

Welcome!

DO FIRST

1. Please take a copy of each handout.
2. Write your name, subject, and grade level you will be teaching on a table tent.
3. Then, complete the “Pre-Session Survey.” We will collect these before the start of today’s session!

SBS Foundational Teacher Support: **Classroom Culture and Systems**

August 2018

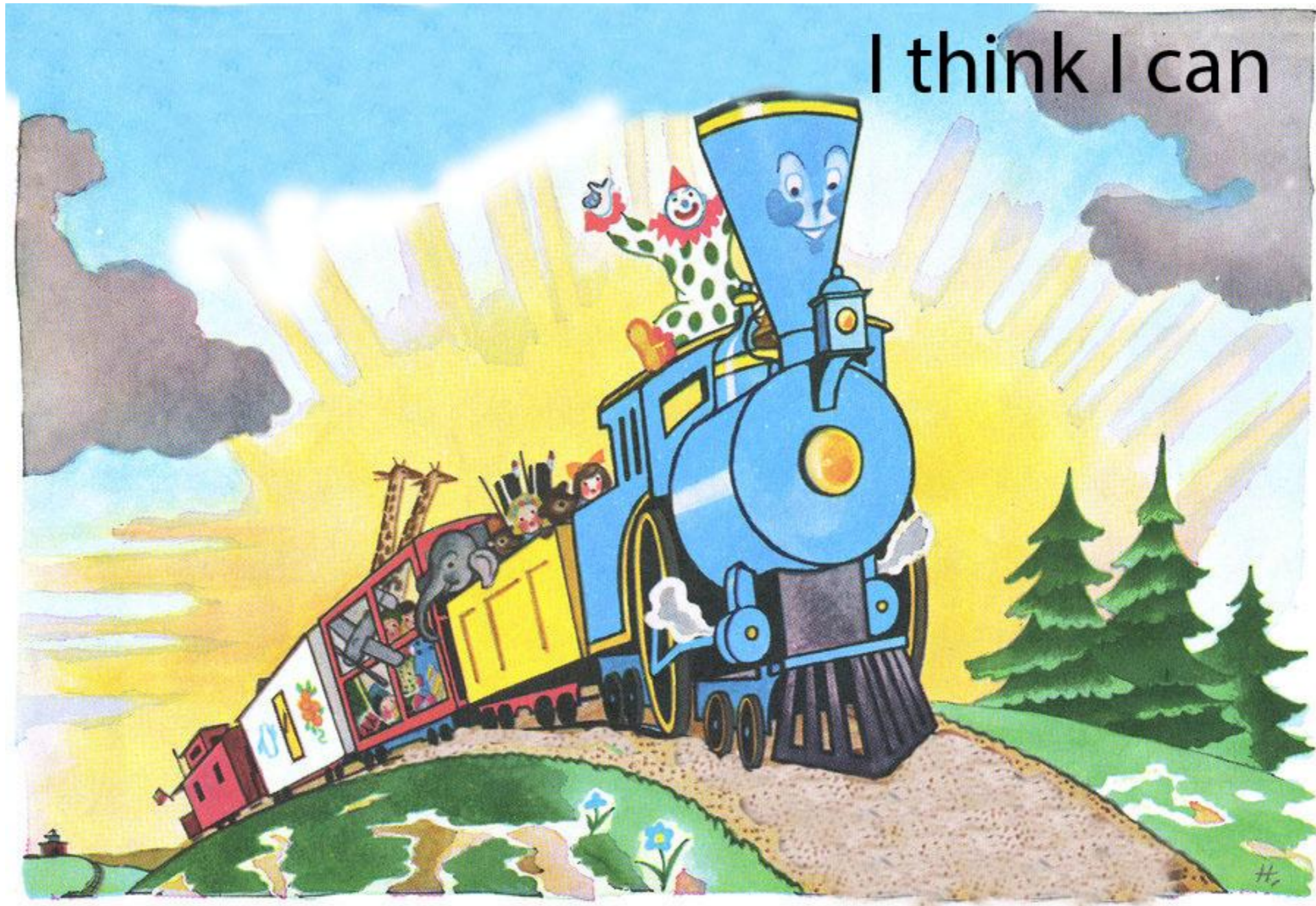
Our Session Agenda

- Key Mindsets
- The BMC Explained
- The BMC: Examples & Practice
- Routines & Procedures

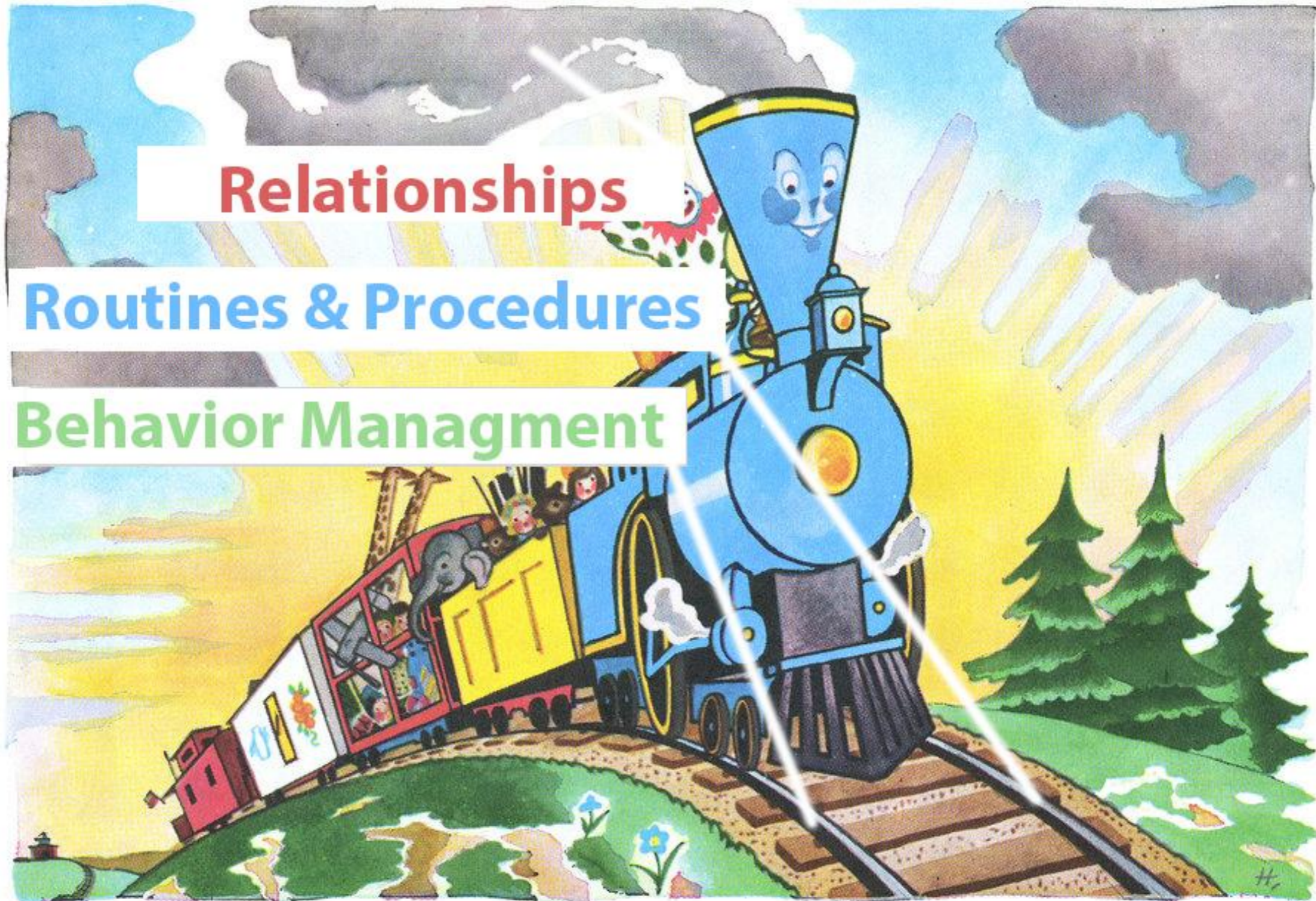
Our Session Objectives

- Teachers will articulate how the Behavior Management Cycle, Routines and Procedures, and Trusting Relationships lead to student success.
- Teachers will plan essential expectations and basic routines and procedures assist in creating a productive classroom culture.

