Assalamualaikum
Classroom Management
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What does it mean for teachers and educators when we say Classroom Management?

- Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons run smoothly despite disruptive behavior by students. The term also implies the prevention of disruptive behavior.

- The process of setting up an activity in class, monitoring it, and following it up. Different activities require very different types of classroom management. For example, getting students to do a fill-in exercise in their books is very different to setting up a team game.

Why is Classroom Management important?

•Once a teacher loses control of his/her classroom, it becomes increasingly more difficult for him/her to regain that control (Moskowitz & Hayman, 1976, p. 283)).

•The time that a teacher has to take to correct misbehavior caused by poor classroom management skills results in a lower rate of academic engagement in the classroom (Berliner, 1988, p. 310; Brophy & Good, 1986, p. 335).

•From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations, as well as a cooperative learning environment (Allen 1986).

Who is a Learning Ready Students?

A Learning Ready student is a students who is motivated, disciplined, and shows respect.

Motivation

- **Motivation** is the driving force which causes us to achieve goals. Motivation is said to be intrinsic or extrinsic.

Motivation…

There are two kinds of motivation:

- **Intrinsic motivation** occurs when people are internally motivated to do something because it either brings them pleasure, they think it is important, or they feel that what they are learning is significant. It has been shown that intrinsic motivation for education drops from grades 3-9 though the exact cause cannot be ascertained. Also, in younger students it has been shown that contextualizing material that would otherwise be presented in an abstract manner increases the intrinsic motivation of these students.
- **Extrinsic motivation** comes into play when a student is compelled to do something or act a certain way because of factors external to him or her (like money or good grades).

Intrinsic Motivation

Based on studies involving more than 6,000 people (adults), Professor Steven Reiss has proposed a theory that find 16 basic desires that guide nearly all human behavior.

Some desires that provide intrinsic motivation to students:
- Acceptance, the need for approval
- Curiosity, the need to learn
- Honor
- Idealism, the need for social justice
- Independence, the need for individuality
- Order, the need for organized, stable, predictable environments
- Power, the need for influence of will
- Social contact, the need for friends (peer relationships)
- Status, the need for social standing/importance
- Tranquility, the need to be safe

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Extrinsic Motivation

Extrinsic motivation causes a person to work a task even when he/she have little to no interest to do so because of the anticipated satisfaction of a reward.

Extrinsic motivation does not mean, that a he/she will receive any pleasure from working on or completing a task, however it means that the pleasure he/she anticipates from some external reward will continue to be a motivator even when the task to be done holds little to no interest.

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Motivation in Education

Motivation in education can have several effects on how students learn and how they behave towards subject matter.

It can:
- Direct behavior toward particular goals
- Lead to increased effort and energy
- Increase initiation of, and persistence in, activities
- Enhance cognitive processing
- Determine what consequences are reinforcing
- Lead to improved performance.

Which is all that we want!!!

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Discipline in Education

- Discipline refers to methods of modeling character and of teaching self-control and acceptable behavior.
- For some people the term discipline has negative connotation because it dictates order and many times order is brought about by punishment. That need not be the case.
- Discipline is the instant willingness and obedience to all orders, respect for authority, self reliance and teamwork. The ability to do the right thing even when no one is watching.

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Respect

- Respect is an unassuming resounding force, the stuff that equity and justice are made of. It means being treated with consideration and esteem and to be willing to treat people similarly...It means to have a regard for other peoples' feelings, listening to people and hearing them, i.e. giving them one's full attention. Even more importantly, respect means treating one with dignity. Respect is the opposite of humiliation and contempt. So where the latter can be a cause of conflict, the former and its opposite can help transform it.

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Our Question is...

How do we create learning ready students and a learning ready environment?

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Answer…

- We model behavior that encourages motivation.
- We support.
- We empower.
- We set clear boundaries
- We develop clear expectations.
- We model constructive use of time.
- We establish classroom structure. We create a predictable environment.
- We approach our classrooms with high firmness and high kindness.
- We show enthusiasm. Sincere excitement is contagious.
- We actively involve students.
- We make parents our allies.

And much more…

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What can you do as an educator? Asset-Building Affirmations…

- I'm a powerful asset-builder in the lives of my students.
- I know and use my students' names regularly when I see them.
- Each day, I greet student warmly.
- I focus daily on young people's gifts and talents.
- I help young people use their strengths to overcome their deficits.

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…What can you do as an educator? Asset-Building Affirmations…

- I regularly encourage my fellow staff members to build assets with students.
- When young people are in trouble, I begin my interactions with them by focusing on their strengths.
- Each day, I'm involved in spontaneous acts of asset building.
- I'm expanding my positive influence by pursuing relationships with students I don't know.

