

Control Your Classroom!

Presented by Judy Meyer Hays
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“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

There's an art to great classroom management, and great classroom management allows you to share the art you were trained to teach! In this session, the presenter will share successful strategies that will work for any teacher in any situation. If you have ever felt the frustration of a class less managed than you would have liked, this session is for you.

ATMOSPHERE
ENVIRONMENT
FOUNDATION
DESIGN

RESOURCES FOR THIS PRESENTATION

[Classroom Management for Art, Music and PE Teachers](#)

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My 30+ years of teaching in a general music classroom ☺

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MY FOUNDATION PLAN WORKSHEET

PURPOSE

AGREEMENTS

PROCEDURES & POLICIES

RULES

- 1.
- 2.
- 3.
- 4.
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

CONSEQUENCES

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

- Putting away supplies, equipment
- Cleaning up
- Organizing class materials
- Lining up
- Dismissing class
- Other

3. Room Areas

- Shared 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' attention
- Student talk during seatwork
- Activities to do when work is done
- Student participation
- Student movement in and out of small groups
- Collecting materials
- Group behavior
- Other

5. Assignments

- Use of pen or pencil
- Incomplete work
- Late work
- Due dates
- Make up Work
- Daily supplies
- Provision for absentees
- Rewards & Incentives
- Posting Student Work
- Turning them in
- Returning them to students
- Other

6. Interruptions

- Rule breaking
- Talk among students
- Conduct during interruptions or delays
- Passing out books, supplies
- Out of seat policies
- New students
- Other

7. Other Procedures

- Fire drills
- 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

REINFORCING THE RULES

Suggestions from Marc Denny's class "Positive Discipline, Responsible Behavior"

"Being consistent means that you respond every time. It may not be the same response every time."

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

- A. Moving In (Use your body not your mouth)
- Eyes in the back of your head—place yourself so that you can monitor the whole room. Check out any noise or movement.
 - Terminate instruction—excuse yourself. Discipline before instruction because you can't be on task if you are talking.
 - Turn, look, name, wait—turn fully, face them, make good eye contact, relax, say name firmly and non-threatening, relax some more
 - Walk—slowly in a relaxed manner. Stand close. Relax.
 - Prompt—a message of what you expect them to do. Use a visual prompt (point etc.) and/or a verbal prompt (keep it simple)
 - Palms—let your body say I'm here to stay. Maintain eye contact. Relax, shut up and wait.
 - Camping out—in front or behind
- B. Moving Out
- Thank the student—mean it
 - Relax—allow the student to as well but don't go away.
 - Relax—pay me now or pay me later. Time is on your side.
 - Prompt—goal is time on task now and in a few minutes.
 - Return—back to where you came from
 - Turn and Look—before returning to your teaching this physically conveys commitment

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.

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

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. (Body language says "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

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

How to stay in control of yourself:

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

Always try nonpublic techniques first. Then:

1. Remind
2. Prewarn
3. Warn
4. Consequence

Always use the smallest possible response.

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.

CLASSROOM TIPS

- ♪ Know in advance what behaviors you will and won't tolerate
- ♪ Always be consistent
- ♪ Be polite
- ♪ Be alert
- ♪ Be confident
- ♪ Be positive
- ♪ Keep the lesson moving
- ♪ Give kids time to explore
- ♪ Always be respectful in the way you speak to your students
- ♪ Keep your cool
- ♪ Use positive reinforcement
- ♪ Have an alternate plan

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

KEYS TO EXCELLENCE

OWNERSHIP

*The quality of accountability and responsibility.
The ability to be counted upon and the willingness to take responsibility for the choices we make.*

SPEAK WITH GOOD PURPOSE

Speaking in a manner that moves the group or us forward. Being responsible for honest and direct communication and focusing on truth-telling, stating assumptions, and maintaining integrity.

FAILURE LEADS TO SUCCESS

Failure provides the information we need to learn so we can succeed.

THIS IS IT!

The commitment to focus our attention to the present moment and the willingness to make whatever we are doing most important—to live in the now!

FLEXIBILITY

The ability to change what we are doing to achieve the desired outcome. Flexibility allows us to choose the best option to accomplish the outcome.

COMMITMENT

*The ability to follow our vision without wavering.
Staying true to the desired course.*

INTEGRITY

*The state of authenticity when our values and behavior are aligned.
Integrity happens when what we value is evident in our actions.*

BALANCE

*When mind, body and emotions function in alignment.
Balance comes from the ongoing adjustments we make to continue moving in a positive, healthy direction.*



CMP

Comprehensive Musicianship Project
Just Good Teaching!

MUSIC SELECTION:

For most of us, 30-36 hours a year is all of the time we have with our students. Let's be sure EVERY piece of music they sing or hear is worthwhile.

