Instructor’s Guide

THE

ABC’s of Classroom Management

2nd Edition

An A-Z sampler for designing your learning community

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Introduction

Experienced educators know that effective management of the classroom is the foundation of successful learning. This foundation is built on knowledge of classroom management theories and concepts, which are then practiced in real-world classrooms using research-based strategies and applications. It is at this stage that *The ABC’s of Classroom Management: An A–Z sampler for designing your learning community* becomes an essential tool for preservice and beginning teachers.

With the information and resources in this guide, instructors can develop stand-alone and auxiliary lessons focused on the alphabetized entries of the textbook. Additionally, novice educators have a practical handbook of concepts and ideas to guide their present and future teaching experiences.
Though *The ABC’s of Classroom Management: An A–Z sampler for designing your learning community* is organized by alphabetical topics in a quick-reference style, the instructor’s guide groups these alpha entries into thirteen categories related to classroom management. These categories are:

I. Get Organized!
II. Routines & Procedures
III. Understanding & Managing Behavior
IV. Preventative Measures
V. Dealing with Major Behavior Issues
VI. Dealing with Minor Behavior Issues
VII. Partnering with Parents & Other Members of the School Community
VIII. Character Issues
IX. Show You Care: Love Your Students
X. Legal Issues
XI. Creating an Environment Conducive to Learning
XII. Value-Added Resources
XIII. Special Situations

Each lesson category provides teaching and learning materials, as well as suggested supplemental resources to incorporate into instruction or assignments. This instructor’s guide includes the following components for each lesson category to provide meaningful, practical information with tried-and-true strategies for creating a well-managed classroom community.

A. Overview
B. Objectives
C. Activities
D. PowerPoint
E. Assignments
F. Additional Reading and Resources

(Many of the materials listed in this section are available at ABC’s Online: www.kdp.org/teachingresources/ABConline.php)

We trust your novice educators will gain understanding and practical applications for their teaching experiences. If you have comments and suggestions for us, please send them to pubs@kdp.org.

Thank you,

*Dr. Kramer Ertel and Dr. Kovarik*
Lessons for The ABC’s of Classroom Management: An A-Z sampler for designing your learning community

I. Get Organized!

A. Overview
A core skill essential to effective management is organization. From the physical environment to procedures and paperwork, organization provides structure for classroom routines that, in turn, set boundaries and support students and the teacher. Activities in this lesson provide concrete strategies to advance key organizational skills that help novice educators begin their year well prepared. Get Organized! covers the following “alpha entries” (alphabetical listings) found in The ABC’s of Classroom Management:

- Beginning the School Year
- Daily Agenda
- Daily Task
- Groups
- Recordkeeping

B. Objectives
The learner will:
- identify strategies essential to an organized start of a new school year
- discover and establish preparation practices to lay groundwork for managing classroom processes and activities
- name strategies for daily routines
- recognize grouping techniques
- develop a map for the classroom arrangement

C. Activities
1. School introduction
Learners brainstorm ways that they, as teachers, can introduce students to classroom areas and the school building (e.g., scavenger hunt).

2. First daily schedule
Working as a group, learners draft a schedule for the first day of school.

3. Grouping
Learners identify various techniques for dividing students into groups. As a prompt, divide the educators, using one of the grouping games listed under Groups in the textbook to demonstrate and enact a grouping method.
4. Classroom mapping
Novice teachers draw a map of their age-appropriate classroom, with all key areas identified. They must be able to give a rationale for their layout.

5. Establishing community
Have your novice educators identify and describe activities and methods for getting to know one another and you, their instructor.

D. PowerPoint
See slide presentation I, *Get Organized! Preparing for the Start of a New School Year*.

E. Assignments
1. ABC's of Classroom Management reading
Prior to this lesson, the novice educators are to read the following alpha entries, which are related to getting organized and preparing for the school year:

   - Classroom Management Plan
   - Closet Catastrophes—Prevented
   - Directory Information
   - First Day
   - First Day Fiasco
   - Juggling Paperwork
   - Library
   - Notes about Student Progress
   - Notes Home
   - Playground Preparedness Bag
   - Prioritizing
   - Quick-Access Spreadsheet
   - Room Arrangement Checklist (see Extras in the textbook)
   - Seating Arrangements

2. Intro letter
Learners create a letter of introduction to their students and families that would be sent prior to the start of the school year.

3. Electronic grade book
Assign an electronic grading system to explore (with professors giving preference to systems used by any university-school district partners). Exploration of these systems includes identifying the pros and cons of the system examined.