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…What can you do as an educator? Asset-Building Affirmations…

- At least once a week, I do something for students that goes beyond their normal expectations.
- I work hard to maintain relationships with students I'm already connected with.
- I have high expectations for myself, my fellow staff members, and my students.
- I take the time to listen when students speak to me.

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…What can you do as an educator? Asset-Building Affirmations…

- I help students to visualize themselves performing at higher levels.
- I take the initiative in engaging young people positively.
- I smile at and make eye contact with young people as I go about my day.
- I believe that my power as a teacher comes from the relationships I develop with my students.

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…What can you do as an educator? Asset-Building Affirmations…

- Before school, at passing time, at lunch, and after school, I'm out in the hallways engaging students.
- I'm meeting state standards by doing asset-building activities.
- I engage young people positively at school and in the community.

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Effective Communication

"I" Message	"You" Message
• Positive	• Negative
• Lessens the conflict	• Increases conflict
• Does not blame	• Places blame
• Confronts directly	• Goes behind the back
• Strengthens relationship	• Weakens relationship
• Places responsibility to modify behavior with the other person	• Accuse, threaten, guilt, put downs, hatred, revenge

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Effective I Messages...

- Use non-threatening body language.
- Keep your own space.
- Use eye contact and speak with a clear, courteous voice.
- Give the "I" message when the person is most ready to hear it.

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I Messages...

- Use I messages with students.
- Teach students to use I messages.

Bug...wish...

Ex: It really <u>bug</u>s me when you take my ball away from me without asking so <u>wish</u> you would ask me first next time.

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Know your students:

How do your students solve conflicts:
- Accommodating style of solving conflict
- Avoiding style of solving conflict
- Collaborating style of solving conflict
- Competing style of solving conflict
- Compromising style of solving conflict

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Accommodating Style of Solving Conflicts...

- Do not show their feelings to the other
- Go along
- Do not make eye contact
- Speak softly
- Give up their belief in things to be accepted

Goal: Top priority is to maintain the relationship.

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Avoiding Style of Solving Conflict...

- Do not show their feelings to the other
- Go along
- Do not make eye contact
- Speak softly
- Give up their belie in things to be accepted

Goal: Top priority is to maintain the relationship.

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Collaborating Style of Solving Conflict…

- Reveal thoughts, feelings, and interests
- Separate the person from the problem
- Work with others to solve the problem
- Are active listeners
- Use "I messages"
- Think about options

Goal: All energies used to defeat the problem.

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Competing Style of Solving Conflict…

- Accuse, put down, or blame
- The words "should" and "must" are used
- Use "You" messages and insults
- Invade the other's space
- Sacrifice everything in order to win
- Sacrifice everything in order to win

Goal: All energies directed toward winning.

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Compromising Style of Solving Conflict…

- Show their surface needs, but keep their underlying needs hidden
- Maintain eye contact
- Recognizes other's surface needs and feelings
- Negotiate to come to a quick solution
- Want something, rather than to solve conflict

Goal: A quick fix.

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Agree to Disagree…

- Sometimes to solve conflicts we must agree to disagree.
  Goal: Understand and accept the behavior and values of the other.

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Students Show Four Types of Leadership:

- Task Leadership: The student is concerned with the process, keeping others on task, getting supplies, etc.
- Intellectual Leadership: The student offers a new idea to the group (versus simply answering someone's question).
- Social/Emotional Leadership: The student gives praise or encouragement to a member of the group.
- Coercive Leadership: A student gives negative feedback, or creates off-the-topic humor to disrupt the process, even momentarily.

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Classroom Involvement Covert and Overt Involvement.

- Covert is concealed or sheltered.
- Overt is open to view or knowledge.

Use covert and overt involvement in lessons.

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Classroom Involvement...Covert Involvement

- Picture in your mind...
- Imagine yourself in...
- Pretend you're...
- Think back to yesterday when...
- Visualize...
- Close your eyes and picture...
- Say in your inner voice...
- Ask yourself...
- Think of which...
- Determine in your mind...
- Analyze in you head...
- Decide in your own mind...
- Focus your brain on...
- Test yourself...

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Classroom Involvement...Overt Involvement

- Raise your hand if...
- Show me with your fingers (ex: answer A, 1 finger, answer B, 2 finger)...
- Share with a partner...
- Stand up if...
- Head to head huddle and...
- Whisper to a partner...
- Write on your slate...
- Signal me...
- Tell a neighbor...
- Make a list...
- Check with a person across the aisle from you...
- Discuss at table...
- Nod your head yes if...
- Write down...
- Say together...
- Sign me...
- Discuss in a group...
- Compare your thinking with a partner...