What is missing from the picture below?



“The Tracks” and “The Engine”



Relationships

Routines & Procedures

Behavior Management

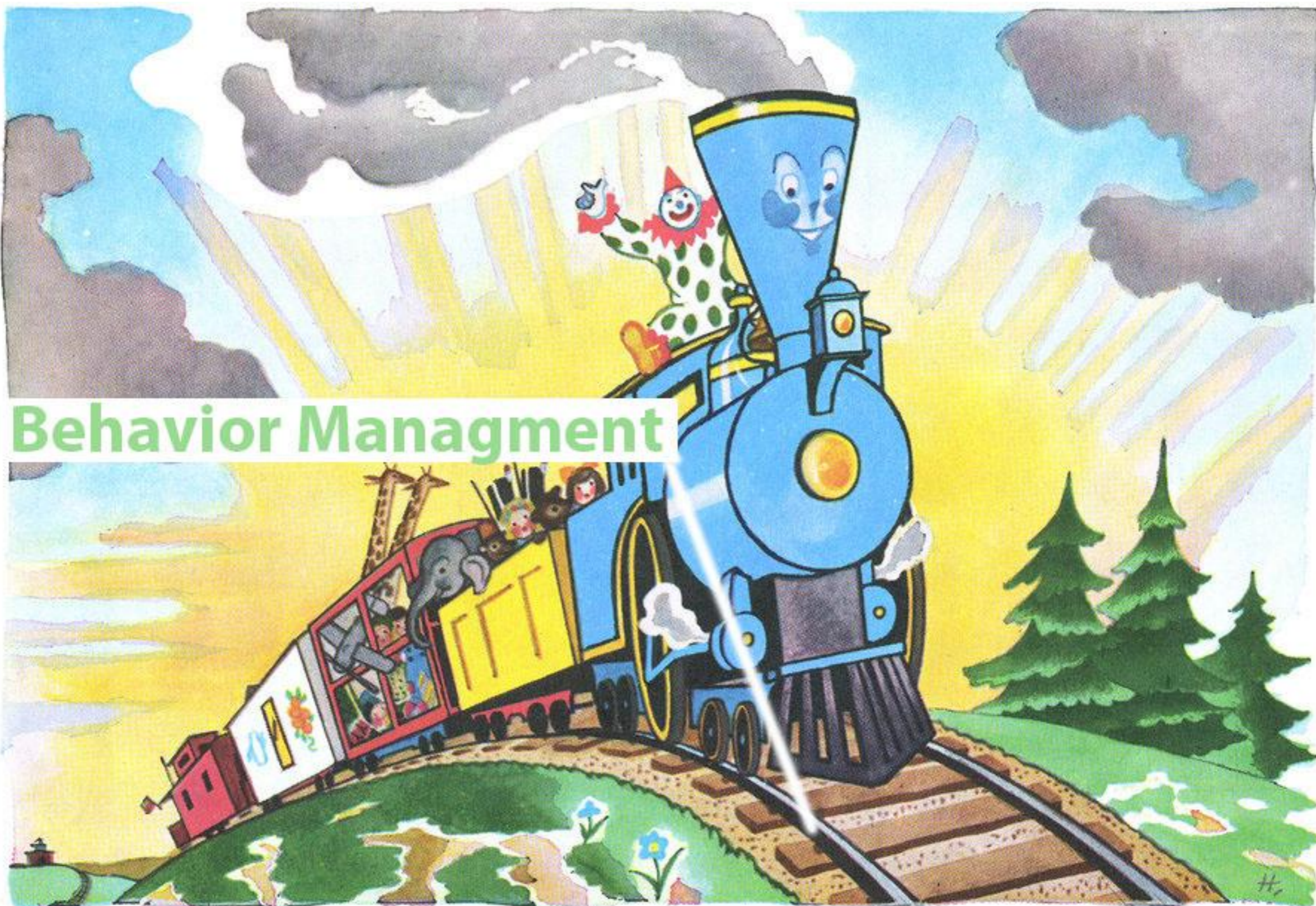
Classroom Culture

“Our children are counting on us
to provide two things:
consistency and **structure**.

Children need parents
who say what they mean,
mean what they say,
and do what they say
they are going to do.”

- Barbara Coloroso,

Speaker & Author on Parenting, Teaching, School Discipline, and Conflict Resolution