F. Additional Reading and Resources
http://cybraryman.com/icebreakers.html
“Cybraryman” Jerry Blumengarten maintains an “Internet catalogue” of education resources for teachers, parents, and students, including this specific section about classroom icebreakers. Classroom management and the first day of school are emphasized.

II. Routines & Procedures
A. Overview
Establishing routines and procedures is essential to any classroom management plan. This lesson focuses on specific procedures and routines, how to implement them, and why they are fundamental to a well-managed room. The following alpha entries of the textbook are covered:

- Attendance
- Bathroom Breaks
- Homework
- Lunch Count
- Pencil Sharpening
- Procedures Pave the Way
- Weekly Folder

B. Objectives
The learner will . . .

- identify a minimum of five effective routines and procedures
- describe routines and procedures that indicate a well-managed classroom
- identify the importance of teaching routines and procedures as a content area
- define the steps in teaching routines and procedures

C. Activities
1. Routines and procedures presentations
Prior to the scheduled class, assign groups to research classroom practices for bathroom use, lunch count/attendance, pencil sharpening, homework (distributing and returning), and weekly folders (what they contain; how they are used by students, parents, and teacher). With one topic per group, your novice educators must identify a minimum of seven–ten techniques for that routine/procedure. Each group presents the research in a five-minute presentation that identifies the techniques used, along with the pros and cons of each technique.

2. Video critique
(David Spade on YouTube www.youtube.com/watch?v=0WXhtyVz9Gk.)
Have your novice educators view a 4.41-minute video (from the television show 8 Simple Rules for Dating My Teenage Daughter), in which David Spade portrays a substitute teacher. Have them identify poorly used classroom-management strategies and alternative strategies to correct these mistakes.

3. Teacher interview
Assign the alpha entries for this lesson, as listed in the Overview and Assignment 1, and have the educators interview a practitioner to discuss the procedures used in his or her classroom.

D. PowerPoint
See slide presentation II, Routines & Procedures.
E. Assignments

1. ABC’s of Classroom Management reading

Prior to presenting this lesson, novice educators should read the following alpha entries of the textbook, which are related to classroom routines and procedures:

- Absent Students
- Attention (How Students Get Yours)
- Cell Phones
- Class Meetings
- Dismissals with Dignity
- Exceptional Education Student Resource Time
- Food
- Lockers
- Noise in the Classroom
- Page Numbers
- Raising Hands
- Routines
- Recess
- Student Jobs
- Student Responses
- Whole Class Attention

2. Teacher Effectiveness Quiz

Have students take an assessment on effective teaching from Harry Wong Publications and bring their result to class for discussion. The quiz is available at www.effectiveteaching.com/teacherquiz.php.

3. Movie night

Have students watch the movie Bad Teacher (Cameron Diaz, 2011) and identify teaching strategies used properly and improperly. Discuss whether the movie positively or negatively influenced the viewer regarding the role of teacher. Alternative movie choices are Teachers, The Ron Clark Story, Freedom Writers, or Music of the Heart.

F. Additional Reading and Resources


III. Understanding & Managing Behavior

A. Overview

This lesson provides a background into the cause and reasons for students’ behaviors and misbehaviors, along with approaches to managing behavior. Lesson activities focus on preventative strategies as the first step to creating a positive classroom environment. The following alpha entries of the textbook are covered:

- Attention
- Behavior
- Choices and Consequences
- Cultural Differences
- Focus on Problem, Not Student
- No Complaining Rule
- Office Referrals
- Positives vs. Negatives
- Praise
- Rewarding Positive Behavior
- Rules
B. Objectives

The learner will . . .
- identify strategies that help prevent classroom management problems
- describe the goals of misbehavior that may influence student behavior

C. Activities

1. Getting students’ attention

Novice teachers should brainstorm management strategies for getting students’ attention. They can divide into groups to discuss and choose strategies for various age groups as appropriate.

2. Negatives to positives

To help these educators present rules and management techniques in a positive, proactive manner, they are to participate in a “rewriting the rules” exercise. Divide them into groups, and present each group with a classroom rule written in negative form that they must rephrase.

Negative statement examples:
- No yelling!
- Stop doing that!
- Put that down!
- Don’t talk to me in that tone of voice!
- Shut up!
- Get away from him!

3. Authentic and specific praise

“Good job!” affirms but becomes meaningless without details. Give each of the teachers a card with a general praise-statement to transform into a specific statement of praise.

General praise statements:
- Good job!
- Nice work
- Great!
- Well done!
- Very good!

