

Assumptions

- ✓ Teachers need to discipline students.
- ✓ A quiet classroom is conducive to learning.
- ✓ All students learn in the same way.
- ✓ It's the students fault for misbehaving.
- ✓ Parents know how to parent effectively.

Beliefs

- ✓ All students can learn.
- ✓ Effective teachers manage the learning environment.
- ✓ Planning is key.
- ✓ Effective teachers engage their students.

Norms

- Participate actively
- Ask questions
- Learn by doing
- Set your learning into action

Outcomes

- Consider beliefs that determine what happens in the classroom.
- Clarify expectations for positive classroom behavior.
- Develop a plan for effective classroom management.
- Utilize brain-compatible strategies that engage students in learning.
- Gain strategies for addressing defiant students.
- Understand the need to develop a partnership with students' families.
- Understand the need to meet the needs of diverse learners.

Agenda

- Assumptions
- Beliefs
- Norms
- Outcomes
- Florida Educator Accomplished Practices
- Introductions
- Four Corners
- Quadrant Partners
- Anticipation Guide
- Characteristics of a well-managed classroom
- Rules & Procedures
- Jigsaw & Gallery Walk
- KWL
- Principles of Brain-Based Learning
- Brain-compatible strategies
- Brain facts
- Who wants to be a Millionaire?
- Dealing with defiant students
- Building partnerships with families
- Implementation plan
- Intention statement

Learning Goals

1. _____
2. _____
3. _____
4. _____
5. _____

Educator Accomplished Practices

Learning Environments

The professional teacher understands the importance of setting up effective learning environments and begins to experiment with a variety of them, seeking to identify those which work best in a particular situation. The teacher provides the opportunities for student input into behavioral expectations by helping student develop a set of shared values and beliefs, by encouraging them to envision the environment in which they like to learn, by providing occasions for reflection upon rules and consequences that would create such an environment, and by honoring dissent.

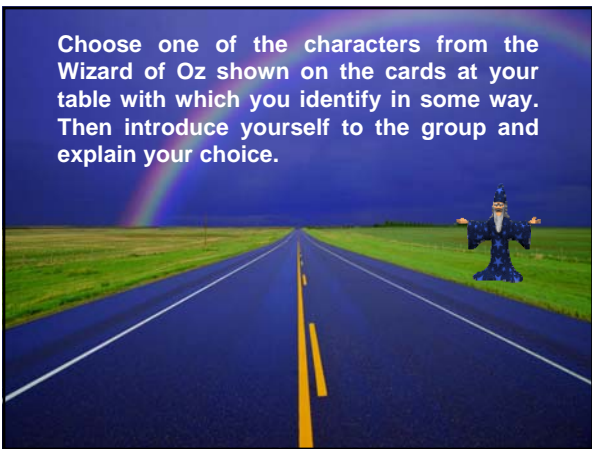
<http://www.fldoe.org/dpe/>

Code of Ethics

- The educator shall make reasonable effort to protect students from conditions harmful to learning and/or their mental and/or physical safety.
- The educator shall not intentionally expose a student to unnecessary embarrassment or disparagement.
- The educator shall not harass or discriminate against any student.
- The educator shall not exploit a relationship with a student for personal gain or advantage.
- The educator shall not intentionally violate or deny a student's legal rights.
- The educator shall not unreasonably deny a student access to diverse points of view.

<http://www.fldoe.org/dpe/publications/ethics.pdf>

Choose one of the characters from the Wizard of Oz shown on the cards at your table with which you identify in some way. Then introduce yourself to the group and explain your choice.

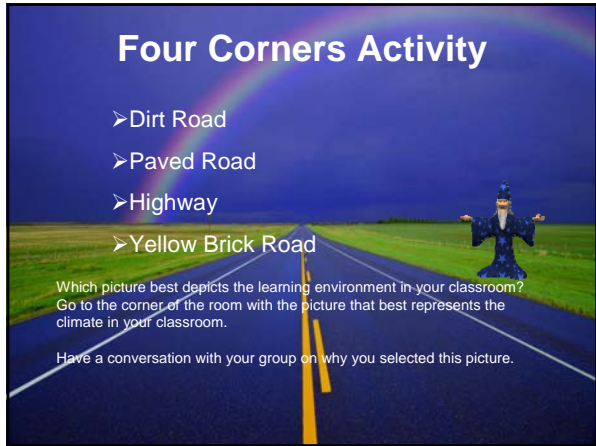


Four Corners Activity

- Dirt Road
- Paved Road
- Highway
- Yellow Brick Road

Which picture best depicts the learning environment in your classroom?
Go to the corner of the room with the picture that best represents the climate in your classroom.

Have a conversation with your group on why you selected this picture.