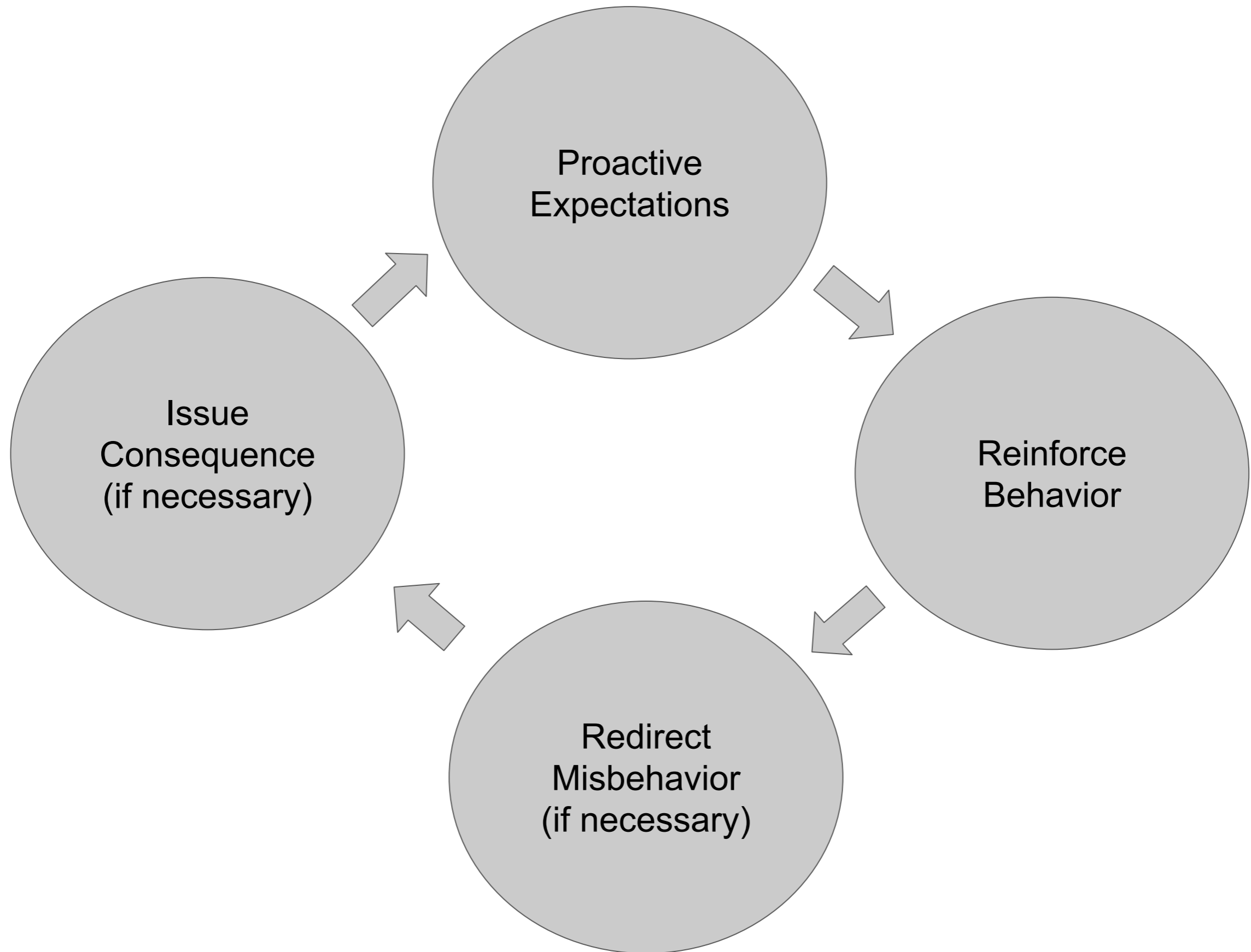


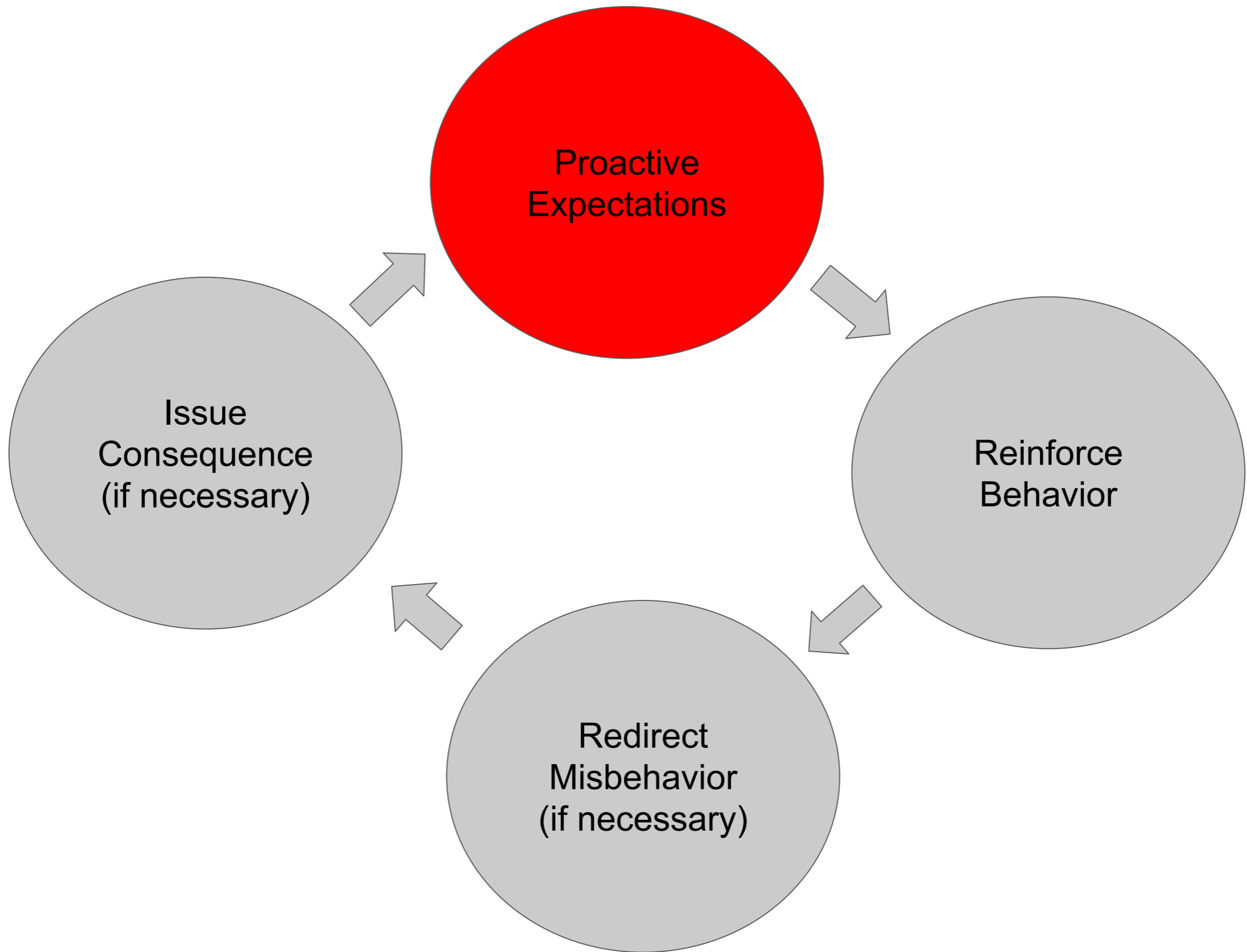
Behavior Management

Key Mindsets

- You are the **instructional leader** of your classroom. Students will typically rise or fall to meet *your* expectations of *them*.
- All students want to learn and succeed. Sometimes, we just need to show them how.
- Children thrive in consistent, predictable, structured environments.

The Behavior Management Cycle





Proactive Expectations...

Must Be:

- Positively Stated
- Concise
- Logically Ordered
- Specific



Proactive Expectations...

Are Offered In Multiple Ways:

- Written on a handout
- Verbally
- Projected on the screen



Proactive Expectations...



- Need to account for **MVP-T**:
 - 1) **Movement**
(Can they move or not? If yes, how would they move? Where to?)
 - 2) **Volume**
(What's an appropriate volume? This can be implicit, as long as you specify with whom students can work. Is this independent, partner work, done in a small group, etc.?)
 - 3) **Product**
(What are the students actually doing? What do they need to produce as a result of these instructions?)
 - 4) **Time**
(How long do students have to work on this? The gentle pressure of a deadline keeps students on track.)

Proactive Expectations



Non-example

“Get ready to take notes.”

Example

“Sitting at your desk, take the next thirty seconds to silently take out a pencil and a spiral notebook. I’ll know you’re ready when your pencil is on the table and you’re looking at the screen.”

Proactive Expectations



Non-example

“You can go ahead and work together on the practice questions.”

Example

“Take the next 6 minutes to complete questions 1-3 with the person sitting next you. If you finish early, try to answer the bonus question, but do that one silently on your own. You may begin!”

As you watch these brief videos, pay close attention to how each teacher proactively establishes clear expectations.

Practice with a Partner

Take a moment to jot down some notes or script out the instructions for an activity you know your students will complete within the first few weeks of the school year.

Make sure that you account for each of the following:

