

Classroom Management Workshop Handout

Notes for Routines

Notes for Planning

Notes for Discipline conversations

Notes for Tips and tricks

Example Student Reflection Sheet

Name: _____

- 1) What did you do? _____
- 2) When you did that, what did you want? _____
- 3) List four other things you could have done:
 - a) _____
 - b) _____
 - c) _____
 - d) _____
- 4) What will you do next time? _____

Source: Payne, R. K. (2005). A framework for understanding poverty.

Classroom Management Workshop Key Points

Challenging some Common Assumptions

- Teachers need to be strict and show who's in charge
 - Many times, teachers try to get control of the classroom by asserting their power to punish students. This can provoke just as much as it controls.
- There need to be punishments so kids know how to act
 - Punitive approaches don't work well because they reduce trust and help form the identity of students who now may start using the troublemaker label to get attention and respect.
- It's student behavior that determines the discipline they receive
 - It's also teacher bias and cultural expectations that determine the application of the rules. Examine your assumptions and tendencies: do you assume negative intent for some but not others, do you notice misbehavior of some more than others, do you expect some to get in trouble but not others?
- There can be no learning without order and silence
 - Actually, there can. Generally, as long as you have cooperation, you can provide a good environment for learning.
- Students know how to behave; they just choose not to.
 - We often assume that students are intentionally doing things to disrupt or annoy us. We forget that all people need to be shown exactly what the expectations are and given opportunities to feel successful and valued through those choices.

Routines

- Routines provide structure and clarity and can greatly speed up and smooth over the common tasks that need to be done: lining up, sitting down, starting a class, getting attention.
- As useless as it sounds, practicing all these basic things will pay off.
- What routines have you seen be effective in classes or groups?

Planning

- Plan for space: allow for your free movement, plan for the types of activities you need, don't let students take ownership of space at the outset
- Plan for consequences: students should already know ahead of time what the consequences for their actions will be, so there are no surprises or arbitrary consequences. Consequences should be natural and designed to help with learning what the correct action or behavior is. One example:
 - Step 1: Positively-framed reminder ("redirection")
 - Step 2: Final redirection or first consequence (record something)
 - Step 3: Second consequence (record and follow up)
 - Step 4: Third consequence (record and sit-down meeting)
 - Step 5: Fourth consequences (record and remove)
- Plan for follow-up: Without consistency of enforcement and follow-through, classroom management turns into a game of trying to get away with things.
- What plans do you already use for CM?

Discipline conversations

- This is where the real work happens
- Payne: "Discipline should be seen and used as a form of instruction"
- Clarification and relationship-building should be the main goals
 - Step 1: Here is what I needed to have happen for success today: _____
 - Step 2: When that didn't happen, I applied the clear consequences.
 - Step 3: Are there things that you need to happen before you feel you can meet this expectation?
 - Step 4: What should I see next time, and what should happen if I don't see it?
- Should be in private to avoid peer pressure and public power struggles

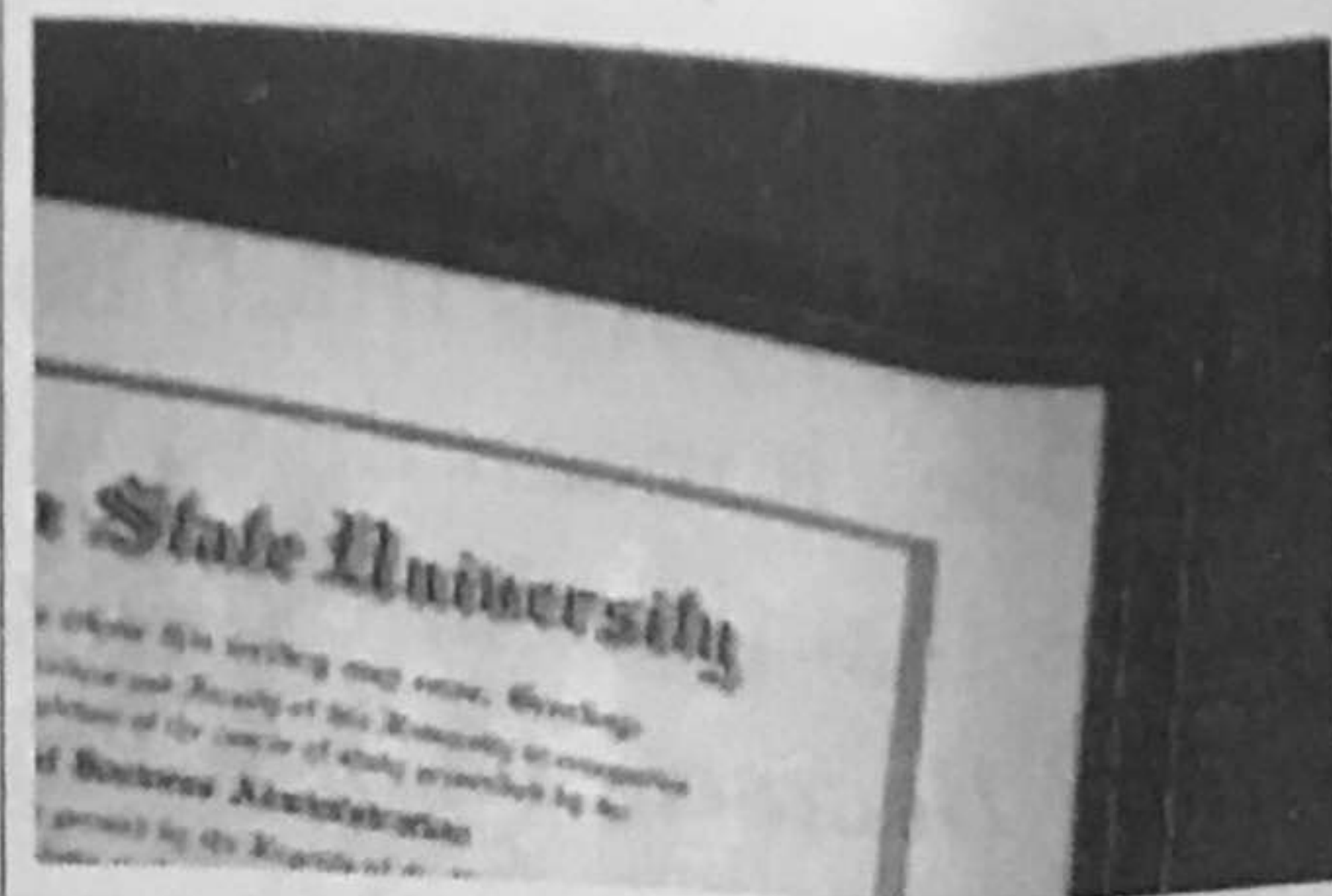
Allow student a chance to reflect and brainstorm alternative choices

