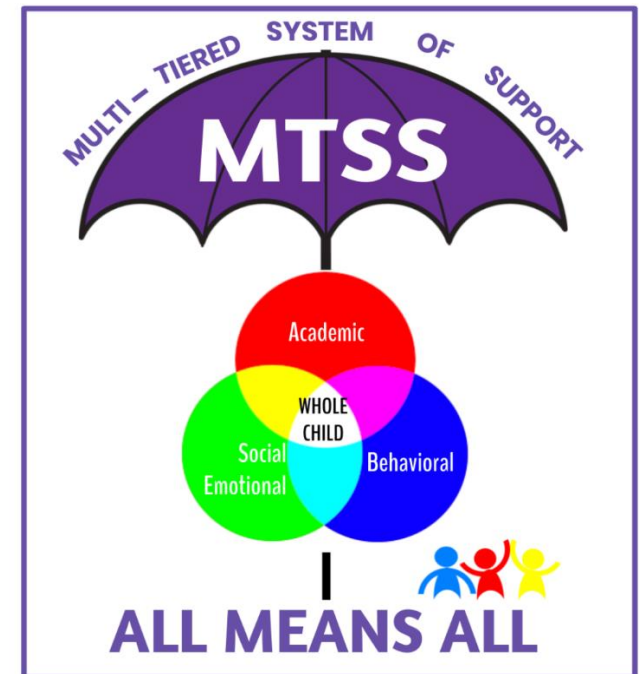
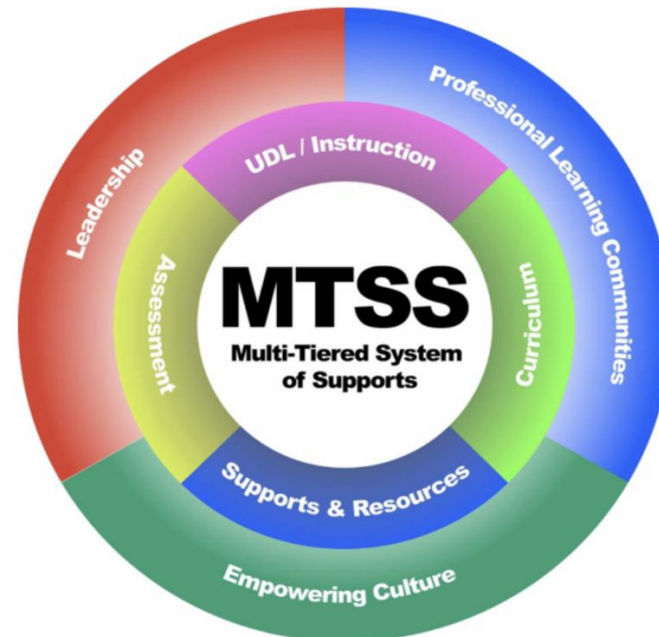
MTSS