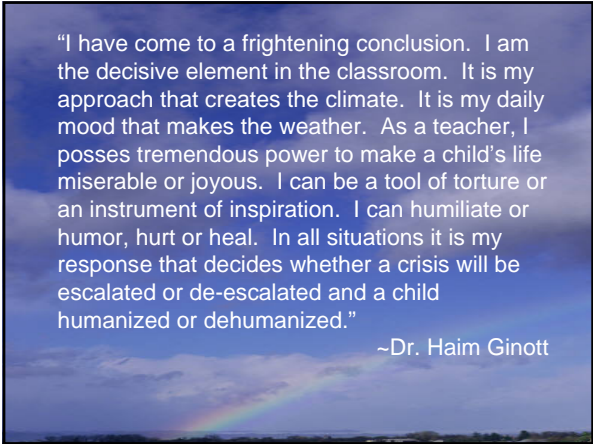




Find Your Quadrant Partners

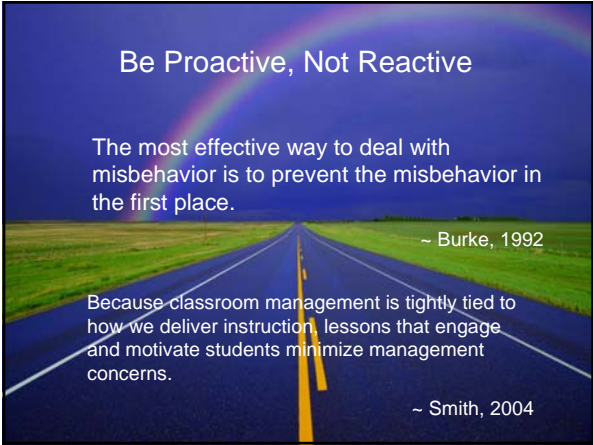
	
	





"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my approach that creates the climate. It is my daily mood that makes the weather. As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument 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 dehumanized."

~Dr. Haim Ginott



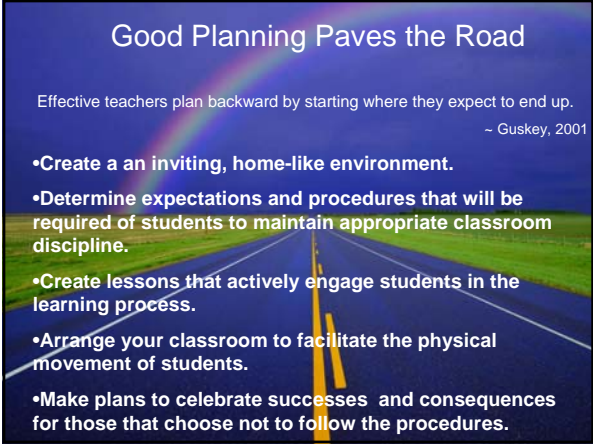
Be Proactive, Not Reactive

The most effective way to deal with misbehavior is to prevent the misbehavior in the first place.

~ Burke, 1992

Because classroom management is tightly tied to how we deliver instruction, lessons that engage and motivate students minimize management concerns.

~ Smith, 2004



Good Planning Paves the Road

Effective teachers plan backward by starting where they expect to end up.

~ Guskey, 2001

- Create a an inviting, home-like environment.
- Determine expectations and procedures that will be required of students to maintain appropriate classroom discipline.
- Create lessons that actively engage students in the learning process.
- Arrange your classroom to facilitate the physical movement of students.
- Make plans to celebrate successes and consequences for those that choose not to follow the procedures.

Meet with your Lion Quadrant Partner and discuss what your plan is for becoming a proactive, not reactive, classroom manager.



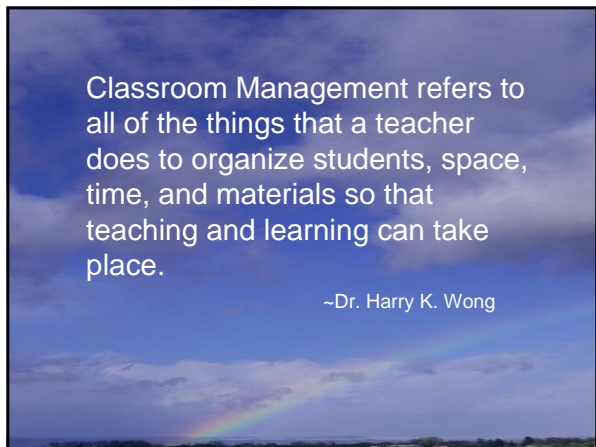
Anticipation Guide

- Mix, mingle, freeze and share



Classroom Management refers to all of the things that a teacher does to organize students, space, time, and materials so that teaching and learning can take place.