ANALYSIS:

*Rhythm, Pitch, Form, Tone Color, Expression, Cultural Context
Be aware of what students can learn from your literature. Then decide which of these is most important for that piece.*

OUTCOMES:

*Knowledge, Skills (singing, playing, moving, listening, reading, & creating) and Affective
As elementary teachers we have no problem determining what we want our students to know about music and do with music, but don't forget that music has a heart—it's the humanity expressed through music that engaged us and remains with our students.*

STRATEGIES:

*Visual, Auditory & Kinesthetic and Student Centered
These are "tricks" and ideas we take home from conferences that we want to incorporate immediately, but without intentional connections to outcomes, they are just activities 😊.*

ASSESSMENT:

*Informal & Formal
What do our students already know? What do we want them to know & how will we know that they know it? Assessment drives our instruction.*

Learn more about CMP at [Wisconsin CMP](#) and [Illinois CMP](#)

Lesson Planning

I. SOME QUESTIONS – PLANNING

- A. **Who** are my students?
 1. *age (attention span)*
 2. *language ability (written and verbal)*
 3. *social development*
 4. *physical/cerebral abilities and challenges*
- B. **What** should I teach them?
 1. *materials of good quality that are appealing to me*
 2. *materials that provide growth in musical perception and skill development*
 3. *materials that relate to or build upon previous learnings*
 4. *materials for enjoyment*
- C. **How** should I teach them?
 1. *inductively: moving from the general to the specific by*
 - a. *stating the concept,*
 - b. *explaining how the concept applies to something specific*
 - c. *asking students to do the same thing*
 2. *deductively: moving from the specific to the general through a variety of experiences with questions that*
 - a. *require recall*
 - b. *require comparison and contrasting*
 - c. *require categorizing*
 - d. *require generalizing*
 - e. *help analyze, synthesize and evaluate*
 3. *sequentially: moving in a realistic order based on previous & future learnings*
- D. **How much time** will I have to teach them?
 1. *sessions per year*
 2. *sessions per week*
 3. *minutes per session*
- E. **What** results do I expect?
 1. *measurable goals and objectives*
 2. *non-measurable goals and objectives*

II. KINDS OF PLANNING

- A. **Long-range**
 1. *a general plan; not specific about what will be taught or what materials will be used*
 2. *a statement of goals to be attained by students*
- B. **Short-range**
 1. *a plan of what will be taught within a block of time from the long-range plan*
 2. *organized by school year or concept(s) to be taught*
- C. **Lesson**
 1. *a specific detailed plan of what is to be accomplished in a single session and a step-by-step guide for accomplishing it*
 2. *a list of materials, objective(s), procedure(s), and evaluation process(es)*

III. KINDS OF MOTIVATION

- A. **Intrinsic:** *interest/satisfaction is in the process*
- B. **Extrinsic:** *interest/satisfaction is in the product*
- C. **Extraneous:** *interest is in the payoff*

IV. MORE QUESTIONS – EVALUATING MYSELF

- A. **Did the students . . .**
 1. *respond with interest when I introduced the material?*
 2. *know what was expected of them*
- B. **Was the learning environment . . .**
 1. *organized adequately and appropriately for the lesson*
 2. *welcoming*
- C. **Were the goals and objectives . . .**
 1. *appropriate to the needs, abilities and interests of my students*
 2. *reasonable for the time available*
 3. *accomplished*
 4. *not accomplished (why not?)*
- D. **What follow-up activities are needed . . .**

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.

VISUAL LEARNING STYLE

Definition:

The eyes are the primary receivers of information in visual learning.

Caution:

Simply viewing things does not necessarily guarantee interactions with an event or experience.

AUDITORY LEARNING STYLE

Definition:

Auditory learning involves the ears and vocal mechanism in the receiving and giving of oral messages.

Caution:

Auditory learning encourages individual interpretation and expression.

KINESTHETIC LEARNING STYLE

Definition:

Kinesthetic learning involves the whole person and often takes place through the hands, feet, and/or face.

Caution:

Kinesthetic learning provides opportunities for the imagination, self-expression, and interaction with the material and with others.

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!

Ilbra 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!*



One Liners

The art of becoming wise is the art of knowing what to overlook.

William James, Psychologist

Nothing is more dangerous than an idea when it is the only one you have. *Emile Chartier, Philosopher*

The second assault on the same problem should come from a totally different direction.

If it is surprising it is useful.

Creative thinking may simply mean the realization that there's no particular virtue in doing things the way they have always been done.

Learn to pause...or nothing worthwhile will catch up to you.

Doug King, Poet

The human mind likes a strange idea as little as the body likes a strange protein and resists it with similar energy. *W.I. Beveridge, Scientist*

There's as much risk in doing nothing as in doing something.

Trammell Crow, Real Estate Developer

Try, there is no try. There is only do or not do!

Yoda, "The Empire Strikes Back"

To know and not to do is not to know.

If you always do what you have always done, you will always get what you have always gotten! *Wyl E. Coyote and the Road-Runner*

It's o.k. to look at the past but don't stare.

If the only tool you have is a hammer you treat everything like a nail.

No one heals himself by wounding another.

My life is what my thoughts make it.