4. Behavioral scenarios

In another group activity, novice teachers work together to identify solutions for several classroom management challenges, such as the following:

a. You are ready to begin your 7th-grade math class and you notice that Ryan has his head down on his desk and appears to be sleeping. What do you do?

b. You are having a spelling competition with your 2nd-grade class. Every time you give the next word to be spelled, Adrienne comments loudly: “That’s easy” or “I know that one.” How do you handle this situation?
The ABC’s of Classroom Management

c. Your 5th-grade class is working on an independent writing assignment. As you look up from your desk, you see a pencil eraser fly across the room. What do you do?
d. During recess duty with your 3rd-grade class, a small group of girls have gathered to talk with the new student, who just arrived that day. While observing the group, Raenna, one of the most popular girls in the class, approaches the girls and says, “Why are you talking with her? She’s not one of us!” How do you handle this situation?

5. Video
Show the video clip Top 10 Classroom Management Strategies for Teachers (www.youtube.com/watch?v=0XUTdaQldKI). Have the novice educators discuss the value of each strategy and whether or not each fits their management philosophy.

D. PowerPoint
See slide presentation III, Understanding & Managing Behavior.

E. Assignments
1. ABC’s of Classroom Management reading
Prior to this lesson, novice educators should read the following alpha entries of the textbook, which are related to understanding and managing behavior:

- Assume Nothing
- Attention Span
- Baby Steps
- Direct—Don’t Ask
- Discipline
- Grading Pens
- Hand Signals
- Ignore Misbehavior
- Music to Manage By
- Notes to Students
- One Size Does Not Fit All
- Power Struggles
- X-pect to Be Tested

2. Positive discipline
Watch the 5:28-minute Edutopia video Positive Discipline Strategies Yield Quick Results, available at www.youtube.com/watch?v=K5kETSAn0j8. After viewing the video, have the novice teachers write their reaction to the behavior management strategies demonstrated in the clip.

3. Cultural differences
Have your teachers research cultural differences that could affect students’ behaviors and, ultimately, classroom management practices. They then share their findings with the class.

F. Additional Reading and Resources
IV. Preventative Measures

A. Overview
This lesson focuses on strategies teachers can implement to prevent classroom management incidents. The following alpha entries of the book are covered:

- Boundaries
- Class Meetings
- Contracts
- Expectations
- Practice
- Preventative Measures
- Transitions
- Withitness

B. Objectives
The learner will . . .

- describe strategies for preventing inappropriate classroom behavior
- identify reasons why classroom transition periods must be closely managed
- identify the essential elements of a class meeting
- describe withitness
- design a behavior contract

C. Activities
1. Behavior contracts
Have your novice teachers meet in small groups to design a behavior or academic contract. They must determine the elements to include and be able to defend their inclusion. They may research the Internet for examples.

2. Exploring personal boundaries
Have educators face each other (in pairs) approximately 4 feet apart. Instruct one member to move a “baby step” toward the other until the non-moving student begins to feel uncomfortable. When that student feels that personal space has been invaded, he or she says stop. Following this exercise, discuss differences in distances. Take a look at this topic in an amusing way via a 6:43-minute video of advertisements on cultural differences by HSCB, an international bank: www.youtube.com/watch?v=mUCODUvKbzE. (If time is a concern, you may choose from multiple ads that make up the video.)

3. Considering expectations
Pose the question “Are our expectations based on our culture?” Show the Cultural Differences National Geographic video (4:57 minutes), available at www.youtube.com/watch?v=BT0kzF4A-WQ, about the cultural differences a group of young men from Sudan face coming to America. Highlight how a teacher might take preventative measures to welcome students from other cultures and whether teacher expectations should be modified.
4. **Transitions and management**
Discuss classroom transitions highlighted in “Teaching Transitions: Techniques for Promoting Success between Lessons” (McIntosh et al., 2004). Identify reasons why classroom transitions are so important and how a teacher must plan for them. (See Additional Reading and Resources for complete reference. This article is available for downloadable purchase at cec.metapress.com/content/bx12514jg3475m54.

5. **Withitness in the classroom**
Watch the Joe (Julian) Elliot video (7:39) on classroom withitness: www.youtube.com/watch?v=y9C12fXC-bE. After watching the video, discuss the elements of withitness and how a teacher can demonstrate it in the classroom.

6. **Practice makes perfect**
Discuss the motto “practice makes perfect” and challenge students to think of a time when they practiced (and learned) something incorrectly. Focus on the importance of a teacher’s role in carrying out the more accurate adage: “perfect practice makes perfect.”

