THINKING ABOUT CLASSROOM MANAGEMENT?

WHAT DO YOU THINK IS THE MOST IMPORTANT ELEMENT IN EFFECTIVE CLASSROOM MANAGEMENT?
We often think of “classroom management” as a synonym for “control.”

We think, then, of the teacher as the person who must ensure that students stay quiet and still.

Accomplishing that requires that the teacher’s will supersede that of the student—a battle of wills.

A baseline assumption of such an approach is the unreliability of young learners.

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When we manage students

...the more we “manage” students' behavior and try to make them do what we say, the more difficult it is for them to become morally sophisticated people who think for themselves and care others.

Alfie Kohn
A Different Approach Is...

LEADING FOR SUCCESS...
First asking...“What do my students need to succeed and how can my students and I work together to meet those needs?”

Then, managing the details necessary to accomplish that.

What Children Need

- Acceptance
- Understanding
- Respect
- Belonging
- Contribution
- Challenge/Support
- Purpose
- A Balanced Success-to-Effort Ratio

What if we created classrooms like this? Then what?
Dysfunctional learning environments—characterized by constant struggle to maintain order that overshadows attention to academic work. In such environments, relatively little sustained academic work takes place.

Adequate learning environments—characterized by a basic level of control by the teacher, but with a continuing struggle over order. Some academic work takes place, but distractions are frequent.

Orderly learning environments—characterized by effective management of academic work.

Orderly, restrictive learning environment—found in smoothly run, highly structured classrooms, with tightly managed routines and a relatively narrow range of instructional strategies.

Orderly, enabling environments—found smoothly run classrooms, with an often looser (though not loose) structure, and a wider range of routines and instructional strategies in evidence. These classrooms were most likely to focus on meaning and understanding.

An analysis of 100 studies on classroom management revealed that the quality of student-teacher relationships is the most important factor in all aspects of classroom “management.”

Managing the Details...

Avoiding “Hot Spots” in a Flexibly Managed Classroom

TALK ABOUT IT...

What do you see as key trouble spots in leading flexible or responsive classrooms?

Discuss/list with a group or alone what you see as the key hot spots in managing or leading a differentiated classroom.
### Some Hot Spots in the DI Classroom

<table>
<thead>
<tr>
<th>Getting into groups</th>
<th>Early finishers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving directions</td>
<td>Curbing noise</td>
</tr>
<tr>
<td>Stray movement</td>
<td>Re-arranging furniture</td>
</tr>
<tr>
<td>Stopping and starting</td>
<td>Keeping track of work</td>
</tr>
<tr>
<td>“Ragged time”</td>
<td>Grading daily tasks</td>
</tr>
<tr>
<td>On-task behavior</td>
<td>Keeping up with papers</td>
</tr>
<tr>
<td>Finishing up and moving on</td>
<td></td>
</tr>
<tr>
<td>Effective group work</td>
<td></td>
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</tbody>
</table>

### Some practical suggestions for making a differentiated classroom work smoothly and effectively
What am I really trying to accomplish with classroom management or leadership?

With regard to Planning for a Differentiated Classroom ............

**Some Practical Considerations**

- Work from a philosophy--& share it with the kids (Build the classroom together!)
- Be clear about how you want things to work—and why.
- Practice routines.
- Consider “Home Base” seats.
- Establish start-up and wrap-up procedures.
- Teach students to work for quality.
- De-brief & troubleshoot with kids, Make them your partners.
- Start slowly—but start.

Tomlinson, *The Differentiated Classroom*
How do I ensure that groups are productive? That they are working for each student? That they are flexible?

If students have learned to work independently and in groups, then teacher time can be used efficiently to assist individual students at just those points where a student is stuck.
Teacher Checklist for Group Work

- Students understand the task goals.
- Students understand what’s expected of individuals to make the group work well.
- The task matches the goals (leads students to what they should know, understand, and be able to do).
- Most kids should find the task interesting.
- The task requires an important contribution from each group.
- The task is likely to be demanding of the group and its members.
- The task requires genuine collaboration to achieve shared understanding.
- The timelines are brisk (but not rigid).
- Individuals are accountable for their own understanding of all facets of the task.
- There’s a “way out” for students who are not succeeding with the group.
- There is opportunity for teacher or peer coaching and in-process quality checks.
- Students understand what to do when they complete their work at a high level of quality.

Assigning Groups

- Clothes pins with student names to assign them to a particular task
- Color code children to certain groups (a transparency with student names in color works well)
- Pre-assigned groups
- Be sure to include groups by readiness, interest, learning profile, by student choice, teacher choice, random, homogeneous and heterogeneous
### Flexible Grouping Chart

**Date:** Monday, Feb 2

<table>
<thead>
<tr>
<th>Computer</th>
<th>Invitations</th>
<th>Skills</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jimmy</td>
<td>Tonya</td>
<td>Amy</td>
<td>Steven</td>
</tr>
<tr>
<td>Michael</td>
<td>Tim</td>
<td>Eric</td>
<td>Chloe</td>
</tr>
<tr>
<td>Heidi</td>
<td>Gwen</td>
<td>Katie</td>
<td></td>
</tr>
<tr>
<td>Catherine</td>
<td>Regan</td>
<td>Stephanie</td>
<td></td>
</tr>
<tr>
<td>Chris</td>
<td>Jane</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Note: This teacher used the term “invitations” for permanent folders inside of which she gave students assignments based on readiness, interest, or learning style.