—Dr. Harry K. Wong

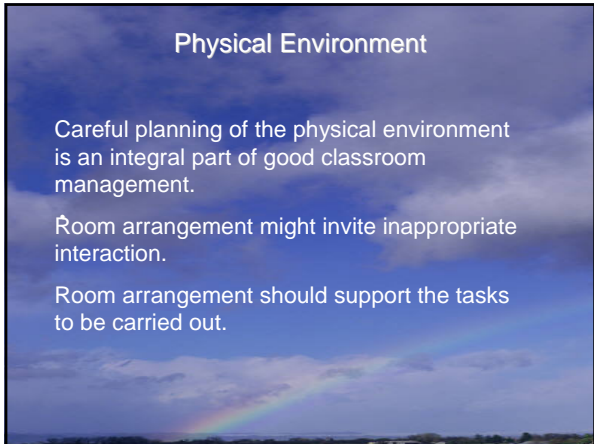


Physical Environment

Careful planning of the physical environment is an integral part of good classroom management.

Room arrangement might invite inappropriate interaction.

Room arrangement should support the tasks to be carried out.



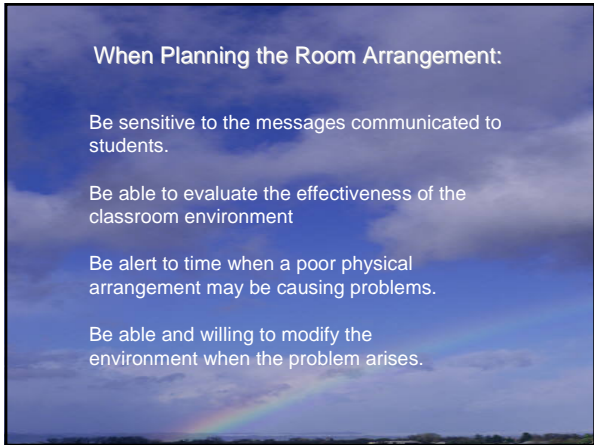
When Planning the Room Arrangement:

Be sensitive to the messages communicated to students.

Be able to evaluate the effectiveness of the classroom environment

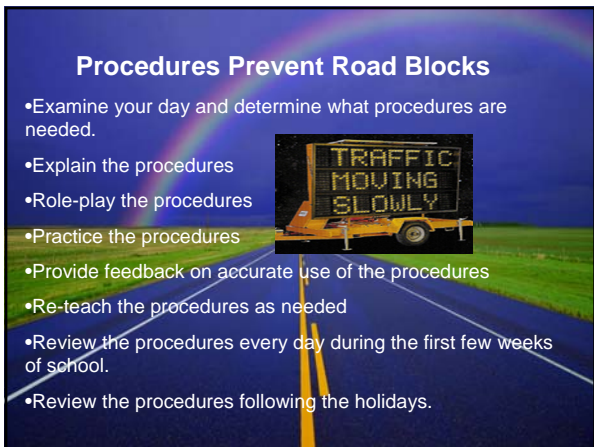
Be alert to time when a poor physical arrangement may be causing problems.

Be able and willing to modify the environment when the problem arises.



Procedures Prevent Road Blocks

- Examine your day and determine what procedures are needed.
- Explain the procedures
- Role-play the procedures
- Practice the procedures
- Provide feedback on accurate use of the procedures
- Re-teach the procedures as needed
- Review the procedures every day during the first few weeks of school.
- Review the procedures following the holidays.



Procedures for Running a Classroom

- Late arrivals to class
- Sharpening pencils
- Using the restroom
- Distributing materials
- Collection of work
- Lining up
- Going to the office
- Heading on papers
- Dismissal from class
- Quieting the class
- When students finish work early
- Working in groups
- When students need help

RULES make sure everyone stays on the ROAD.

- Limit your rules to three to five.
- State your rules briefly and in a positive way.
- Give students the opportunity to create the rules.
- Use signals to get students' attention.
- Use music to set time limits to activities.
- Use chants and rhymes during transition times.
- Rules should be posted as a constant reminder of expectations.

Characteristics of a Well-Managed Classroom

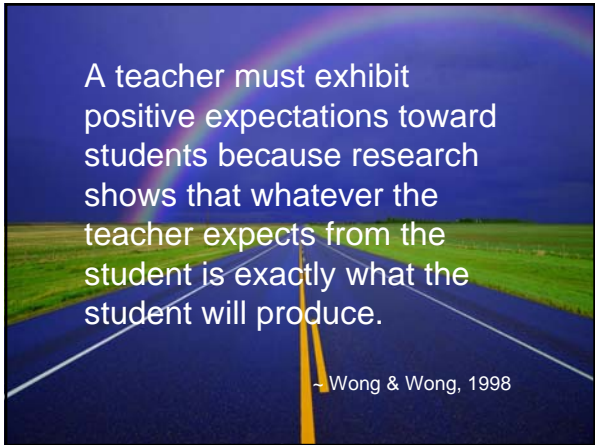
- Students know what is expected of them and are generally successful.
- There is relatively little wasted time, confusion or disruption.
- The climate of the classroom is work-oriented and pleasant.
- Students are involved in their work.