7. **Class meetings**
Identify components of a classroom meeting and characteristics to consider. Discuss how classroom meetings can serve as a preventative measure in classroom management.

D. **PowerPoint**
See slide presentation IV, *Preventative Measures*.

E. **Assignments**
1. **ABC’s of Classroom Management reading**
In conjunction with the lesson, novice educators should read the following alpha entries of the textbook that are related to preventative actions for the classroom.
- Antecedents
- Anticipate
- Best Practices
- Exercise
- Non-Procedural Questions
- Violence Prevention
- Voice

2. **Making great teachers**
Watch the two-part TED video by Bill Gates, *How Do You Make a Teacher Great*. Following the viewing the novice educators write an essay or discuss in class whether or not they support Gates’ opinions. They should be able to defend their responses.
   - Part 1: www.youtube.com/watch?v=OnfzZEREfQs
   - Part 2: www.youtube.com/watch?v=BCSdIRNZmHw

3. **Transitions—reading and discussion**
Have novice teachers read “Let Your Lesson Flow” and “The Trouble with Transitions,” available with this guide (see Articles and Accompanying Materials) and at *ABC’s Online*. 
4. Behavior and academic contracts
Novice educators should research examples of both behavior and academic contracts to share in class. Offer bonus points to those who show unique contracts—ones different from what others shared.

5. Topical studies
Assign one of the other alpha entries listed in the Overview and Assignment 1, having the novice educators research and present a three–five minute synopsis on the topic, including what it is and how it relates to classroom management.

F. Additional Reading and Resources

V. Dealing with Major Behavior Issues
A. Overview
Activities in this lesson help teachers strategize ways to handle the most serious classroom management behaviors. In addition to textbook topics, this lesson offers bonus material related to suicide because it can be a tragic result of bullying. The following alpha entries of the textbook are covered:
- Anger Management
- Bullying
- Cyberbullying
- Defiant Students
- Gangs

B. Objectives
*The learner will . . .*
- describe strategies for managing individuals who have anger-management issues
- define and give examples of cyberbullying
- describe strategies that address cyberbullying
- explain strategies for dealing with defiant students
- identify characteristics associated with gang involvement
- name approaches to use when handling a suicide threat
C. Activities

1. Gangs
Designate groups that then research a specific gang. With the purpose of increasing teacher awareness, each group creates a PowerPoint (or other) presentation that describes main characteristics of the gang. The age of children affected by and drawn into gang activity continues to get younger, so it is important for teachers to be informed for the protection of their students and themselves.

2. Defiant students
Conduct a “think, pair, share” in which your novice educators present their responses to a student who says: “You can’t make me” when requested to do a task. When giving their responses, teachers should identify the age of the student.

3. Anger management
Divide the class into two teams for a game of tic-tac-toe focused on ways teachers can help students who have difficulty with anger. Participants take turns giving appropriate strategies. When someone is unable to name a strategy, the team does not make a mark.

4. Cyberbullying
Show the 6:20-minute video Cyber Bullying Prevention Tips by Novus Security, available at www.youtube.com/watch?v=B-wLFd_jR4. Together, list strategies to prevent cyberbullying described in the video as well as steps teachers can take to address this problem in their classrooms. Discuss additional options.

D. PowerPoint
See slide presentation V, Dealing with Major Behavior Issues: Cyberbullying.

E. Assignments

1. ABC’s of Classroom Management reading
In conjunction with the lesson, novice educators should also read the following alpha entries of the textbook that are related to major behavior issues.

- Behavior Management
- Violence
- Victim and Victimizer

2. Defusing anger
Each novice teacher should make a list of situations that trigger his or her temper, followed by a list of preventative actions to avoid anger-inducing situations. Each educator also identifies strategies for defusing anger to maintain an appropriate and professional manner.

3. Cyberbullying tragic effects
Show the video Teen Bullying Prevention—A Cyber Bullying Suicide Story-6, available at www.youtube.com/watch?v=iDBiqUWRTMo. Ask your novice educators what they would do to stop cyberbullying in their classrooms.
4. Prevention resources
Have the novice teachers explore Bullying and Cyberbullying Prevention Resources on the TeachersFirst website, available at www.teachersfirst.com/spectopics/bullyingandcyberbullyingprevention.cfm. Each person then shares two highly valued resources found on the site.