Counselors

IST

504 Chair

Social Worker

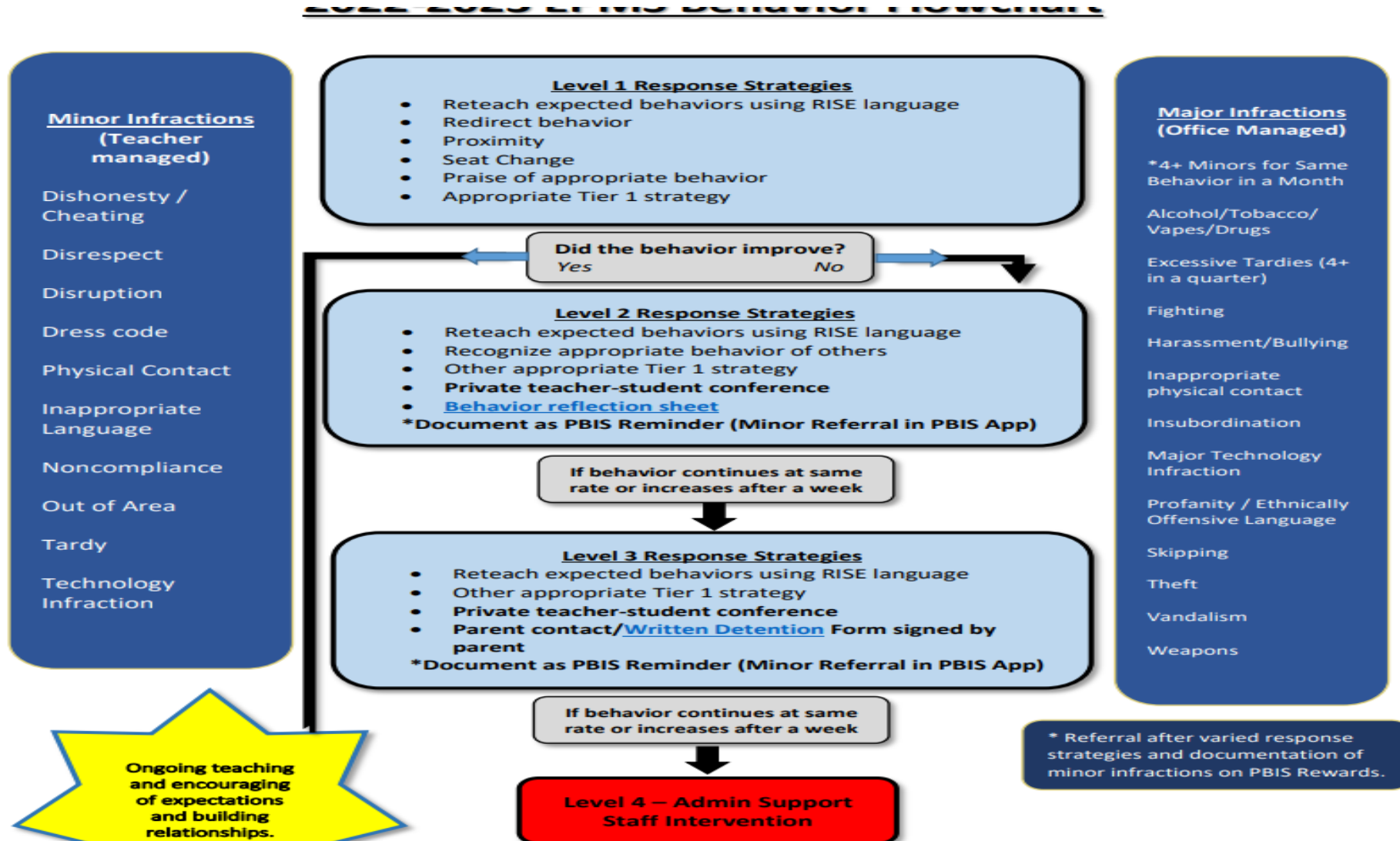




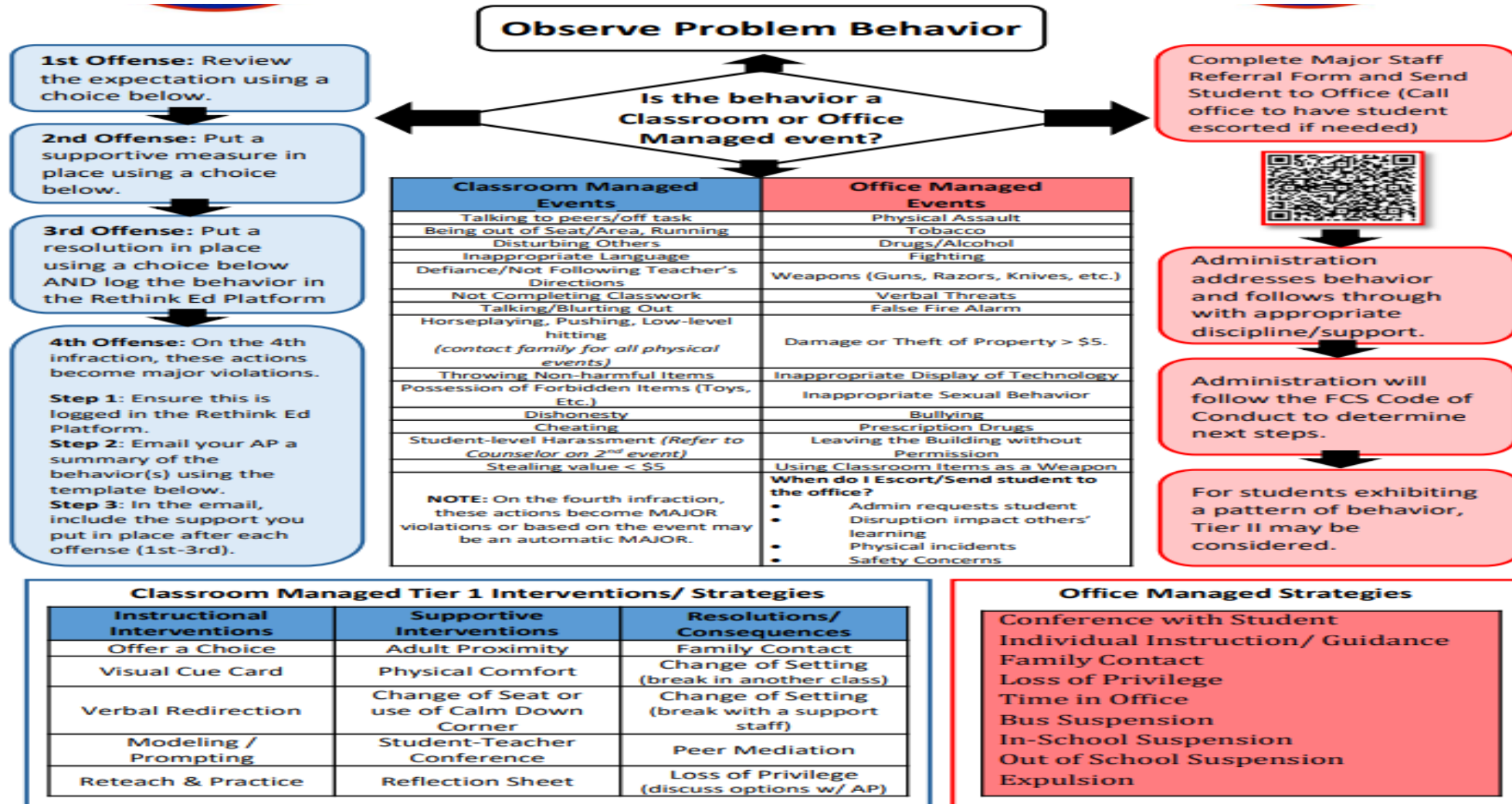
Classroom Managed vs Admin Managed

Utilizing the FCS Code of Conduct to understand how discipline management should be implemented.