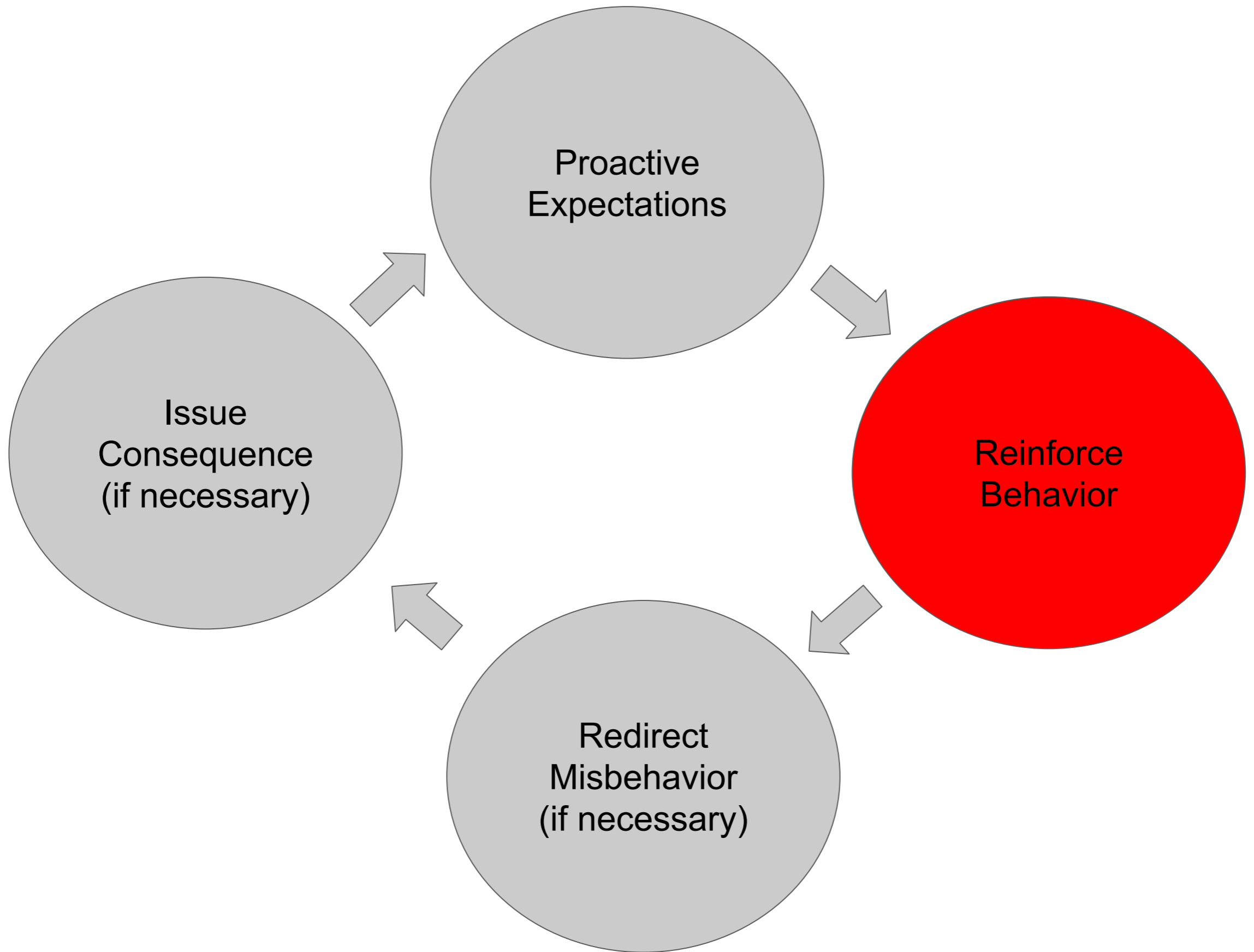
M - Movement

V - Volume

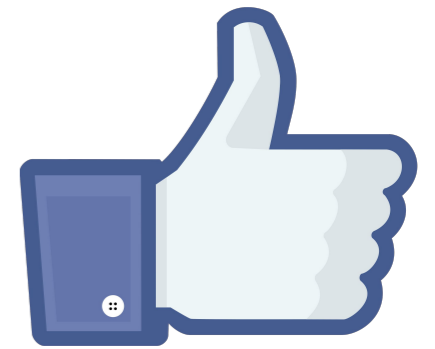
P - Product

T - Time





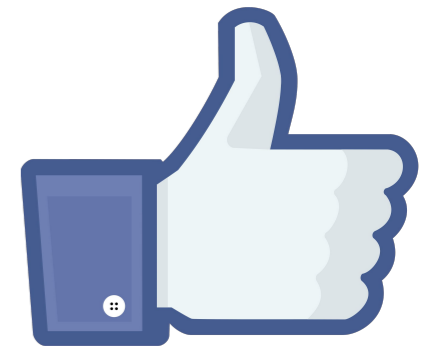
Reinforce Behavior



- Watch and Observe
- Narrate to Affirm Desired Behaviors
- Remain as Specific & Objectives as Possible

Reinforce Behavior:

What is the difference between these two?

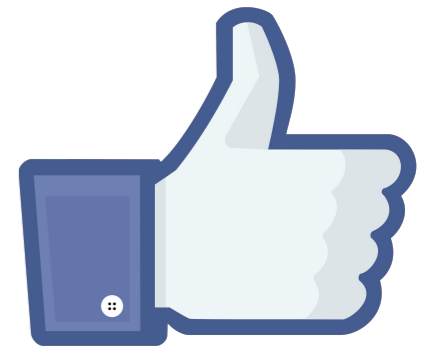


“Make sure you’re focused and filling in the notes as we go.”

“Hannah is focused. She is sitting up, leaning forward, filling in her notes with her eyes on the speaker.”

Reinforce Behavior:

What is the difference between these two?



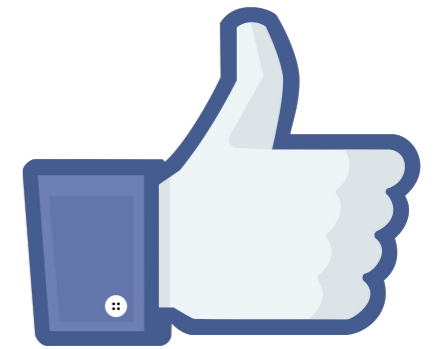
Non-example

“Make sure you’re focused and filling in the notes as we go.”

Example

“Hannah is focused. She is sitting up, leaning forward, filling in her notes with her eyes on the speaker.”

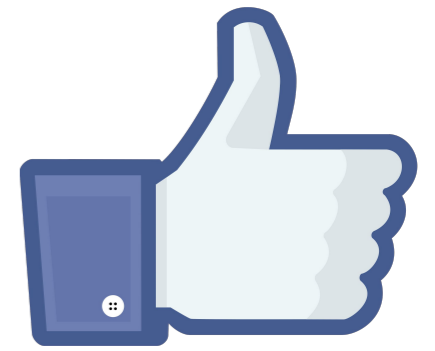
Reinforce Behavior: Which is the non-example?



“Jason and Angela are working together on the introduction to their lab report.”

“Katie, you’re not working with the table behind you. Please collaborate only with your partners.”

Reinforce Behavior: Which is the non-example?



“Every person at Table 3 has his or her notes out, ready to go.”

“Table 3 is doing a great job staying on task.”

Reinforce Behavior: Which is the non-example?