F. Additional Reading and Resources
This site provides lesson plans, discussion tips, and media resources that help teachers address the challenge of cyberbullying behavior.

www.morethansad.org/programmanual.pdf
More than Sad, the American Society for Suicide Prevention’s guide, especially for educators, helps them identify signs and symptoms of suicidal behavior in youth.

www.aacap.org/cs/root/facts_for_families/childrens_threats_when_are_they_serious
Children’s Threats: When are they Serious? is just one of many resources that the Academy of Child and Adolescent Psychiatry (AACAP) provides to the public. It is an excellent source for information on and related to suicide prevention, as well as adolescent depression and violent behavior.

VI. Dealing with Minor Behavior Issues
A. Overview
Students sometimes choose to take minor actions that disturb the classroom environment. This lesson studies management strategies that address these behaviors. The following alpha entries of the textbook are addressed:

- Attention Deficit Hyperactivity Disorder
- Body Language
- Broken Record Technique
- Call-Outs
- Cartoon Drawing
- Inattentive Students
- Teasing and Taunting
- Time-Out

B. Objectives
The learner will . . .
- list at least five strategies of behavior management for students who have attention deficit hyperactivity disorder (ADHD)
- identify the positives and negatives of using time-out in the classroom
- discuss body language and its influence on the classroom environment
- compare and contrast changes in teacher interventions for managing minor discipline issues
- identify the components of the broken record technique and role-play its use
- create a behavior cartoon and discuss how to incorporate this strategy in classroom management
C. Activities

1. Body language in action

Using a short poem, have the novice teachers read the poem while using body language that portrays the emotion of the poem. They also can vary the tone of their voices. “Scrambled” by Bruce Lansky is included in the accompanying PowerPoint presentation and is also available at hwww.poetryfoundation.org/poem/238756.

Distribute individual slips of paper to six participants, on which an emotion has been written—such as happy, excited, frustrated, mad, sad, or bored. Each recipient then conveys that emotion through body language while the rest of the class guesses the emotion. Discuss how the body language expressed affects the meaning or feel of words and how that can influence the classroom environment.

2. Classroom management today—and yesterday

Watch the 1947 video Maintaining Classroom Discipline (13:44 minutes), available at www.youtube.com/watch?v=gHzTUYAoKPM. Have your novice educators compare and contrast the student behavioral issues in 1947 and those today. Discuss the discipline techniques used in the video that still work today.

3. Broken record technique

Role-play the broken record technique and discuss the elements that must be in place to make this strategy successful.

4. Time-out

Discuss the use of time-out, and then divide the class into two sections for a debate on using time-out. One section argues the positives and the other the negatives. Point out when time-out is not appropriate.

5. Cartoon drawing

Pose a classroom disturbance for the educators to observe. Have them create a cartoon that might be used with students to help them identify positive choices of action. Follow up with a discussion about using cartoons as a discipline strategy.

D. PowerPoints

See slide presentation VI, Dealing with Minor Behavior Issues.

E. Assignments

1. ABC's of Classroom Management reading

In conjunction with the lesson, novice educators should read the following alpha entries of the textbook that are related to minor behavior issues.

- Accountability for Students
- Activity Periods and Specials
- Behavior Analysis
- Behavior Logs
- Cheating
- Cursing
- Desks
- Fights
- In-House Field Trip
- Lying
- Motivating the Unmotivated
- Names on the Board—Not!
- Noise that Bothers a Student
- Propinquity
- Proximity
2. Behavior and students on the autism spectrum
Whatever area of education teachers pursue, they are likely to encounter students who fall somewhere on the autism spectrum. Being informed about typical autistic behaviors and how to manage them for successful teaching and learning is imperative. The article “Using Social Stories and Comic Strip Conversations to Interpret Social Situations for an Adolescent with Asperger Syndrome” (Rogers & Myles, 2001) introduces one of many possible strategies that enhance learning for students having Asperger Syndrome.

3. Other minor behavior topics
Divide the alpha entries listed in the Overview and Assignment 1 among the novice educators. Have them research the assigned topic and present the information in class.

4. ADD/ADHD video
Watch Richard Lavoie’s 11-minute video When the Chips Are Down, available at www.youtube.com/watch?v=ZRIkKU6lVRQ. The teachers should then write a short paper that discusses ADD/ADHD strategies seen in the video and their personal reaction to them.

F. Additional Reading and Resources

VII. Partnering with Parents and Other School Community Members
A. Overview
Successful teaching and learning is closely tied to parental support and involvement and working well with colleagues. Activities in section VII help teachers identify effective strategies for working collaboratively with parents and other members of the school community. The following alpha entries of the textbook are covered in this section:
- Communication
- Helpers
- Newsletters
- Parents
- Parent–Teacher Conferences
- Parent–Teacher Conference Preparation Checklist (see Extras in the textbook)
- Volunteers
B. Objectives

The learner will . . .

