

# Control Your Classroom!

*“The ineffective teacher is too eager to present lessons; consequently, when disruptive behavior occurs, they discipline—often without a plan.”*

--Harry Wong from In the First Days of School



# ATMOSPHERE

A joyful atmosphere puts the joy in learning.

Tell your students you love them—  
they need to hear it.

Peoples' beliefs about  
their abilities have a  
profound effect on those  
abilities.

No one cares  
how much you  
know until they  
know how much  
you care.

Traditions create a  
sense of belonging,  
shared values and  
agreement.

We are the greatest experience  
we can offer young people.

Inviting?

Comfortable?

Flexible?

Accessible?

# ENVIRONMENT

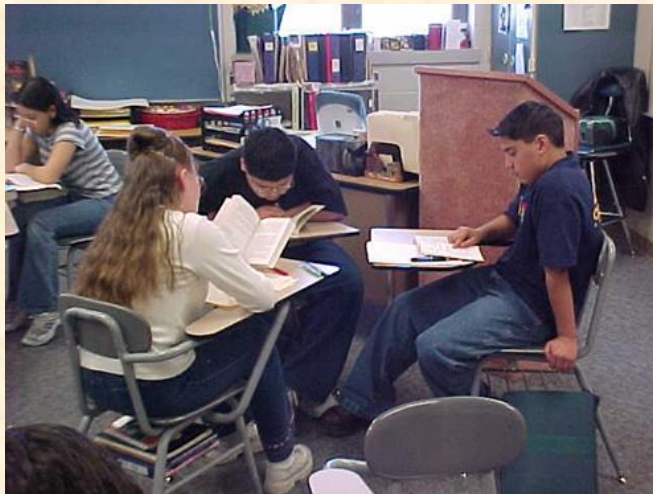
What is your teaching space saying?

Functional?

Clean?

Organized?





- Plan traffic patterns that avoid congestion.
- Identify potential problems to your room arrangement.
- Proximity and line of sight are very important.
- Always leave 1 chair empty (in case you need to move someone!)

# FOUNDATION

Here's what Classroom Management is all about!

# PURPOSE

**WHO** are you?

**WHAT's** the bottom line result  
for your students?

**WHEN** will you know you've arrived?

**WHY** are you teaching  
what you are ?

**HOW** will you  
accomplish your goals?

**WHERE** have you come from  
and where are you going?

*In a safe and accepting atmosphere  
I will share my enthusiasm for music and learning.  
I will give my complete attention and energy to the  
students in my room as I share with them  
a) the language of music,  
b) how to create and perform music, and  
c) the role of music in the world past and present.*

## **PURPOSE**

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# AGREEMENTS

Statements everyone can agree to so that things run smoothly

*I will PARTICIPATE.*

**AGREEMENTS**

*I will attempt EXCELLENCE.*

*I will make a POSITIVE difference.*

*I will show RESPECT*

*for myself , for my classmates,*

*for my teacher, and for the material being presented.*

*I will provide QUALITY while you provide QUALITY  
TEACHING LEARNING.*

*We will strive toward EXCELLENCE.*

*We will be RESPONSIBLE for ourselves.*

*We will always attempt to make a POSITIVE DIFFERENCE*

*☆ in our own lives ☆ in the lives of others here ☆ beyond this room*

# PROCEDURES & POLICIES

## ROUTINES

Align your policies to your philosophies and beliefs about learning.

ENTERING

ABSENCES

MISSING  
ASSIGNMENTS

HOMEWORK

EXITING

ETC.

*We'll keep doing this until we get it right!*

## WHAT'S YOUR PLAN?

Put an X in the box to the left of each item for which you have a set procedure. Color in the box to the left of those items you do not have procedures for but feel you should. Circle the items you feel should be taught on the first day of school.

### 1. Beginning Class

- ☐ Prior to entering your room
- ☐ Entering the room
- ☐ Roll call, absentees
- ☐ Tardy students
- ☐ Warm Ups or Getting Ready
- ☐ Routines
- ☐ Distributing Materials
- ☐ Behavior during class opening
- ☐ Other

### 2. Ending Class

- ☐ Picking up materials
- ☐ Teacher's Desk
- ☐ Student Desks
- ☐ Learning Centers/ Stations
- ☐ Other

### 4. Instructional Activities

- ☐ Teacher/student contacts
- ☐ Student movement in the room
- ☐ Signals for Students' attention
- ☐ Signals for Teachers'
- ☐ Student talk
- ☐ Activities

### 6. Interruptions

- ☐ Disruptive students
- ☐ Fire
- ☐ Power outages
- ☐ Visitors
- ☐ Other

### 7. Classroom Procedures

- ☐ Safety procedures
- ☐ Student helpers
- ☐ Water Fountain
- ☐ Bathroom
- ☐ Pencil Sharpener
- ☐ Other

### 8. Grading Procedures

- ☐ Recording Grades
- ☐ Extra Credit
- ☐ Keeping Records of grades/assignments
- ☐ Grading Criteria
- ☐ Communicating with Parents
- ☐ Other

Present procedures in an orderly fashion over a period of days or weeks as the need occurs.