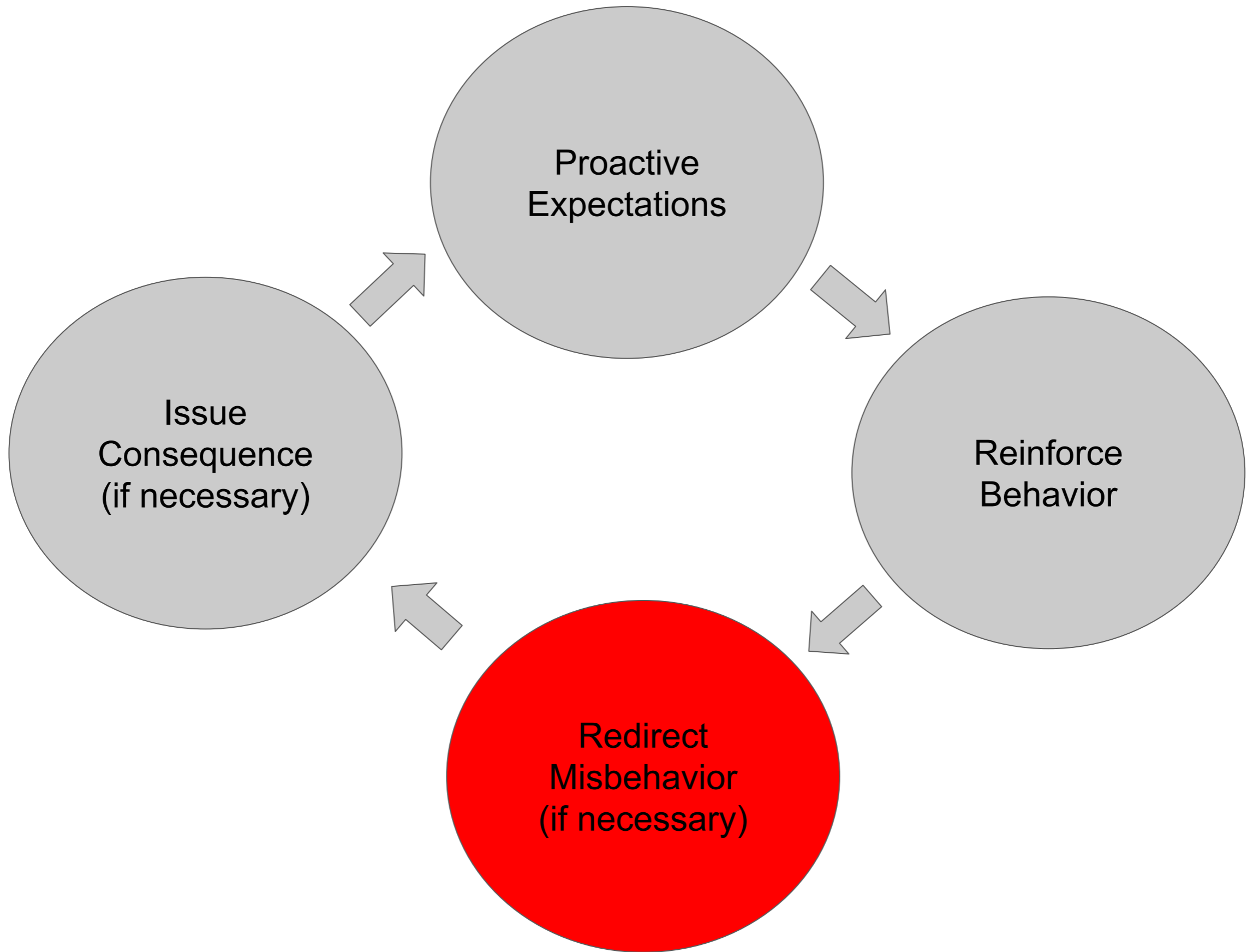
“Table 2, we’re waiting on you to be ready...”

“4 out of 5 tables have their white boards raised in the air and are showing me their answers.”

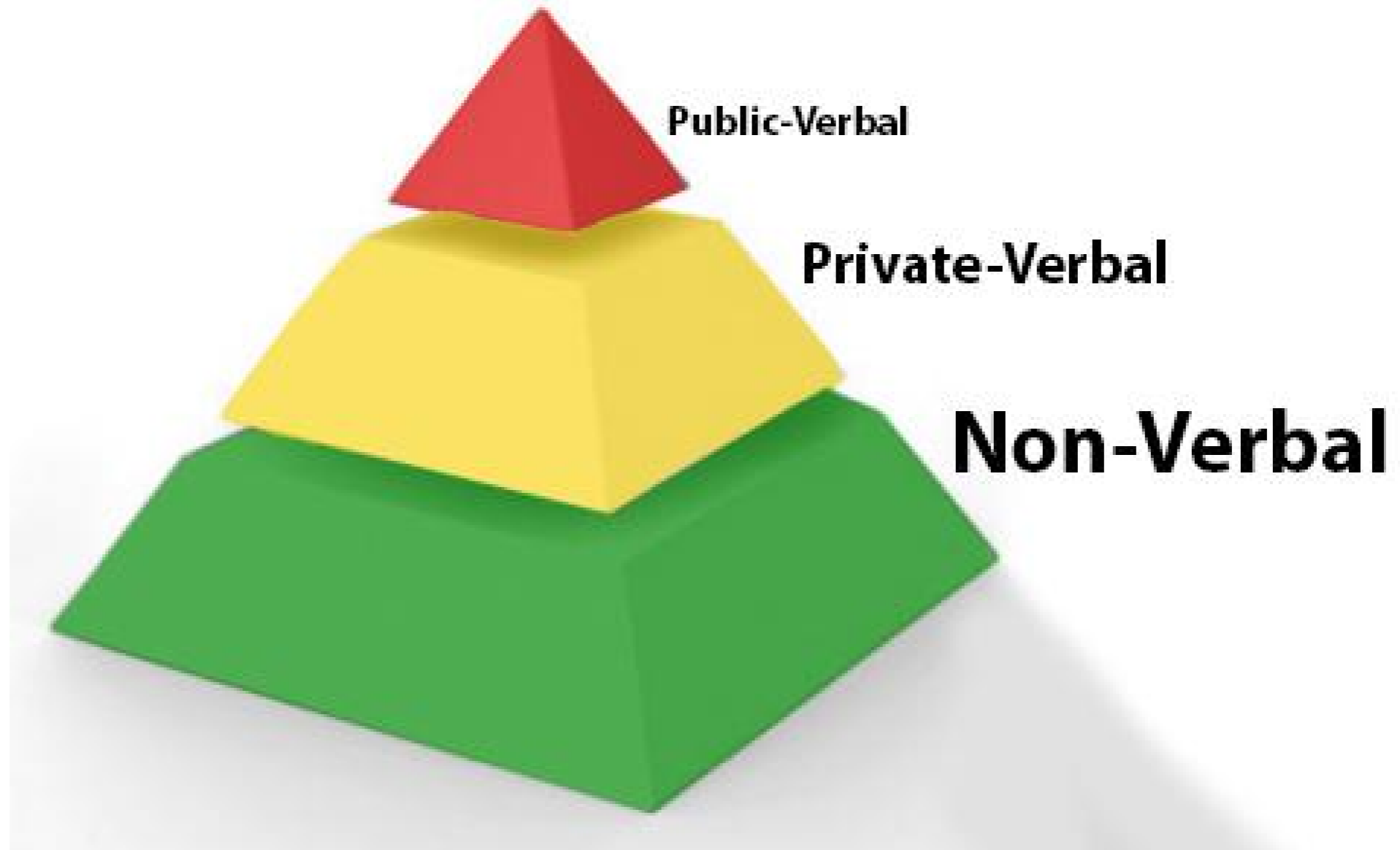
As you watch these brief videos, pay close attention to how each teacher positively reinforces their expectations.

Turn and Talk

How did these teachers use positive narration to reinforce behavioral expectations in their classroom?

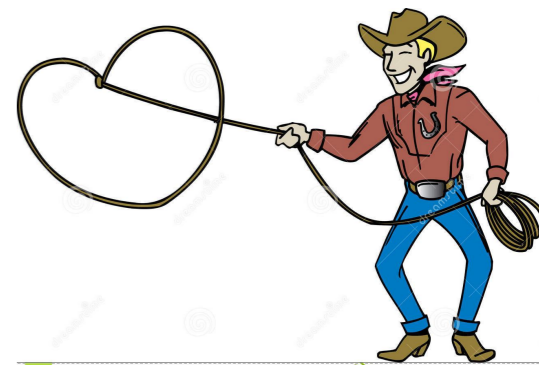


3 Levels of Redirecting Misbehavior



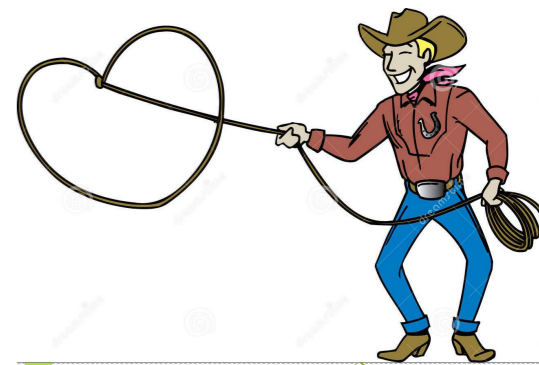
Redirect Misbehavior Level 1 - Nonverbal

- **WHOLE GROUP DISCUSSION:** What are some examples of nonverbal redirections teachers could use to address student misbehavior?