Visual story board

High school diploma



College/technical school/
military



Work—what do you love to
do that you would do even
if you didn't get paid?



Car/vehicle



Pay/money



House/apartment



Friends



Relationships/marriage



Fun/hobbies



Appendix B

Classroom Management/ Procedures Checklist

According to Herbert Walberg (1990), up to 65% of achievement can be attributed to classroom management. Ninety-five percent of discipline referrals come during the first or last five minutes of class because of the lack of procedures.

Procedures checklist

The following checklist is adapted from "Guidelines for the First Days of School" from the Research Development Center for Teacher Education, Research on Classrooms, University of Texas, Austin.

Starting class	My procedure
Taking attendance	
Marking absences	
Tardy students	
Giving makeup work for absentees	
Enrolling new students	
Un-enrolling students	
Students who have to leave school early	
Warm-up activity (that students begin as soon as they walk into classroom)	

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Instructional time	My procedure
Student movement within classroom	
Use of cellphones and headphones	
Student movement in and out of classroom	
Going to restroom	
Getting students' attention	
Students talking during class	
What students do when their work is completed	
Working together as group(s)	
Handing in papers/homework	
Appropriate headings for papers	
Bringing/distributing/using textbooks	
Leaving room for special class	
Students who don't have paper and/or pencils	
Signal(s) for getting student attention	
Touching other students in classroom	
Eating food in classroom	
Laboratory procedures (materials and supplies, safety routines, cleaning up)	
Students who get sick during class	
Using pencil sharpener	
Listing assignments/homework/due dates	
Systematically monitoring student learning during instruction	

Ending class	My procedure
Putting things away	
Dismissing class	
Collecting papers and assignments	

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Other	My procedure
Lining up for lunch/recess/special events	
Walking to lunch/recess	
Putting away coats and backpacks	
Cleaning out locker	
Preparing for fire drills and/or bomb threats	
Going to gym for assemblies/pep rallies	
Respecting teacher's desk and storage areas	
Appropriately handling/using computers/equipment	

Student accountability	My procedure
Late work	
Missing work	
Extra credit	
Redoing work and/or retaking tests	
Incomplete work	
Neatness	
Papers with no names	
Using pens, pencils, colored markers	
Using computer-generated products	
Internet access on computers	
Setting and assigning due dates	
Writing on back of paper	
Makeup work and amount of time for makeup work	
Use of mobile devices, headphones during class	
Letting students know assignments missed during absence	
Percentage of grade for major tests, homework, etc.	

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Student accountability	My procedure
Explaining your grading policy	
Letting new students know your procedures	
Having contact with all students at least once during week	
Exchanging papers	
Using Internet for posting assignments and sending them in	

How will you ...	My procedure
Determine grades on report cards (components and weights of those components)?	
Grade daily assignments?	
Record grades so that assignments and dates are included?	
Have students keep records of their own grades?	
Make sure your assignments and grading reflect progress against standards?	
Notify parents when students are not passing or having other academic problems?	
Contact parents if a problem arises regarding student behavior?	
Keep records and documentation of student behavior?	
Document adherence to IEP (individualized education plan)?	
Return graded papers in a timely manner?	
Monitor students who have serious health issues (peanut allergies, diabetes, epilepsy, etc.)?	