- Velcro/Sticky tack

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### Assigning Students to Groups

**Today’s Centers Are:**

- Math
- Dinner Time
- Listening
- Music
- Story Time
- Science
- ABC
- Puzzles
- Classroom Manners

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I am writing my rough draft.

I am meeting with my Peer Review Partner.

I am ready for a conference with the Editor; in the meantime, I will work on an Anchor Activity.

I am working in the publishing stage.

Pre-Assigned “Standing” Groups

10 O’Clock Groups
Interest/Strength-Pairs

11 O’Clock Groups
Mixed Readiness Quads

Grouping By The Clock

1 O’Clock Groups
Interest/Strength-Based Quads

2 O’Clock Groups
Student - Selected Triads
Pre-Assigned “Standing” Groups

<table>
<thead>
<tr>
<th>Text Teams</th>
<th>Think Tanks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Similar Readiness</td>
<td>Mixed Readiness</td>
</tr>
<tr>
<td>Reading Pairs</td>
<td>Writing Generator</td>
</tr>
<tr>
<td>Synthesis Squads</td>
<td>Groups of 4 or 5</td>
</tr>
<tr>
<td>Sets of 4 with visual, performance, writing, metaphorical (etc.) preferences</td>
<td></td>
</tr>
<tr>
<td>Teacher Talkers</td>
<td>Dip Sticks</td>
</tr>
<tr>
<td>Groups of 5-7 with similar learning needs with whom the teacher will meet to extend and support growth</td>
<td>Groups of six with varied profiles used by teacher to do “dip stick”, cross-section checks of progress, understanding</td>
</tr>
<tr>
<td>Peer Partners</td>
<td></td>
</tr>
<tr>
<td>Student selected</td>
<td>Groups 3 or 4</td>
</tr>
</tbody>
</table>

Giving Directions for Groupwork

• If the whole class is doing the same activity then give the directions to the whole group.
• Do not give multiple task directions to the whole class.
• For small group work, tape directions so students can listen to them repeatedly.
• Use task cards to give directions to small groups.
• Give directions to a group member the day before.
• A general rule is that once the teacher has given directions the students can’t interrupt while he/she is working with a small group.
  – “Ask Me” Visors
  – Expert of the Day
  – Consultants
  – Keeper of the Book
TALKING CHIPS

Each student gets a certain number of chips (e.g., 3)
1 chip = 1 turn (to talk, to contribute, to write)

The group leader or teacher monitors the discussion or task and redistributes chips according to predetermined rules or guidelines.

Rules for Group Discussion

1. One person speaks at a time.
2. Surrender a chip at the beginning of your turn. You lose a chip if you speak out of turn.
3. Address other discussion members directly—not in the third person (e.g., “Rob, I respectfully disagree with your point,” not “I don’t agree with what Rob said.”)
4. Tangents are okay, but begin by making a connection to the current focus of the discussion, or to an earlier focus.

Getting Help...

How do students get help when the teacher is off-limits?
How do I know which students to go to when I am circulating in the room?
If students are stuck about what to do next when you’re with a group...

- They should first try hard to RECALL what you said.
- If that doesn’t work, they should close their eyes, see you talking, use good practical intelligence, and IMAGINE logically what the directions would have been for the task.
- If that doesn’t help, they can CHECK with a classmate (someone at their table or nearby doing the same task). This should be done in a whisper.
- If that doesn’t work, go to a designated “EXPERT of the day” who has the skills necessary to provide guidance. The “EXPERT” should continue with his work, stopping only long enough to help someone who is genuinely stuck. (Tomlinson, 1999, p. 102)

If all else fails, begin with an anchor activity until the teacher can get to you.

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Expert of the Day & “Ask Me Hats”

- When students are beginning to work on a new task
- When the teacher is working with a small group or individual
- When more than one thing is going on simultaneously that is somewhat unfamiliar to students
Green = We’re working fine!

Yellow = We need you over here, but we can continue working!

Red = S.O.S. We need you here right now, we’re stuck!

COLORED CUPS FOR MANAGING GROUPS
You can post a sign like this in the room to teach students how to use the system.
Place cups on desks prior to the start of the period to “signal” students that they will be doing group work.

#1 Sign Me Up!
The use of posters and signs can work as cues to youngsters as well as promote independence!
Haiku Poetry

A Japanese verse in three lines.
Line one has 5 syllables, line two has 7 syllables, and line three has 5 syllables.
The 17 syllables are a compressed form which is a composition in praise of nature.
Many original books of haiku verse in Japanese are illustrated gracefully in pen and ink sketches which capture the simple moment in nature.
There is a rhythmic difference between Japanese and English, therefore much is lost in the translation...