Meet with your Tin Man Quadrant Partner and discuss specific rules and procedures needed to effectively manage a classroom.

An illustration of a Tin Man and a Wizard standing on a road that leads towards a rainbow in a blue sky. The Tin Man is on the left, and the Wizard is on the right. The background is a green field under a blue sky with a rainbow.

A teacher must exhibit positive expectations toward students because research shows that whatever the teacher expects from the student is exactly what the student will produce.

~ Wong & Wong, 1998

An illustration of a road that leads towards a rainbow in a blue sky. The background is a green field under a blue sky with a rainbow.

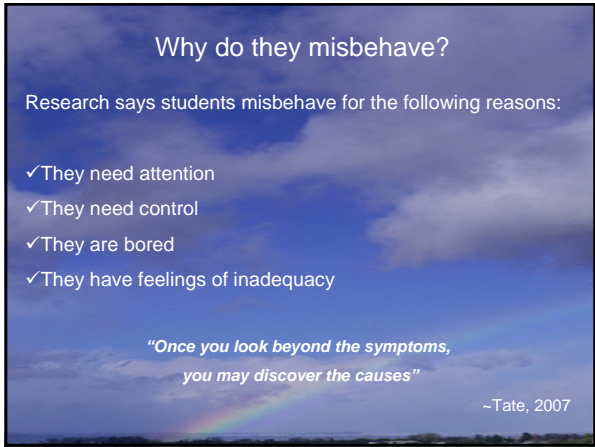
Great Expectations Start your Journey

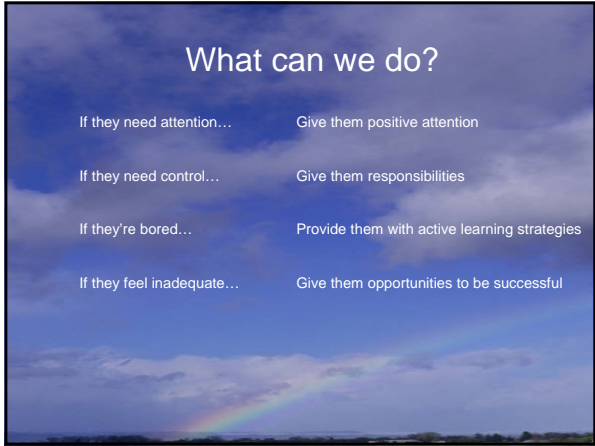
- ❖ Expect only the best
- ❖ Communicate high expectations "You're a joy to teach"
- ❖ Model courtesy "Please & Thank you"
- ❖ Teach on your feet
- ❖ Use proximity while teaching "Praise, Prompt & Leave"
- ❖ Ask higher-order questions and use wait time

Remember 7% are your words
93% is your body language!

An illustration of a road that leads towards a rainbow in a blue sky. The background is a green field under a blue sky with a rainbow.








“Hook” Them in...



Need – people learn what they need to know when they need to know it.



Novelty - The brain pays attention to things that are new or different. (story-telling, jokes, games)



Meaning- Connect the learning to real-life.



Emotion- Emotionally connect your students to the content.

Making it Relevant

The chances that new information will be remembered are increased when that information is connected to relevant issues.

– Sprenger, 2005

- Tell them what they’re learning and why it’s important.
- Connect your course content to real-life examples.
- Engage students in real-life projects.
- Invite guest speakers.