# RULES

Rules are the outgrowth of your principles.

**R**evue

**R**eteach if necessary

**R**emind

**R**einforce

# What will your rules be?

- Limit the number
- Make them concrete and clear
- Base them on your tolerance level and your subject matter

*State your rules positively if possible.*

Are there rules for your school or your department?

Be sure you know what they are.

Be sure you support them.



**Be Respectful**  
**Be Responsible**  
**Be Safe**  
**Be Nice**



*Your class can earn 1 point for each of the following:*

- ☺ Entering room & being prepared
- ☺ Listening & following directions
- ☺ Participating appropriately
- ☺ Cleaning up, lining up & exiting

***4 points= Class Stamp***

***Consider creating  
a team set  
of expectations  
for consistency!***

# Rules



4/4

Be re - spect - ful

Be re - spon - si - ble

4/4

Be safe

Al - ways be nice!

4/4

Rules in the mu - sic room please don't tell me twice!

# Sharing your rules...



- On the first day? Absolutely!
- Keep them displayed in your room.
- Be consistent in reinforcing them.

**Review Reteach Remind Reinforce**

You **MUST** follow through with what you say.

Therefore be careful what you say!

*(especially in the heat of the moment)*

# Reinforcing your rules...

- Have a specific and sequential plan.
- Share that plan with your students.
- Let nothing slide.
- Don't make it public unless you have to.
- Beware the power struggle—nobody wins.
- Don't create a punishment for yourself.
- Don't punish a class due to an individual.
- Be consistent.
- Be consistent.
- Be consistent.

*Between 25-33% of the class is off task in any one minute.  
Teachers respond to 1 disruption in 80.*

***“Being consistent means that you respond every time.  
It may not be the same response every time.” --Marc Denny***

**Limit Setting** (will not work when you are angry or upset or stressed out)

A. Moving In (Use your body not your mouth)

- a. Eyes in the back of your head—place yourself so that you can monitor the whole room. Check out any noise or movement.
- b. Terminate instruction—excuse yourself. Discipline before instruction because you can't be on task if you are talking.
- c. Turn, look, name, wait—turn fully, face them, make good eye contact, relax, say name firmly and non-threatening, relax some more
- d. Walk—slowly in a relaxed manner. Stand close. Relax.
- e. Prompt—a message of what you expect them to do. Use a visual prompt (point etc.) and/or a verbal prompt (keep it simple)
- f. Palms—let your body say I'm here to stay. Maintain eye contact. Relax, shut up and wait.
- g. Camping out—in front or behind

B. Moving Out

- a. Thank the student—mean it
- b. Relax—allow the student to as well but don't go away.
- c. Relax—pay me now or pay me later. Time is on your side.
- d. Prompt—goal is time on task now and in a few minutes.
- e. Return—back to where you came from
- f. Turn and Look—before returning to your teaching this physically conveys commitment

***Invest the TIME initially and  
you'll have more time to TEACH later.***

***Pay me now  
or pay MORE later!***



# Here's my plan...

## 1. *Limit Setting*

*Eye contact*

*Gesture*

*Say name*

*Go to them*

## 2. *Private Conversation*

## 3. *“Rest” Chair*

## 4. *Note*

*2 needed and I contact parent*

## 5. *Outside the Room*

## 6. *To the Principal*

*Follow up by meeting with principal and also touching base with classroom teacher*

*\*A student may be sent to the office skipping these sequential steps if immediate action is needed.*

*\*Positive attention is also delivered with eye contact etc. as well as private conversation*

# BODY LANGUAGE

- 🧑 Use your hands palms up and fingers spread.
- 🧑 Don't cross your arms—instead put your hands in front of you, behind you or in your pockets.
- 🧑 What direction are the student's knees and/or feet facing—indicates their commitment to being on task.
- 🧑 Check your jaw—relax your face.
- 🧑 Have your naval pointing right at them.
- 🧑 Don't show your teeth. (Teeth say “I give up.”)
- 🧑 Raise your eyebrows slightly.
- 🧑 Tilt your head to one side.
- 🧑 Kids don't talk due to proximity to their neighbor—they talk due to proximity to the teacher.
- 🧑 Any discipline measure more than fifteen feet away from you will not work.