- describe why establishing a positive rapport with students’ parents is so important
- identify the do’s and do not’s of effective parent–teacher conferences
- discover ways to involve helpers and volunteers in the classroom
- describe strategies for communicating effectively with parents and members of the school community

C. Activities

1. Parent–teacher conference role-play
   Have the novice teachers role-play an effective parent–teacher conference, demonstrating recommended techniques.

2. Conference do’s and do not’s
   Set up a poster-making session for which the teachers design posters identifying the do’s and do not’s of parent–teacher conferences.

3. Sample newsletter
   Have the educators design a sample newsletter to inform parents about class activities, expectations, and upcoming events.

4. Classroom volunteers
   Divide teachers into groups and assign one of these suggested tasks to each group. Each group shares results.
   a. Brainstorm a list of potential classroom volunteers/helpers.
   b. List classroom tasks suitable for classroom helpers or volunteers.
   c. Outline a plan for training volunteers.
   d. List classroom tasks a volunteer may NOT do.

D. PowerPoint

See slide presentation VII, Partnering with Parents.

E. Assignments

1. ABC’s of Classroom Management reading
   In conjunction with the lesson, novice educators should read the following alpha entries of the textbook that are related to partnering with parents and other members of the school community.
   - Be Human
   - Meetings—Faculty
   - Notes Home
   - Principles for Dealing with Principals
   - Unresponsive Parents

2. Parent interview
   Have novice teachers interview a parent about strategies that encourage collaboration and help parents and teachers effectively work together.
3. **School family event**

Have novice educators attend a school event that typically is offered to enhance parent–teacher communication (e.g., Open House, PTA/PTO Meeting). Classroom teachers should try to attend an event in a school other than where they currently teach. Following the event, the teachers turn in a written summary of the event.

F. **Additional Reading and Resources**

[www.nea.org/tools/parent-teacher-conferences.html](http://www.nea.org/tools/parent-teacher-conferences.html)

The National Education Association gives practical tips and suggestions for conducting parent–teacher conferences, along with related articles on the subject.

[www.pbs.org/parents/education/going-to-school/parent-involvement/parent-teacher-partnership](http://www.pbs.org/parents/education/going-to-school/parent-involvement/parent-teacher-partnership)

In the parents section of the Public Broadcasting System’s (PBS) website is a multi-layered resource area describing the benefits of and suggestions for positive parent–teacher relationships.


VIII. **Character Issues**

A. **Overview**

To be effective classroom managers and excellent representatives of the profession, teachers must display, learn, and even exemplify certain qualities and characteristics. This lesson focuses on these vital teacher qualities. Information covered includes these alpha entries from the textbook:

- Digital Citizenship
- Jellyfish Teachers
- Keeping Your Cool
- Model Appropriate Behavior
- Sarcasm
- X-amine Your Bias
- Yelling

B. **Objectives**

*The learner will . . .*

- discuss the use of appropriate voice in the classroom
- identify methods for teacher anger management in the classroom
- explore the role of technology in regard to classroom management
- ascertain key online resources for learning about, and dealing with, bias
- identify the four stages of teaching

C. **Activities**

1. **Yelling**

Discuss a raised voice in the classroom, beginning the discussion with yelling: move close to one of your students, yelling, “I like you very much.” Then ask the student what he or she heard and thought. Conduct a class discussion on appropriate voice in the classroom and the power of voice as a classroom management tool.
2. **Teacher anger**
Focus on identifying anger-triggering situations for teachers and how to handle them. Begin with a 38-second video *Very Angry Teacher* available at www.youtube.com/watch?NR=1&v=lJ7VWqj1QsM&feature=fvwp, followed by a discussion about other ways the teacher could have handled this situation. Then have students identify anger-management strategies teachers can apply.

3. **Technology and management**
Pose these questions: “Has student access to technology changed classroom dynamics? Does this access help or hinder classroom management?” The discussion should focus on technology as a classroom behavior management tool rather than an instructional tool.

4. **Examining bias**
Discuss teacher and student bias. Explore the origination of biases and steps teachers can take to eradicate bias in the classroom.

5. **Teaching stage—jellyfish**
Review the stages of teaching put forth in *The Induction of New Teachers* (Ryan, 1986): fantasy, survival (jellyfish), mastery, impact. Discuss why some teachers never make it past the jellyfish stage. (Access this document through Articles and Accompanying Material with this guide.)