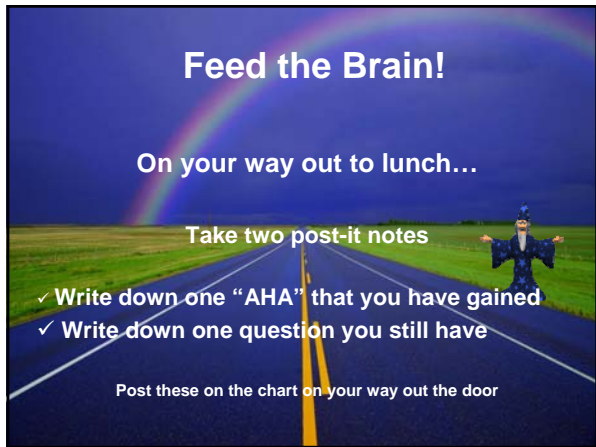
Jigsaw Activity & Concept Map

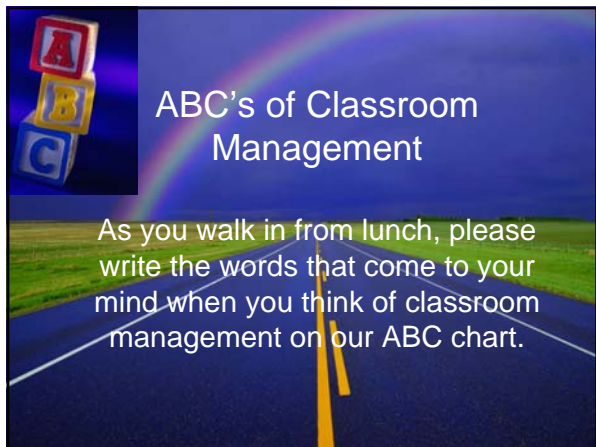
“The Key to Classroom Management”

Marzano & Marzano









K W L Chart

K	W	L
What do I <u>know</u> about how the brain learns?	What do I <u>want to know</u> about how the brain learns?	What did I <u>learn</u> about how the brain learns?

Heat marlins
 Mark base pete
 bat
 Ball dolphins
 sue
 Panthers Kathy glove

Marlins	Pete	ball
Dolphins	Sue	base
Panthers	Mark	bat
Heat	Kathy	glove

The Core Principles of Brain-based Learning

- The brain is a parallel processor, meaning it can perform several activities at once, like tasting and smelling.
- Learning engages the whole physiology.
- The search for meaning is innate.
- The search for meaning comes through patterning.
- Emotions are critical to patterning.

Word Splash

oar
keel
New York
iceberg
passengers
lifeboats



The Core Principles of Brain-based Learning


- The brain processes wholes and parts simultaneously.
- Learning involves both focused attention and peripheral perception.
- Learning involves both conscious and unconscious processes.
- We have two types of memory: spatial and rote.
- We understand best when facts are embedded in natural, spatial memory.
- Learning is enhanced by challenge and inhibited by threat.
- Each brain is unique.

Generation Jingles

“Fill-in the generation gaps”

- Double your pleasure, _____.
- Two all beef patties, _____.
- _____, take me away!
- _____, the choice of a new generation.
- Where’s the _____?
- I wish I were an Oscar Myer _____!
- Leave the _____ to us!
- I’m a _____, you’re a _____, wouldn’t you like to be a _____ too!
- Don’t squeeze the _____!
- I’d like to teach the world to _____ in perfect _____!

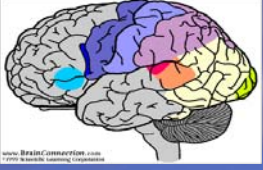
If I only had a BRAIN...



People often say that everyone **can** learn. Yet the reality is that everyone **does** learn. Every person is born with a brain that functions as an immensely powerful processor. Traditional schooling, however, often inhibits learning by discouraging, ignoring, or punishing the brain’s natural learning processes.

~Tate, 2007

Interesting Brain Facts



An adult brain weighs 3 pounds!

75% of your brain is water!

60% of your brain is white matter, 40% is grey matter.

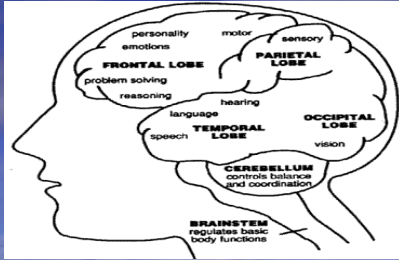
Your brain stopped growing when you were 18!

Your brain has 100 billion neurons!

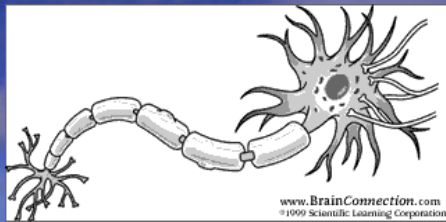
Your brain could power a 10-watt light bulb!

Your brain is 2% of your total body weight!

This is your Brain!



Shouting Won't Grow Dendrites!



Dendrites are strand-like fibers emanating from the neuron. Similar to spider webs or cracks in a wall, they are receptor sites for axons. Each cell usually has many, many dendrites

Conversation and the Brain

In classrooms that are truly brain-compatible, students don't have time to be bored because one of the things that engages their brains is excessive talking.

~ Tate, 2007

The brain learns 90% of what it teaches to another brain

Humor and the Brain



Fun is one of five crucial needs that must be satisfied if students are to be effectively motivated. The others are the need for survival, belonging and love, power, and freedom.