# SILENCE IS GOLDEN

- ☺ Don't talk over the child—when they stop to breath repeat your direction simply.
- ☺ Not talking gives you the freedom to think.
- ☺ There's nothing to defy if you don't tell them what you want—so wait.
- ☺ When you do talk, don't talk too fast.

*Say “yes” as often as you can and turn “no” to “yes” by offering “Yes, if first you...”*

# Positive Reinforcement...

- Balance negative with positive
- Praise should be sincere and specific
- Eye contact
- Smile
- Call home with good news
- High fives, etc.
- Be wary of “free days”—you have too much to teach and too little time for a free for all

*Avoid praising students in order to deliver a STOP message to students who are not behaving.*

# CONTROLLING YOURSELF

- 'Y' Wait 8 seconds while you take 2 relaxing breaths
- 'Y' Shut up
- 'Y' Slow down
- 'Y' Relax (fake it if you have to)
- 'Y' Get close
- 'Y' Kill time
- 'Y' Say nothing or calmly repeat the instruction.

*Always try nonpublic techniques first .*



# ADDITIONAL AIDS

- ☺ Your classroom set up—seating etc.
- ☺ Stay ON your feet
- ☺ Know your students names  
(the best reason for a seating chart)
- ☺ Know who your students are—bilingual, special services, color blind etc.
- ☺ Let the students know who YOU are
- ☺ Always be FAIR
- ☺ Share with parents and/or administrators as needed

*Give the initial responsibility of conversation with the parent to the student---“I’ll be calling at 7:00 p.m.”*

# What will YOU do?



## Discipline Situations--What will YOU do?

1. The class comes running down the hall in to your room. Some write on the chalkboard while three children go to the window and look out. One child sits down and begins looking through his textbook.
2. Your lesson is really moving along well. Two children in the back of the room are whispering but not really bothering anyone.
3. No matter how many different types of activities you bring in to the class to teach, only half of the class participates.
4. Most of the children are doing very well and all of a sudden a fist fight breaks out in front of the room right near the teacher.
5. A child throws a book across the room and the teacher tell him to go to the office. He refuses in front of the entire class.
6. Whenever a teacher asks a question, the entire class shouts out the answer.
7. You have a class with some very fine students in it and yet the class as a whole cannot go from one activity to another without talking so as not to hear the teacher's directions.
8. You present a multicultural lesson to the class and a child refuses to participate saying it is against their religion.

MICHAEL LINSIN

# CLASSROOM MANAGEMENT

for

Art, Music, and  
PE Teachers



## ...teacher today

### Building Community

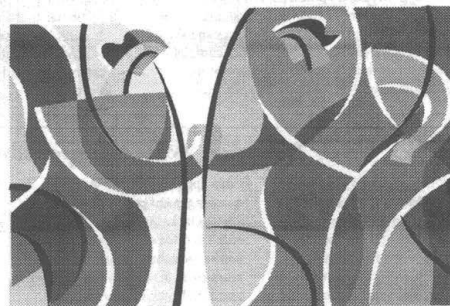
How can educators foster a sense of community in classrooms and schools? Here are some suggestions:

- ◆ Connect with students. Try sending a late summer postcard welcoming students to your classroom and expressing how much you are looking forward to a year of learning and discovery.
- ◆ Greet students daily using their names. It is good practice to stand at your classroom door when the students enter. Although secondary educators may be faced with many students a day, it is important to learn as many students' names as possible. If remembering names isn't a strength, try commenting on the interests of individual students, or on something about the student that is unusual, outstanding, or significant.
- ◆ Share information about yourself and your interests. This will help to create meaningful conversation with students so you can both share significant aspects of your lives. Try attending some extracurricular activities and keeping abreast of school events.
- ◆ Network with students' families. Communicate through newsletters, emails, and/or Web pages. Welcome families' thoughts and participation.
- ◆ Engage in dialogue with students. Exchange ideas, ask students' opinions, and incorporate their suggestions into classroom routines and assignments.
- ◆ Work to develop a feeling of community within lessons and in the classroom. Invite community

### Maximizing Learning through Classroom Management

In 1997 the American Medical Association conducted a comprehensive study, believed to be the largest of its kind in the nation, to determine which aspects of home and school life are protective of developing adolescents. The study sought to determine factors that provided adolescents with protection against negative influences from the media, peers, and society in general. Researchers discovered that the strongest protective influence was the establishment of emotionally strong relationships with parents and teachers. The study showed positive relationships with adults in school settings to be more important than class size, the amount of teacher education, or school policies. When students felt connected to their schools through healthy strong relationships with caring adults, when they felt their opinions and ideas were valued, and when they felt that fairness prevailed, they were less likely to participate in risky behaviors.