Redirect Misbehavior Level 2 - Private Verbal

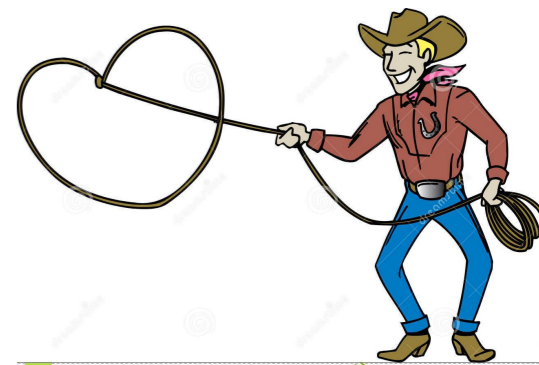
- **TURN AND TALK:** How could a teacher use a private verbal redirection to address student misbehavior?
- What would they actually say to a student who was calling out, being disrespectful, or simply not following directions?

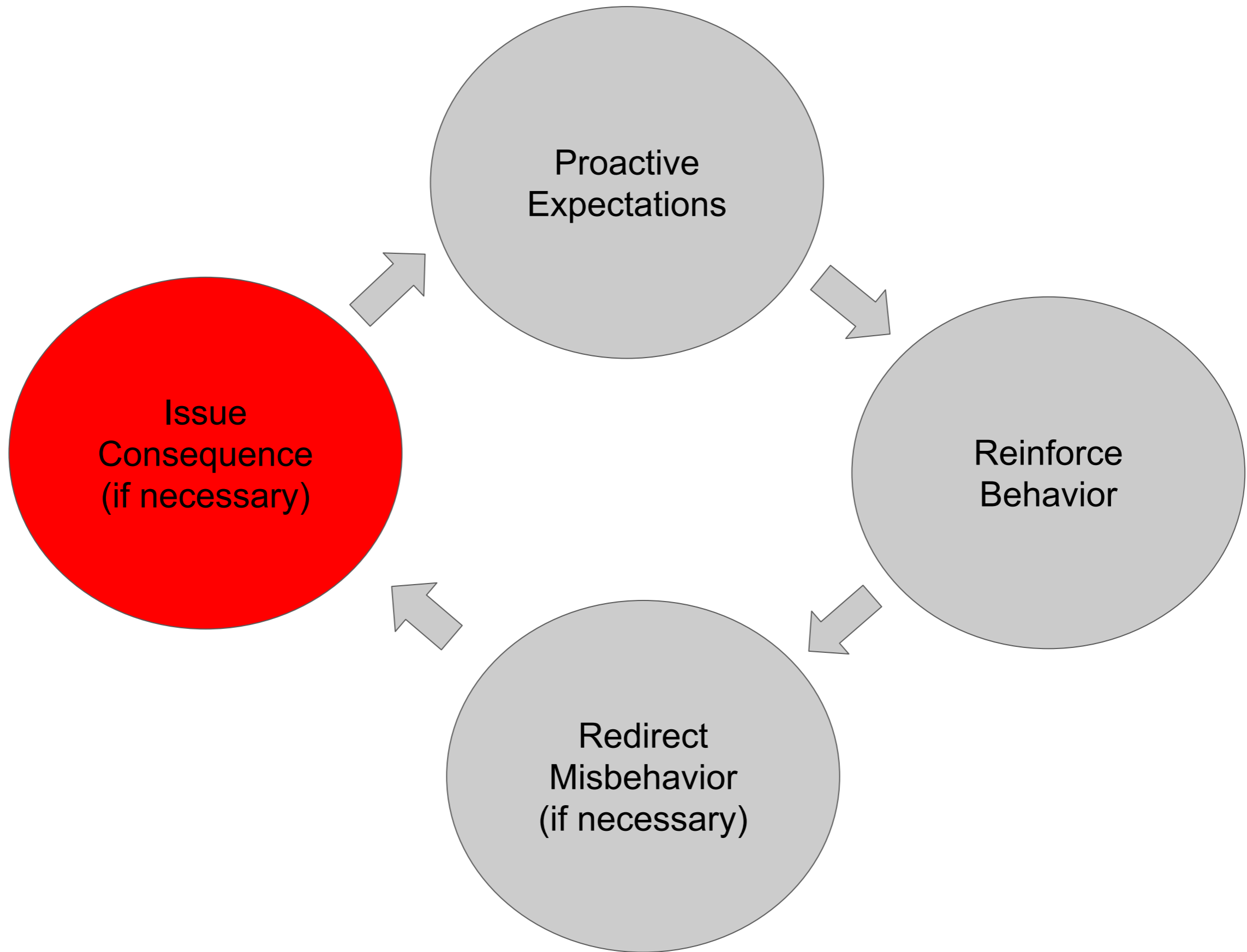


Redirect Misbehavior Level 3 - Public Verbal

WHOLE GROUP DISCUSSION:

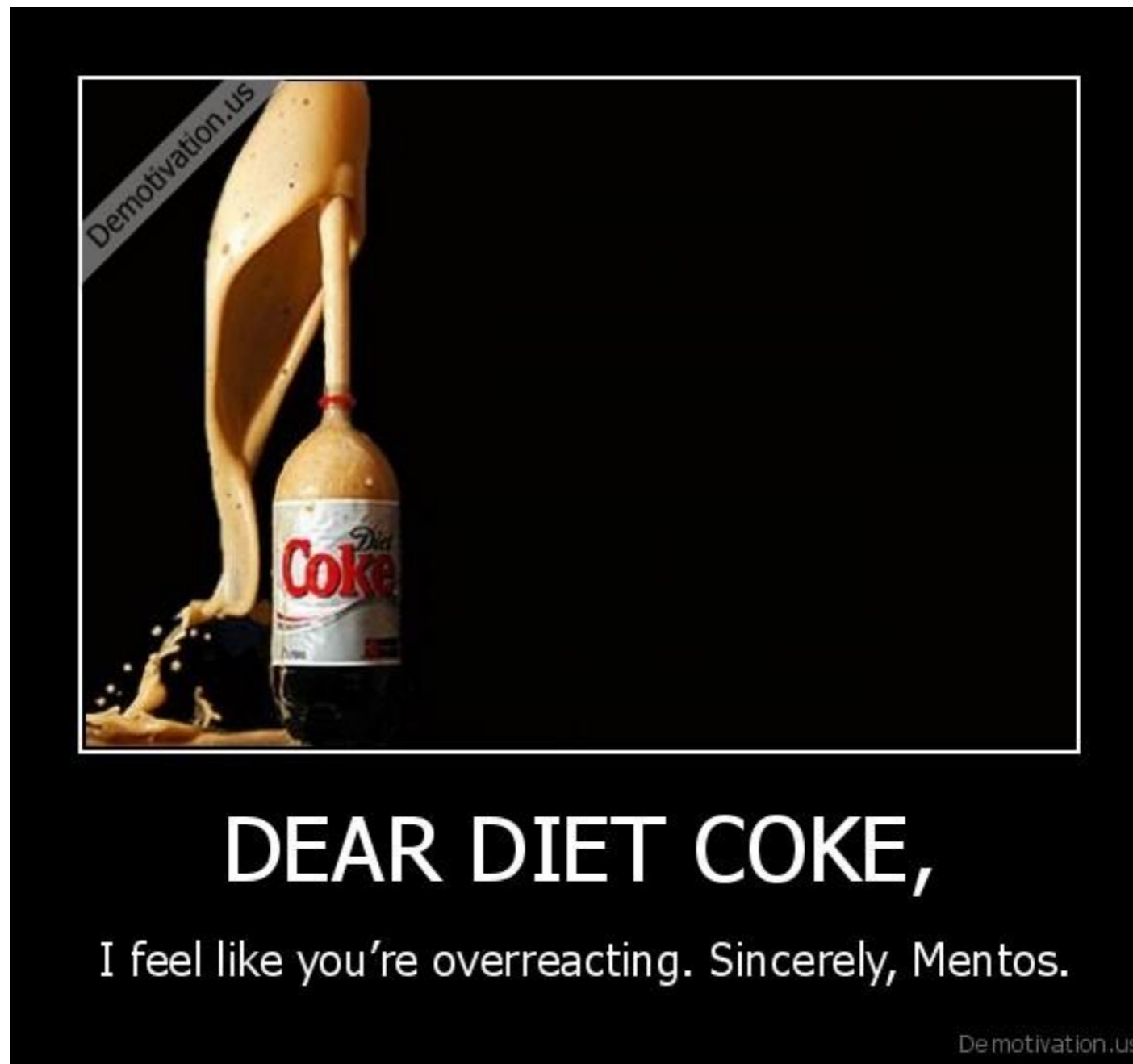
- What are some examples situations that would demand some kind of public verbal redirection for student misbehavior?
- What are things to be aware of when providing a public verbal redirection?