Old Crow in command
Always foraging for food
On his daily route

A color riot
Lilac bush bursts into bloom
A splash of flowers

Ink black night cover
A wrapper of soft silence
Our way lit with stars

Winter slaps the shore
Against the white crystal sand
Under a hot sun

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Student Tech Tips for Laptop Use

“My paper won’t print!”
Step 1: Are you connected to Apple Talk? (If not, and you’re not sure how, go to the “How do I connect Apple Talk?” card.)
Step 2: Go to the Chooser. Are you connected to the Room 216 printer?
Step 3: If Steps 1 and 2 don’t work, ask another student to assist you
Step 4: See me.

“My computer says ‘Unexpected Error -10’”
Step 1: Uh-oh! Go see Ms. Thorne, the technologist, in the library. Take your laptop with you! Don’t forget to get a pass.

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Loose-leaf Ring
Great for “workshop” times when the teacher needs to assist individual or small groups of students while the rest of the class works independently.
Keep them in the same spot and monitor student use to establish routine
More sets = more students can access at once

Rescue cards
**Hint cards**

What is a symbol?

“Self-help” and reminders for group or independent work
Can change with units, or be recycled for similar purposes in different units.

Graphic organizers for compare/contrast

What about time, space and materials?...

How do I make sure students are using their time well, handling materials effectively? Making transitions smoothly?
Handling Materials

• Assign jobs to different students (materials handler, table captain)
• As a teacher ask yourself, “Is this something I have to do myself, or can the students learn to do it?”
• Remember that you have to teach kids how to become responsible for their own things & the classroom as a whole.

Transitions

• Directions for transitions need to be given with clarity and urgency.
  – Time limit for transition
  – Address the acceptable noise level
  – Rehearsal
  – Be a floater during transitions
Routines for Handling Paperwork

- Color-coded work folders
- Portfolios
- Baskets for each curricular area or class period
- Filing Cabinet

Key to these organizational patterns is that the children have access to their own work and know how to file and/or find what they need to accomplish a task.

Time

Must be flexible in order to address every child’s readiness level
- Catch-up days/Design-A-Day
- Anchor Activities
- Independent Investigations
- Exploration Centers
- Applications for a Time Extension
- Flexible Deadlines
Anchor Activities

A task to which a student automatically moves when an assigned task is finished,

TRAITS OF EFFECTIVE ANCHOR ACTIVITIES:

Important—related to key knowledge, understanding, and skill,

Interesting—appeals to student curiosity, interest, learning preference,

Allow Choice—students can select from a range of options

Clear Routines and Expectations—students know what they are to do, how to do it, how to keep records, etc.

Seldom Graded—teachers should examine the work as they move around the room. Students may turn in work for feedback. Students may get a grade for working effectively, but seldom for the work itself. The motivation is interest and/or improved achievement.

Examples of Possible Anchor Activities

Skills practice at the computer
Reading from supplementary material
Completing math applications
Working on final products
Free reading
Journal writing
Analyzing cases (or writing them)
Vocabulary extension
Learning about the people behind ideas
Learning about key ideas at work in the world
Independent Studies
Orbitals
Current events reading
Designing or completing “virtual” science experiments
Developing or completing relevant organizers
An idea for an improvement, invention, innovation
ETC.

Generally, homework is not an acceptable anchor activity—and anchor activities are typically completed individually.
Beginning Anchor Activities...

- Teach one key anchor activity to the whole class very carefully. Later, it can serve as a point of departure for other anchors.
- Explain the rationale.
  - Let students know you intend the activities to be helpful and/or interesting to them.
  - Help them understand why it’s important for them to work productively.
- Make sure directions are clear and accessible, materials readily available, and working conditions support success.
- Think about starting with one or two anchor options and expanding the options as students become proficient with the first ones.
- Monitor student effectiveness with anchors and analyze the way they are working with your students.
- Encourage your students to propose anchor options.
- Remember that anchor activities need to stem from and be part of building a positive community of learners.

What Do I Do If I Finish Early?...

- Keyboarding
- Arithmetwists
- Illustrate a story you’ve written
- Play a quiet math or language game
- Write a morning message for a class
- Practice your cursive or Calligraphy
- Read - comics, letters, books, poetry, encyclopedia, etc.
- Help someone else (this is NOT an opportunity to chit chat
- Work on an independent study of your choice
- Find out how to say your spelling words in Spanish
- Pick something from the X Factor volunteer Board to do
- Use your imagination and creativity to challenge yourself
- Write--a letter, poetry in your writer’s notebook, a story, etc

When you think you are faced with nothing to do (OH NO - NOT POSSIBLE)... 

First, ask yourself - is there anything else I need to finish? If the answer is no, THEN choose something from this list that we brainstormed.
Successful Management in a Flexible Classroom stems from...

shared vision & attention to detail