-Glasser, 1999

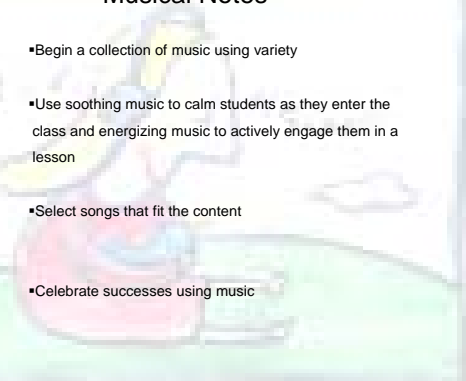


Music and the Brain

- There is a correlation between a person's ability to solve problems and their ability to play a musical instrument.
- Music helps you remember.
- Music calms students down and gets their brains in a state for learning.
- Music evokes emotions.

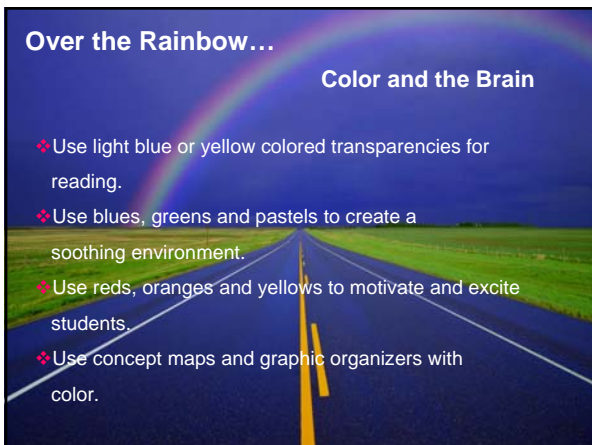


Musical Notes



- Begin a collection of music using variety
- Use soothing music to calm students as they enter the class and energizing music to actively engage them in a lesson
- Select songs that fit the content
- Celebrate successes using music

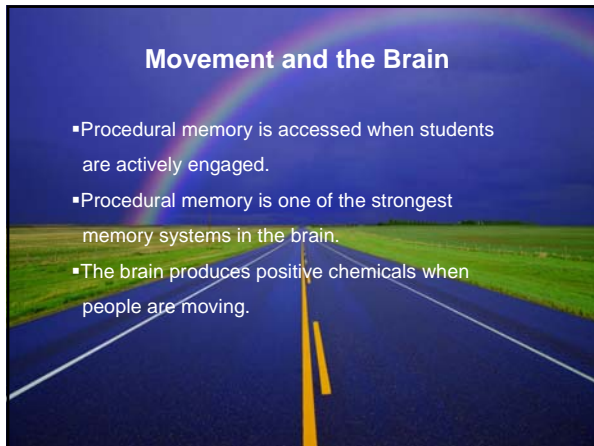
Over the Rainbow... Color and the Brain



- ❖ Use light blue or yellow colored transparencies for reading.
- ❖ Use blues, greens and pastels to create a soothing environment.
- ❖ Use reds, oranges and yellows to motivate and excite students.
- ❖ Use concept maps and graphic organizers with color.

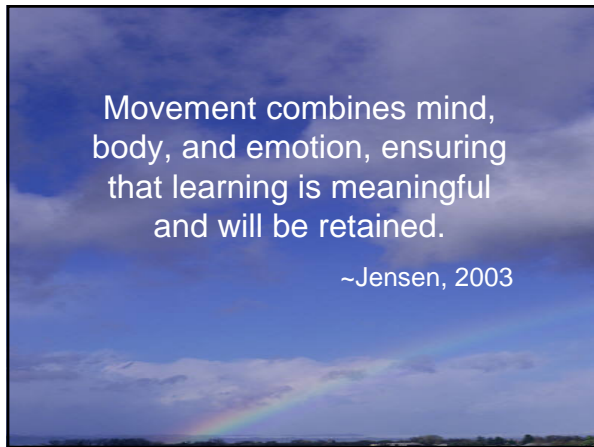
Shadow Dancing





Movement and the Brain

- Procedural memory is accessed when students are actively engaged.
- Procedural memory is one of the strongest memory systems in the brain.
- The brain produces positive chemicals when people are moving.



Movement combines mind, body, and emotion, ensuring that learning is meaningful and will be retained.