Key Mindset #1

- Let the punishment fit the crime.



Key Mindset #2

- Consequences are not given by the teacher; they are earned by the student.
- This mindset should be evident in word choice

Try It- Rephrase the following script.

“Johnny, I am sending you out of the room because you keep talking while everyone is trying to work.”



Issue a Consequence

- Be clear about your chain of consequences ahead of time: what is the array of consequences you will employ if necessary? When are they appropriate?



As you watch these brief videos, pay close attention to when and how each teacher issues a consequence.

Sample Progression of Consequences

1. Proximity check
2. Eye contact
3. Saying the student's name aloud
4. Private redirection
5. Moving seats
6. Alternative activity
7. Going outside for a discussion
8. Contact the family
9. Referral to Dean of Students



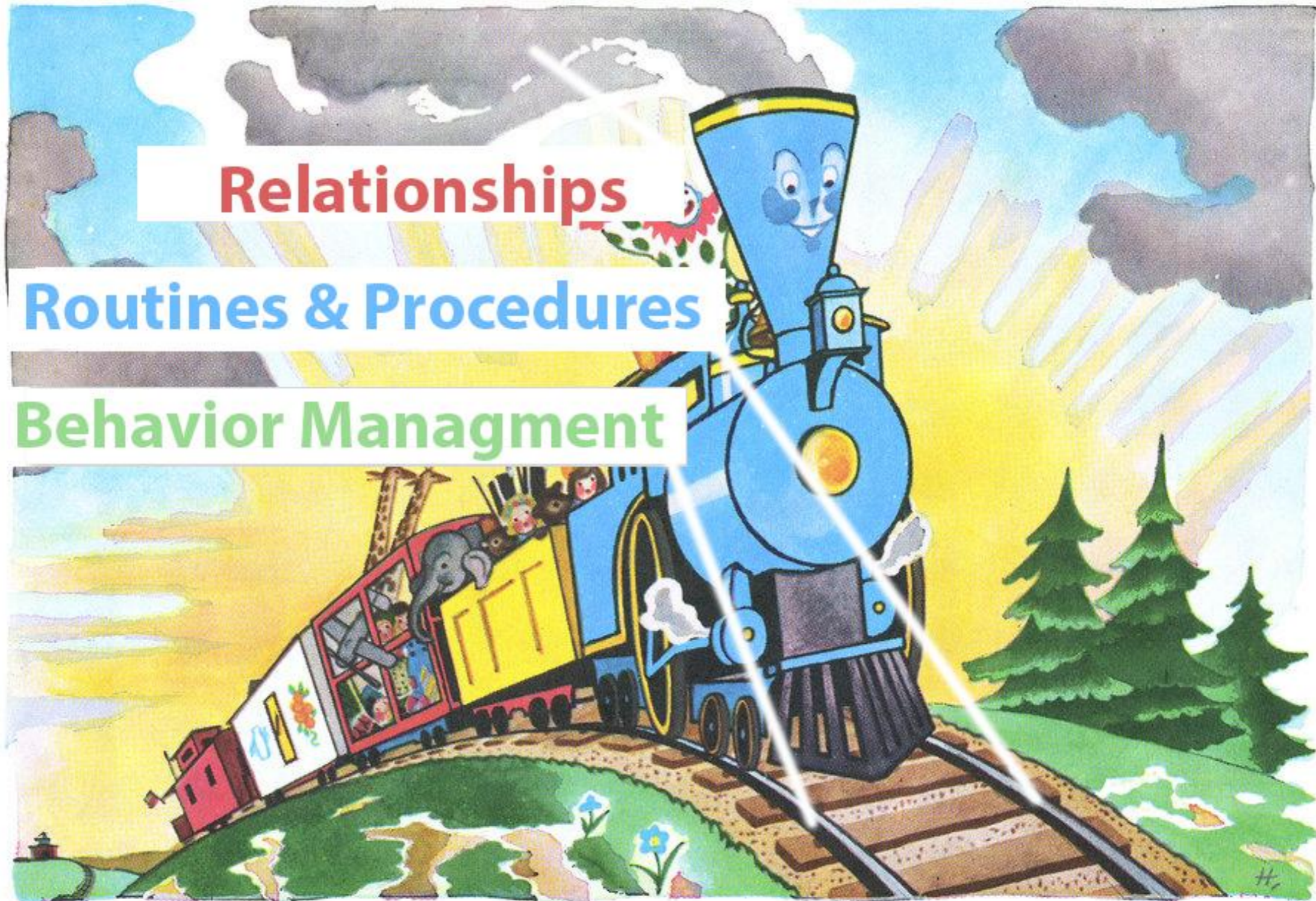
Deliverable #1

Create, edit, or update your list of basic classroom expectations for the school year. They can hopefully set the tone for your classroom culture and establish clear priorities from the very beginning.

These also could be featured later on in your syllabus or on a bulletin board at the front of your room.



Remember: People don't care what you know until they know that you care.