(Constantine et al., 1999; Renick et al., 1997)



members into the classroom; develop activities that encourage students to network with the local community and to consider other people's ideas and practices.

- ◆ Hold class meetings to create an atmosphere of respect between teacher and students, and among the students themselves. Even

(especially) when students are struggling either academically or behaviorally, provide input without sarcasm and with personal acknowledgement that the student has the skills and abilities to reach his or her goals.

(Cummings, 2000; Detro, 2003; Zemelman et al., 1998)

# DESIGN

Planning your lessons





# **CMP**

*Comprehensive Musicianship Project*  
**Just Good Teaching!**



# LESSON PLANNING

A. **Who** are my students?

B. **What** should I teach them?

C. **How** should I teach them?

D. **How much time** will I have to teach them?

E. **What results** do I expect?

## MOTIVATION

extraneous—extrinsic—**intrinsic**

# KINDS OF PLANNING

## **A. Long-range**

*A general plan; not specific about what will be taught or what materials will be used.*

## **B. Short-range**

*a plan of what will be taught within a block of time from the long-range plan*

## **C. Lesson**

*a specific detailed plan of what is to be accomplished in a single session and a step-by-step guide for accomplishing it.*

# LEARNING STYLES

## PERSONAL INVENTORY OF LEARNING STYLES

1. When you were in school,  
which of the following activities did you like best and learn from most effectively?
  - a. reading a textbook and highlighting important points
  - b. attending lectures and taking notes
  - c. doing lab experiments; participating in practicum or internships
2. When you are learning something new today,  
which of the following methods is most useful to you?
  - a. carefully reading and following the written instructions on your own
  - b. asking an experienced person to tell you how to do it
  - c. experimenting on your own
3. As you continue to grow in your craft and art,  
which of the following statements is most true for you?
  - a. you read professional periodicals and newsletters thereby allowing you to reread material and check the facts if you don't understand something following the initial reading
  - b. you seek out others to tell you what is new in your area thereby obtaining the latest information and allowing you to ask questions about things that are unclear
  - c. you observe situations and draw conclusions yourself

"a" responses indicate a visual learning style

"b" responses indicate an auditory learning style

"c" responses indicate a kinesthetic learning style

*Your responses may have all been in one learning style or may have encompassed all three. There is no right or wrong learning style. Learning styles may change throughout one's life and from one activity to another.*

*We tend to teach the way we learn...  
We need to consider the other ways people learn.*

1. When you were in school, which of the following activities did you like best and learn from most effectively?
  - a. reading a textbook and highlighting important points
  - b. attending lectures and taking notes
  - c. doing lab experiments; participating in practicum or internships

2. When you are learning something new today,  
which of the following methods is most useful to you?
- a. carefully reading and following the written instructions  
on your own
  - b. asking an experienced person to tell you  
how to do it
  - c. experimenting on your own

3. Regarding your personal interests and activities, which of the following statements is most true for you?
- a. you read professional periodicals and newsletters thereby allowing you to reread material and check the facts if you don't understand something following the initial reading
  - b. you seek out others to tell you what is new in your area thereby obtaining the latest information and allowing you to ask questions about things that are unclear
  - c. you observe situations and draw conclusions yourself



*Your responses may have all been in one learning style or may have encompassed all three.*

*There is no right or wrong learning style!*

*Learning styles may change throughout one's life and from one activity to another.*

**"a" responses indicate a visual learning style**

*The eyes are the primary receivers of the information.*

*Simply viewing things doesn't guarantee interaction.*

**"b" responses indicate an auditory learning style**

*The ears and voice are the primary receivers & remitters.*

*Individual interpretation & expression are natural here.*

**"c" responses indicate a kinesthetic learning style**

*Hands, feet, face, whole person is involved in this style.*

*Opportunities for imagination, self-expression, interaction with materials and others.*

*The students you teach will be as varied as we are!*

# QUESTION YOURSELF

## **A. Did the students...**

*respond with interest when I introduced the material?  
know what was expected of them?*