~Jensen, 2003



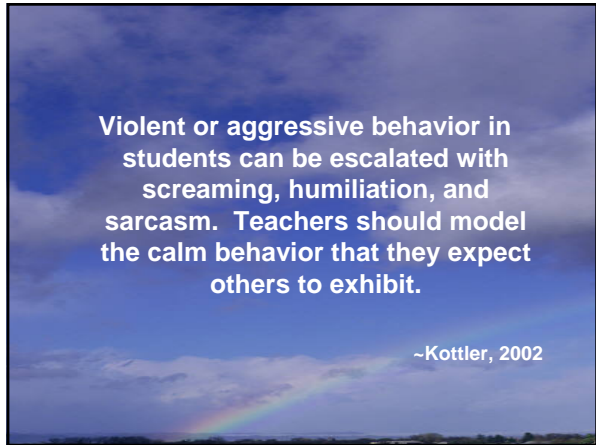
Follow the Yellow Brick Road

- Look for the good in your students and you'll find it
- Give students positive feedback
- Use intrinsic as well as extrinsic rewards
- Give your students specific praise
- Offer students choice
- Celebrate Good Times

Remember the Tin Man was looking for a heart, so are your students!

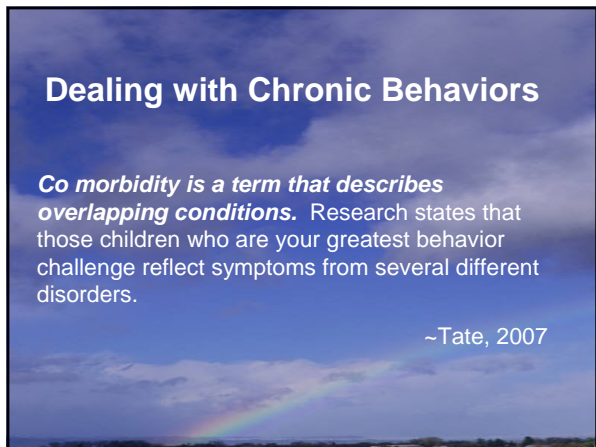


Who Wants to be a Millionaire!



Violent or aggressive behavior in students can be escalated with screaming, humiliation, and sarcasm. Teachers should model the calm behavior that they expect others to exhibit.

~Kottler, 2002



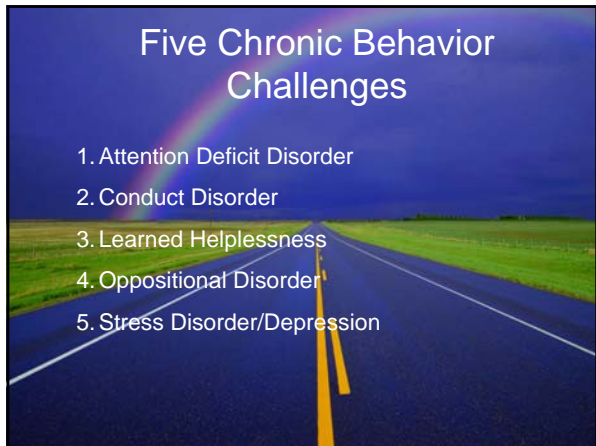
Dealing with Chronic Behaviors

Co morbidity is a term that describes overlapping conditions. Research states that those children who are your greatest behavior challenge reflect symptoms from several different disorders.

~Tate, 2007

Five Chronic Behavior Challenges

1. Attention Deficit Disorder
2. Conduct Disorder
3. Learned Helplessness
4. Oppositional Disorder¹
5. Stress Disorder/Depression



Attention Deficit Disorder

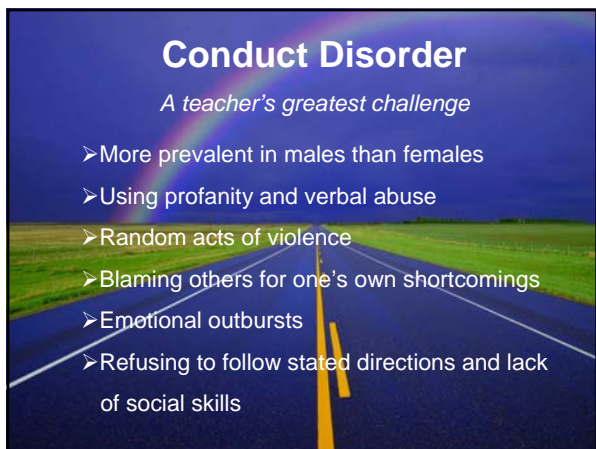
- Shouting out answers in class
- Inability to complete class assignments
- Moving or fidgeting constantly
- Messy desk and lack of preparation
- Lack of concentration and need for immediate gratification.