COMMON CLASSROOM BEHAVIOR FLOWCHARTS



COMMON CLASSROOM BEHAVIOR FLOWCHARTS



COMMON TIER I BEHAVIORS



Tier I: Minor Acts of Misconduct

Minor acts of misconduct that interfere with the orderly operation of the classroom, a school function, extracurricular/co-curricular program or approved transportation. Repeated minor misconduct that disrupts the orderly operation of the classroom, school activities, extracurricular/co-curricular programs, or approved transportation. Escalation to Tier 2 requires documentation of three or more attempts to implement supportive discipline management techniques or interventions.

1d.I: Public Displays of Affection	13a.I: Improper Dress
1e.I: Horseplay, Rough or Boisterous Activities	15a.I: Gambling
6c.I: Profane/Vulgar Language or Gestures towards a student	18e.I: Cell Phone/Electronic Devices/Recording Devices
7a.I: Fail to Follow Rules/Laws or Blatant Defiance of an Employee	18i.I: Violate District Responsible Use Agreement
9a.I Honor Code	
12a.I: Late to Class/Class Cuts	

COMMON TIER II BEHAVIORS



Tier II: Intermediate Acts of Misconduct

Intermediate acts of misconduct that may include repeated acts of misconduct from Tier I, acts directed against people or property that do not seriously endanger the health or safety of others and serious disruptions of school order. Unique, serious, or multiple occurrences may result in the incident being escalated to a Tier III offense.

For Tier III acts of misconduct that are unique, serious, or multiple occurrences, referral to a student disciplinary hearing only with consultation and approval of the Office of Student Discipline.

1a.II: Block Property/Traffic	12b.II: Leaving School Campus Without Permission
1b.II: Disruption/Disruptive Behavior	12c.II: Failure to attend Detention/ISS/Saturday School
2a.II: Attempt to Alter/Damage School/Private Property	14a.II: Tobacco/Vaping Use/Possession
2d.II: Possess/Distribute Items (nondrug)	17a.II: Mooning/Related Behavior
3a.II: Trespass School Property	18a.II: Technology/Computer Misuse
3c.II: Unauthorized Area	18f.II: Prohibited Use of Personal Communication Devices (PCD) During School Day
5f.II: Consensual Hazing, Initiation, or Bodily Modification	20a.II: Bus Interference
6f.II: Teasing/Taunting	22a.II: Encouraging Misconduct
6g.II: Profanity/verbal abuse of an employee, staff, or visitor	23a.II: Level 1 Threat
10c(Cat 3).II Category III Weapon/Dangerous Instrument/ Unauthorized Items	24a.II: Theft of Student, School or Private Property up to \$100.00 or Unknown Value

How does it work



Tier I

ELEMENTARY	SECONDARY
First Offense: Parent Conference & Supportive Discipline Management Techniques	First Offense: Parent Conference & Supportive Discipline Management Technique
Second Offense: SDMT	Second Offense: SDMT
Third Offense: SDMT	Third Offense: ISS
Fourth Offense: ISS	Fourth Offense: Escalated to Tier II Offense
Fifth Offense: Escalated to Tier II	

Escalation to Tier II requires 3 or more **documented** attempts to implement SDMT or interventions

Tier II

ELEMENTARY	SECONDARY
First Offense: Parent Conference & Supportive Discipline Management Techniques	First Offense: Parent Conference & SDMT & 1-3 Days of ISS
Second Offense: SDMT & 1-2 Days of ISS	Second Offense: SDMT & 3-5 Days of ISS
Third Offense: SDMT & 1-2 Days of OSS	Third Offense: SDMT & 1-3 Days of OSS
Fourth Offense: 3 Days of OSS	Fourth Offense: 4-7 Days of OSS
Fifth Offense: 5-8 Days of OSS	Fifth Offense: 8-10 Days of OSS

Escalation to Tier III requires approval/recommendation by the Office of Student Discipline

Cause I Ain't Got a Pencil



**I woke myself up
Because we ain't got an alarm clock.
Dug in the dirty clothes basket,
'Cause ain't nobody washed my uniform.
Brushed my hair and teeth in the dark,
'Cause the lights ain't on.
Even got my baby sister ready,
'Cause my mama wasn't home.
Got us both to school on time
To eat us a good breakfast.
Then when I got to class the teacher fussed
'Cause I ain't got no pencil.**

© 2014 by Joshua T. Dickerson.

QUESTIONS & ANSWERS



*F*ulton
County Schools
Where Students Come First