D. **PowerPoints**
See slide presentation VIII, *Character Issues*.

E. **Assignments**
1. **ABC’s of Classroom Management reading**
In conjunction with the lesson, novice educators should read the following alpha entries of the textbook, which are related to the character of professional educators.

   - Capable, Connected, and Contributing
   - Fairness
   - Friending Students
   - Goodness
   - Model Humility
   - Reality Check
   - Role Model
   - X-tra Efforts Pay Off
   - Zingers
   - Zone

2. **Encouraging tolerance**
Explore the *Teaching Tolerance* website (www.tolerance.org) where educators can examine their own bias and find “thought-provoking news, conversation and support for achieving diversity, equal opportunity, and respect for differences in schools.” One related resource they may want to download is the “Speak Up Against Violence Guide” at www.tolerance.org/publication/speak-school. Also available in Articles and Accompanying Materials.

3. **Responding to hate**
The Anti-Defamation League provides teacher resources for responding to hate and violence, including anti-bias lesson plans. Have educators review the lesson plans provided at http://archive.adl.org/education/curriculum_connections, selecting one to modify and align to state or Core Curriculum Standards for a specific grade level.
4. Bias recognition
Discuss the many types of bias that occur in the classroom, such as gender, ethnicity, and sexual preference. Have educators identify key websites that address these issues, especially in school settings, and help them explore these forms of bias within themselves. Compile a reference list.

F. Additional Reading and Resources

IX. Show You Care: Love Your Students
A. Overview
This lesson shows teachers how important it is for students to feel that their teachers care for them. The following alpha entries from the textbook are covered in the activities and assignments:

- Energy Issues
- Greetings
- I-Messages
- Kindness
- Love Teaching
- Love Your Students
- Zest

B. Objectives
*The learner will . . .*
- determine strategies that help students feel their teachers care for them
- describe strategies for keeping themselves motivated and enthusiastic

C. Activities
1. The Energy Bus
Have your teachers independently read Jon Gordon’s *The Energy Bus* (2007). In or out of class they work in small groups to develop a list of strategies for keeping themselves motivated and enthusiastic as educators.

2. Show you care
Divided into groups, the teachers brainstorm age-appropriate strategies for demonstrating to students how teachers can show care. Each group is assigned an age level—early childhood, elementary, middle school, or senior high.
3. Care bags
Divide participants into groups and assign an age level (early childhood, elementary, junior and senior high) to each group. Each group then develops a list of age-appropriate “care bag” items that a teacher can give students at the beginning of the school year.

4. Inspiring educators
Watch the movie Stand and Deliver (1988). Have your educators identify the various ways that mathematics teacher Jaime Escalante showed his students his care for them.

D. PowerPoint
See slide presentation IX, Show You Care: Love Your Students.

E. Assignments
1. ABC’s of Classroom Management reading
   - Embarrassing Moments
   - Journey
   - Patience
   - Take Time to . . .
   - You Can Do It!
   - “You” Statements

2. Movie
Watch the movie Mr. Holland’s Opus (1995). Write a reflection on the ways Mr. Holland shared his passion for music and showed his students how much he cared for them.

3. Parent interview
Have your novice educators interview a parent about what teachers can do to show families their care and concern for students.

F. Additional Reading and Resources
X. Legal Issues

A. Overview

Certain aspects of classroom management carry legal implications about which new teachers must be aware. To introduce educators to their legal responsibilities and rights, this lesson focuses on several important topics that the authors believe are important for beginning educators to know. These topics are based on and related to the following alpha entries from the textbook:

- Directory Information
- Grade Book and Grades
- Grading
- Juggling Paperwork
- Photo Release Form (in Extras section of textbook)
- Photos

B. Objectives

The learner will . . .

- identify Family Educational Rights and Privacy Act (FERPA) guidelines in regard to grading, directory information, student work, and professional discussions about a student
- name a minimum of three techniques for documenting an Individual Education Program (IEP) and Section 504/Limited English Proficient (LEP) strategies
- list at least four court cases that focus on freedom of speech for students and teachers
- discuss the role of social media and the teacher’s workplace

C. Activities

1. Questions to ponder

Use one or more of the Questions to Ponder from the PowerPoint to stimulate class discussion. Your educators also may be assigned to a small group and given one of the four questions to discuss. The group then reports to the entire class the outcome of their discussion.