Conduct Disorder

A teacher's greatest challenge

- More prevalent in males than females
- Using profanity and verbal abuse
- Random acts of violence
- Blaming others for one's own shortcomings
- Emotional outbursts
- Refusing to follow stated directions and lack of social skills



Learned Helplessness

- A condition, not a disorder and can be unlearned
- More prevalent in Junior and Senior High students
- Increased sarcasm and "Who cares?" statements.
- Lack of motivation and inactivity.
- Blaming the world for everything out of their control
- Loss of appetite and weight

Oppositional Disorder

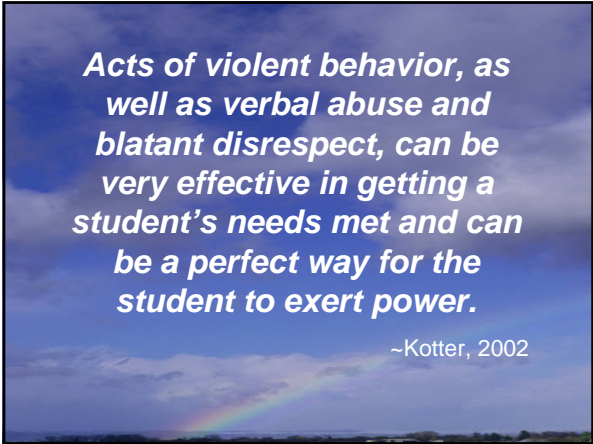
- Combination of genetic and environmental factors
- Exhibiting aggressive, aggravating or confrontational behavior
- Arguing with peers and adults
- Low self-esteem and tendency to blame others
- Becoming angry and losing one's temper

Stress Disorder/Depression

- The brain releases large amounts of cortisol which will cause one to become numb or overly sensitive
- Boredom and lack of creativity
- Decreased energy and loss of short-term memory
- Lack of social skills and evidence of rote behavior
- Use of drugs
- Mood swings, irritability and persistent sadness
- Lack of interest and concentration

Acts of violent behavior, as well as verbal abuse and blatant disrespect, can be very effective in getting a student's needs met and can be a perfect way for the student to exert power.

~Kotter, 2002



Role-play Chronic Behavior Disorders

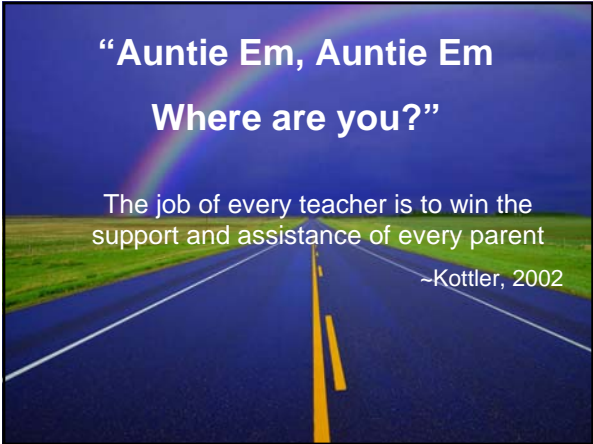
- Select the behavior you want to role-play
- Role-play the symptoms
- Determine the best strategy to handle the challenging behavior
- As a whole group, discuss alternative solutions to the problem



**“Auntie Em, Auntie Em
Where are you?”**

The job of every teacher is to win the support and assistance of every parent

~Kottler, 2002



Finding your way Home


- ✓ Create a proactive, positive relationships with parents.
- ✓ Establish positive communication with the parents. (*Make deposits before withdrawals*)
- ✓ Assume the parent is doing the best they can based on their knowledge, skills, experiences, and circumstances.

Knocking at the Door

- ✓ Knock with good news in a positive note, newsletter or email.
- ✓ Knock with your classroom management plan in writing.
- ✓ Keep **your** door OPEN and let them in .
- ✓ Knock on the door often.
- ✓ Include them IN on the decision-making.

Often, parents of children living in poverty will side with their child against the teacher in an effort to survive.

~Rudney, 2005





**A Ruby Slipper's
Implementation Plan**



**Meet with your Dorothy Quadrant Partner
and share your Ruby Slipper's
Implementation plans.**



"I am the Three F's"

I am Firm
(They know I mean what I say)

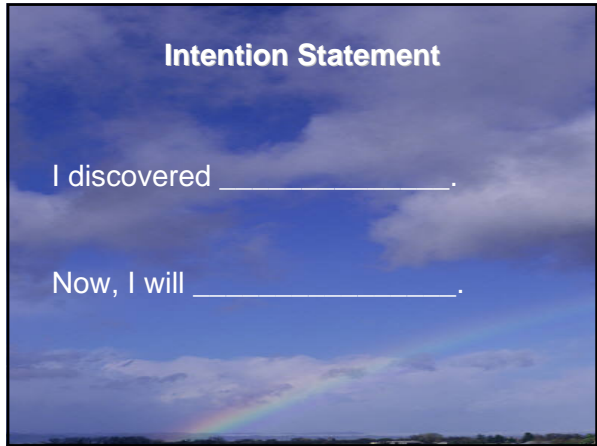
I am Fair
(I am consistent everyday)

I am Friendly
(They know I care in every way)

Intention Statement

I discovered _____.

Now, I will _____.



There's no place like home.



The End