If the solution is hostility, the goal is not tranquility. *Marc Denny*

Flawless execution cannot compensate for implementing the wrong solution. *Daryl Conner, president, ODR Inc., Atlanta, Ga.*

Children live in a microwave society; we teach in a crock pot.

Marc Denny

Good discipline is like good parenting—at some point you want to get away from it.

Good discipline is much more than merely “keeping the lid on”.

Effective discipline procedures will self eliminate.

The goal of discipline is to teach children to manage themselves.

Discipline is a system, not a bag of tricks.

Many of our discipline problems are the result of a series of reinforcement errors.

Control is contagious.

I say what I mean and I mean what I say.

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

Somebody has to be in charge, so if you don't tell them what to do, they'll tell you!



The person who gets tired first is doing all of the work.

*Discipline is from the Latin “disciplina” meaning “to teach”.

You get what you tolerate.

Discipline is like a poker game: your students will read the odds and bet accordingly.

Discipline with your body and your face, not with your mouth.

Be regal! Behold the swan...calm and serene on the surface but paddling like crazy underneath.

Use the smallest possible response.

A teacher on their feet is worth two in the seat.

It takes one fool to backtalk. IT takes two fools to make a conversation out of it.

In order to get good things, teachers have to give first.

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

You must have zero tolerance for misbehavior in your classroom.

Don’t talk too fast and think before you talk.

People always end up ultimately where they want to be.

Getting sent to the office can become a positive reinforcement.

Don’t do to a student what you wouldn’t want your principal to do to you.

Get R.E.A.L. Recognize, Engage, Attend, Leave

If it doesn’t happen in the real world, it shouldn’t happen at school.

DO sweat the small stuff!

It’s the little things that count.

You have a moral obligation to yourself to operate within your own level of contentment.

Good discipline is done slowly. Motivation is done quickly.

Limit setting will not work when you are angry or upset or stressed out.

Don’t exchange short term pleasure for long term problems.

Ignorance is NOT bliss in the long run!

Ask for what you want—expect it—go after it.

Know your limits.

Any discipline measure more than fifteen feet away from you will not work.

Research says kids don’t talk due to proximity to their neighbor—they talk due to proximity to the teacher

Proximity and line of sight are very important.

Always leave 1 chair empty (in case you need to move someone!)

If you’re not willing to back it up EVERY time, then don’t make it a rule.

The level of your hands tells the level of your emotion.

Actions speak louder than words.



Some thoughts on teachers and teaching compiled by Dr. Michael Burkhardt

- ☺ Teachers teach more than just a subject, they teach people.
- ☺ “People are what they are taught to be.” –Erasmus
- ☺ “The key to success in teaching is constant revision and the ability to appraise what you’ve done.” –Helen Kemp
- ☺ Teachers do not need to have all the answers.
- ☺ The greatest teachers are those who recognize that they too are students.
- ☺ Teaching is the giving of oneself to the students of the class.
- ☺ Humanistic goal of education: the self-actualization of a person; becoming fully human; becoming everything that one is capable of becoming.
- ☺ Teachers are like farmers planting seeds, watching the seeds sprout, helping them to grow.
- ☺ Teaching is discipline and discipline is teaching.
- ☺ Quotes from HARRY WONG:
 - “Tell the students you love them! They need to hear it. They probably have not heard it since first grade and have forgotten what it sounds like at home.”
 - “No one cares how much you know until they know how much you care.”
 - “Human beings are the only species on earth capable of enhancing the quality of life. Our goals as teachers are to enhance the life and spirit of young people.”
 - “We’re not teachers. We are the greatest experience we can offer young people.”
 - “Teachers: you are professionals; dress like professionals; establish your credibility; never stop learning; be proud of who you are and what you do.”
- ☺ Five “P’s” from HELEN KEMP:
 - be **persuaded** that what you are doing with the children is important
 - be **positive** with the children
 - be **prepared** to meet tasks and challenges
 - be **persistent** in following through on goals, objectives, discipline
 - be **pleasant** (It’s easier to get more done!)
- ☺ Ideas from JEROME BRUNER:
 - Never teach long lessons
 - Each lesson should have only one focus or keypoint
 - Each lesson must sequentially build on previous lessons

Michael’s reflection on [The Cat’s Midsummer Jambouree](#)

by David Kherdian and Nonny Hogrogrian

Our classrooms are filled with learners like the characters in this story:

The **FROG** may go unnoticed

The **FOX** just went along

The **BADGER** became the leader,

The **SKUNK** is someone that other students may shy away from
but he joined on his own terms with conditions

The **GOOSE** needed something insignificant in order to join in

The **RACOON** ended up having an idea that improved
the whole plan

Our students bring with them a variety of abilities, needs and attitudes

Our students need to know they are valued as human beings and that their presence in our environment is important and welcomed.

Our students need a variety of learning activities involving them physically, cognitively, socially, and emotionally.

Our students need us to provide the foundation for their education.

Issue an invitation to the students you encounter to share and experience a community of adventure:

Be the CAT!

NOTES