## **B. Was the learning environment...**

*organized adequately and appropriately for the lesson?  
welcoming?*

## **C. Were the goals and objectives...**

*appropriate to the needs, abilities and interests of my students?  
reasonable for the time available?  
accomplished or not accomplished? (why or why not)*

## **D. What follow-up activities are needed...**

# QUANTUM LEARNING

## QUANTUM LEARNING SUPPORTS BRAIN RESEARCH

1. Display colorful posters, pictures, charts, mobiles, overheads etc.
2. Use simulations: field trips, real life projects, role plays
3. Design complex multi-sensory immersion environments
4. Use a variety of input: lecture; reading; film; video; live experiences
5. Allow learning to be expressed with sound; song, role plays, journals, models, movement, pictures
6. Relate the new learning to learner's past learning
7. Use multiple contexts
8. Create rich, thematic immersion environments,
9. Implement multiple strategies; visual, auditory and kinesthetic
10. Let the learner teach it
11. Use activities that release stress; breathing, humor; games
12. Use activities that increase bonding; partner learning, discussions, dialogues
13. Give positive emotions a chance to express; celebrations; acknowledgements
14. Provide global overviews of the unit, course, etc.
15. Provide a sequence of steps for learning the material
16. Alternate between big picture and details
17. Post your content in icon form
18. Use charts, diagrams, models
19. Color code related information
20. Post positive affirmations
21. Use set designs
22. Use music

23. Use mnemonics; pegs, locations, acrostics
24. Create intense sensory experiences
25. Implement theatre, role play and dramatics
26. Use body motions
27. Employ humor
28. Tell stories and use metaphors
29. Hold debates
30. Create multi-faceted projects with deadlines for public display
31. Introduce surprise, suspense, and disorder in the midst of routine and ritual
32. Ask learners to link ideas to other subjects
33. Celebrate diversity
34. Seek to understand the learner's thinking and meaning-making processes

## NOTES ABOUT THE BRAIN

1. The brain is a parallel processor.
2. Learning engages the entire physiology.
3. The search for meaning is innate and occurs through patterning.
4. Emotions are critical to meaning-making and patterning.
5. Every brain simultaneously perceives and creates parts and wholes.
6. Learning involves both focused attention and peripheral perceptions, conscious and unconscious processes.
7. Facts and skills are remembered best when embedded in spatial memory.
8. Learning is enhanced by challenge and inhibited by threat.
9. Each brain is unique.

## **CHANGING STATE IDEAS** *(mental, emotional & physical)*

“Say to your neighbor...”  
Breathe  
Clap 3 Times  
Adjust your Physiology!  
Stand Up  
“Touch 3 chairs before you sit down”  
“2 high fives before you sit down”  
“Super Sizzle”  
Repeat after me  
“Look at this”  
Point your elbow towards...

## **TEACHING TECHNIQUES** *(to keep focus)*

Pair and share  
Enrolling Question  
Clap It In  
“What if I told you...”  
“Drum roll please”  
“Fanfare please”  
“Yes or no?”  
“Deal?”  
Trio Review  
“Press the pause button”  
Don’t rip off your brain  
*(do the motions)*  
All slam books shut together  
All move to center *(empty seat)*

## **POSITIVE**

“Super Sizzle”  
I am totally committed to your success!  
Power whoosh  
Seal clap  
“Kiss your brain”  
The best part is tomorrow  
Happy salmon handshake

## **ATTENTION PLEASE!**

*Ilhwa Israel 2015*

Scooby Dooby Doo—*Where are you?*  
Oh me!—*Oh my!*  
Ready...set—*You bet!*  
Hocus Pocus—*Everybody focus!*  
Holy moly—*Guacamole!*  
Macaroni and cheese—*Everybody freeze!*  
To infinity—and *Beyond!*  
Zip, zip, zap—*We’re all that!*  
Ready to rock—*Ready to roll!*  
All set—*You bet!*  
Flat tire—*Shhhh!*  
Eeny meeny—*miny mo!*  
Hands on top—*that means stop!*  
Ding-dong—*Hello!*

# QUESTIONS





*“to be a teacher is a great privilege but also a great responsibility. One must think that to be a teacher is a gift...There is no merit in us except in loving this gift with respect and devotion and doing everything possible to do honor to that gift by work and more work. We must work with conviction and humility—searching for beauty, simplicity—not for effect, but for truth. And it is for us teachers to do all in our power for a better world. Teachers must carry the message of beauty, of love, and of peace.”*

Paraphrased from a message presented by  
Pablo Casals at Interlochen in 1973