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Learning Ready Environment

- Model mutual respect.
- Establish security and safety.
- Allow and encourage creativity.
- Provide a belief in a guiding force and support value-based choices.
- Maintain boundaries while allowing for freedom and responsibility.
- Be gentle, consistent and positive.
- Expect the best.
- Require the same standards for all members...always.
- Create harmonious relationships; no scapegoats, no shame, and encourage positive feedback.

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Goal Setting

1. Identify what is it I want to achieve.
2. Where am I now? What is my next step? Is this a realistic goal?
3. How will I achieve my goal? Think about and picture my goal-setting plan from start to finish.
4. Write down my plan using the words "I am..."
5. How much time will it take to achieve my goal? Set a date and a time.
6. How am I doing? Reread my plan and see myself reaching my goal.
7. Did I reach my goal? Yes! or No and why not? What can I do differently next time.

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Reference Websites and Material...

- http://en.wikipedia.org/wiki/Motivation
- http://en.wikipedia.org/wiki/Classroom_management
- http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18
- http://www.beyondintractability.org/essay/respect/?nid=653
- http://www.pacificnet.net/~mandel/ClassroomManagement.html
- PAL Advisor Guide

Nothing replaces classroom experience!!!

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Ideas... connects to Developmental Assets Internal and External Assets...

- Yellow Pail
- Behavior Monitor Cards
- Class meetings
- Class board
- Class Contract and student buy in
- Complements
- High-Five/Handshake/Hug
- Choices
- Classroom money
- Table points
- Marbles
- Show me Five
- Lots of other great ideas...

Jaza Kallah
Education is a team effort. Thank you for being part of the team!!!
Thank you! Happy Teaching!!!

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40 Developmental Assets

Search Institute has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.

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County Superintendent of Schools
Reprinted by the
Orange County Department of Education

CATEGORY	ASSET NAME AND DEFINITION

External Assets

Support
1. **Family support**—Family life provides high levels of love and support.
2. **Positive family communication**—Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
3. **Other adult relationships**—Young person receives support from three or more nonparent adults.
4. **Caring neighborhood**—Young person experiences caring neighbors.
5. **Caring school climate**—School provides a caring, encouraging environment.
6. **Parent involvement in schooling**—Parent(s) are actively involved in helping young person succeed in school.

Empowerment
7. **Community values youth**—Young person perceives that adults in the community value youth.
8. **Youth as resources**—Young people are given useful roles in the community.
9. **Service to others**—Young person serves in the community one hour or more per week.
10. **Safety**—Young person feels safe at home, at school, and in the neighborhood.

Boundaries & Expectations
11. **Family boundaries**—Family has clear rules and consequences and monitors the young person's whereabouts.
12. **School boundaries**—School provides clear rules and consequences.
13. **Neighborhood boundaries**—Neighbors take responsibility for monitoring young people's behavior.
14. **Adult role models**—Parent(s) and other adults model positive, responsible behavior.
15. **Positive peer influence**—Young person's best friends model responsible behavior.
16. **High expectations**—Both parent(s) and teachers encourage the young person to do well.

Constructive Use of Time
17. **Creative activities**—Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
18. **Youth programs**—Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.
19. **Religious community**—Young person spends one or more hours per week in activities in a religious institution.
20. **Time at home**—Young person is out with friends "with nothing special to do" two or fewer nights per week.

Internal Assets

Commitment to Learning
21. **Achievement motivation**—Young person is motivated to do well in school.
22. **School engagement**—Young person is actively engaged in learning.
23. **Homework**—Young person reports doing at least one hour of homework every school day.
24. **Bonding to school**—Young person cares about her or his school.
25. **Reading for pleasure**—Young person reads for pleasure three or more hours per week.

Positive Values
26. **Caring**—Young person places high value on helping other people.
27. **Equality and social justice**—Young person places high value on promoting equality and reducing hunger and poverty.
28. **Integrity**—Young person acts on convictions and stands up for her or his beliefs.
29. **Honesty**—Young person "tells the truth even when it is not easy."
30. **Responsibility**—Young person accepts and takes personal responsibility.
31. **Restraint**—Young person believes it is important not to be sexually active or to use alcohol or other drugs.

Social Competencies
32. **Planning and decision making**—Young person knows how to plan ahead and make choices.
33. **Interpersonal competence**—Young person has empathy, sensitivity, and friendship skills.
34. **Cultural competence**—Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
35. **Resistance skills**—Young person can resist negative peer pressure and dangerous situations.
36. **Peaceful conflict resolution**—Young person seeks to resolve conflict nonviolently.

Positive Identity
37. **Personal power**—Young person feels he or she has control over "things that happen to me."
38. **Self-esteem**—Young person reports having a high self-esteem.
39. **Sense of purpose**—Young person reports that "my life has a purpose."
40. **Positive view of personal future**—Young person is optimistic about her or his personal future.