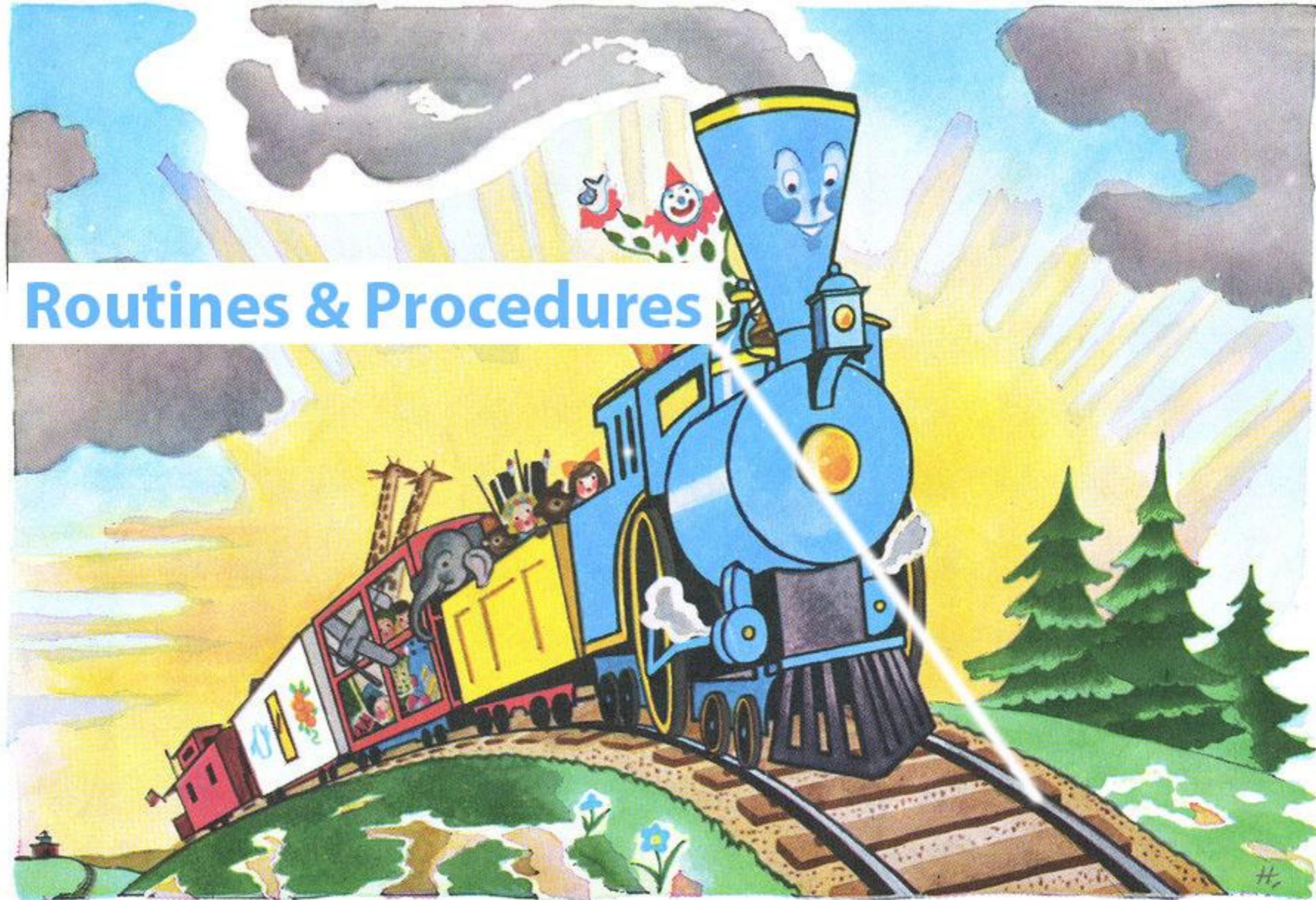


Relationships

Routines & Procedures

Behavior Management

Routines & Procedures



Welcome Back!

You have one minute to brainstorm a list of routines students engage in throughout a school day. You can focus on a variety of areas, including but not limited to:

- Entrance Procedures
- Getting Started in Class
- Taking Care of Personal Needs
- Turning in Assignments
- Expectations with Technology
- Exit Procedures

TEACHERS: THE REAL MASTERS OF MULTITASKING

1,500

EDUCATIONAL
DECISIONS MADE BY
AN AVERAGE TEACHER
EVERY SCHOOL DAY

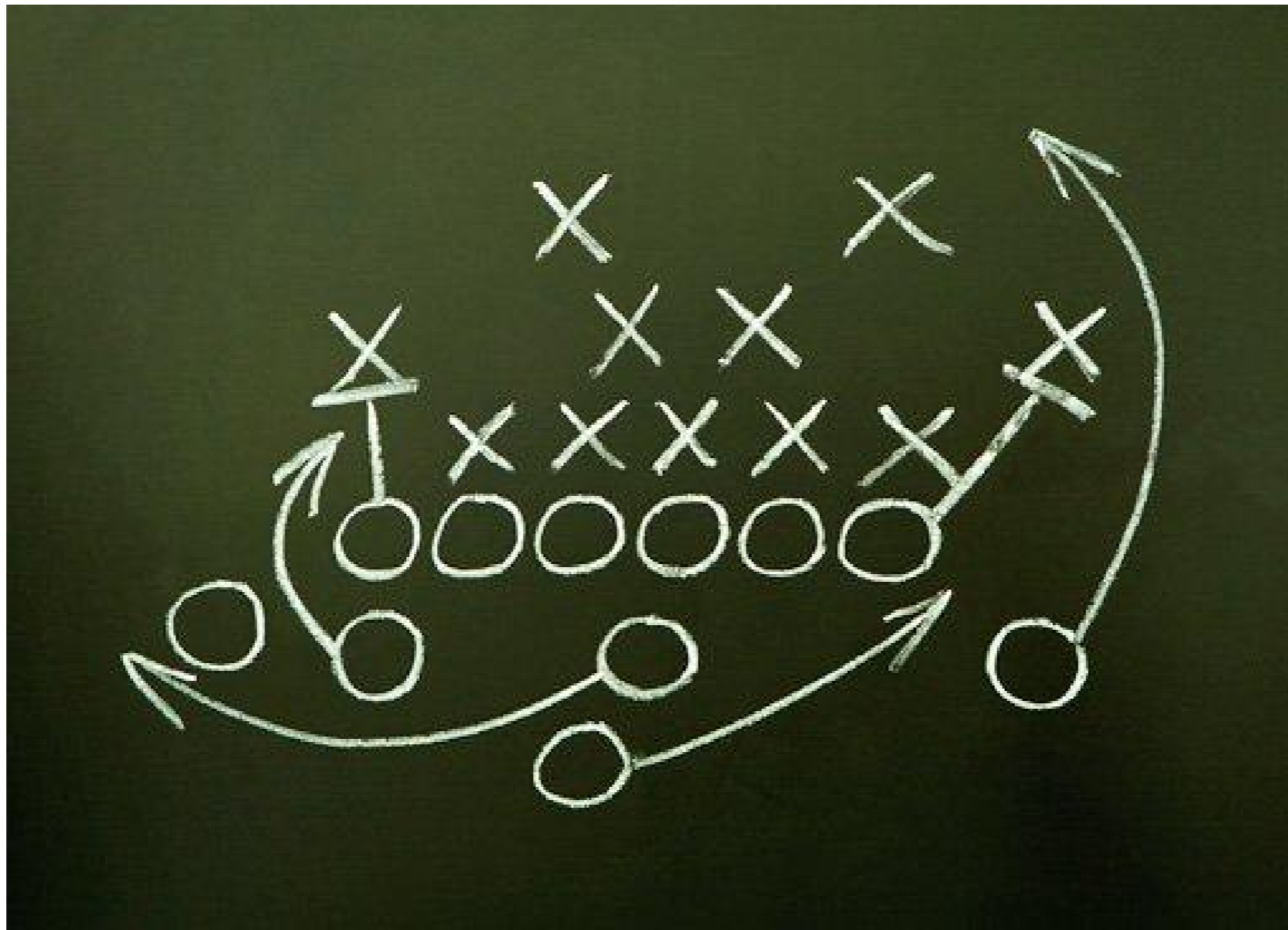


4

EDUCATIONAL
DECISIONS MADE BY
AN AVERAGE TEACHER
EVERY MINUTE

The average classroom teacher will make 1,500+ educational decisions every school day.
In a 6-hour school day, that's more than 4 decisions every minute.
How multitasking is that? :)

You will need to coach them, and they will need practice.
Once that happens, then you just call the play.



This will reduce the number of decisions you will need to make in the future.

Strategic Rollout

Although you might have a dozen or more essential routines and procedures in your classroom, you won't be able to teach them all at once.

TURN AND TALK:

- What basic routines and procedures will you teach and practice with your students during the first week of the school year?
- What are your expectations of students during these routines and procedures?

As you watch this brief video, pay close attention how the teacher requires **all** students to meet expectations.

Deliverable #2

Create a list of routines and procedures for your classroom. Then, jot down or type up a brief explanation of your policy or approach to each process.

If you have extra time, you can also order them based on priority or mark which ones you want to address early on in class or in your syllabus.



Closing Thoughts

“I’ve come to a frightening conclusion that I am the decisive element in the classroom. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a teacher, I possess a 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 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.”

- Haim G. Ginott

Thank you!

Please complete the post-session survey prior to leaving. We appreciate your feedback!