2. Documenting IEP/504 goals

Discuss the teacher’s plan book and the legal requirements for documenting IEP goals (PL 94-142/IDEA) and 504 plans. Identify at least three techniques for documenting IEP and 504 and LEP strategies. Explanations and information regarding these legal education acts are available at www.wrightslaw.com/howey/504.idea.htm and http://nichcy.org/laws/section504.

3. Freedom of speech at school

Using the court cases listed on the PowerPoint, discuss freedom of speech and how it applies to both students and teachers.

4. Video

Watch the 8:07-minute news video Did the Internet Kill Privacy? about a recent court case involving a teacher and postings on Facebook. Discuss how a teacher’s life outside the classroom can influence the workplace. Access the video at www.cbsnews.com/8301-3445_162-7323148.html.
D. PowerPoint
See slide presentation X, Legal Issues.

E. Assignments
1. ABC's of Classroom Management reading
   Though the following alpha entries are covered in other sections of this guide, their connections to legal concerns are worth reviewing for this lesson.
   - Custody and Divorce
   - Cyberbullying
   - Reality Check
   - Recordkeeping
   - Referrals

2. Case studies

F. Additional Reading and Resources
   www.wrightslaw.com
   Wright’s Law provides valuable and current legal information related to special education laws and advocacy.
   Its resources include a free online newsletter, which is available at www.wrightslaw.com/subscribe.htm.

XI. Creating an Environment Conducive to Learning
A. Overview
   These lessons focus on strategies teachers can use to create a positive classroom environment where learning can occur in a non-threatening atmosphere. Alpha entries from the textbook covered include:
B. Objectives

*The learner will...*

- identify key components to the physical environment of a classroom that enhance learning
- describe strategies and characteristics that build and contribute to a healthy emotional climate in the classroom

C. Activities

1. **Classroom layout**

Begin the lesson with a brainstorming session about setting up the physical environment of a classroom for optimum learning. Using the resulting ideas and realizations, have the novice educators draw models of the physical set-up for a current or future classroom.

2. **Healthy environment**

Divided into groups, the teachers discuss activities that promote a healthy environment during key daily junctures (as listed later). As key time frames during the school day, they set the tenor and pace for the next activity. Planned tasks or routines for these junctures are crucial to a well-managed classroom and a cohesive learning community.
   a. student arrival
   b. starting class
   c. lunch and/or recess
   d. dismissal
   e. standardized test preparation

3. **Bulletin boards**

In groups, the teachers create interactive bulletin boards that stimulate learning for students of a designated grade level.

4. **Safe classrooms**

Have your novice educators research school safety plans and develop a list of strategies teachers can apply to keep their students safe. Results should be shared with the whole class.
The ABC’s of Classroom Management

D. PowerPoint
See slide presentation XI, Creating an Environment Conducive to Learning.

E. Assignments
1. ABC’s of Classroom Management reading
   - Cooperation vs. Competition
   - Democratic Classroom
   - Excitement
   - Humor
   - Is Fun Allowed?
   - Kinesthetic
   - Laugh
   - Location, Location, Location
   - Problem Solving 101
   - Project-Based Learning (PBL)
   - Questions

2. Classroom décor
Have teachers watch the 2-minute video Creating a Positive Learning Environment and discuss the presentation as well as other ideas that promote a positive classroom community. The video is available at www.youtube.com/watch?v=lisjQEOhZyc.

3. Class safety
Tour a classroom, observing the environment for safety, and identifying all hazards noticed. Your educators should describe how they would address these hazards and any other concerns they had regarding the environment.

F. Additional Reading and Resources
www.free.ed.gov/subjects.cfm?subject_id=60
Multiple resources for educators are available on the government site, Federal Resources for Educational Excellence. This section of the website focuses on health issues as related to mental health and substance abuse.

XII. Value-Added Resources
A. Overview
This lesson focuses on several nuts-and-bolts topics important to teachers as professional leaders, as well as their roles within the school and their ongoing work in maintaining a well-disciplined classroom environment. These “value-added” resources cover the following alpha entries of the textbook:
   - Help Desk
   - Helping Tools
   - Mentors
   - Professional Attire
   - Substitute Teachers
B. Objectives

The learner will . . .

- discuss the use of the student Help Desk and a strategy for minimizing small group interruptions
- gain knowledge of the elements of a successful substitute plan
- identify key qualities to a successful working relationship with a mentor
- discuss professional attire and its impact on the role of classroom manager

C. Activities

1. Help Desk

Discuss “teacher aid” techniques, such as the Help Desk, that engage students and minimize interruptions. The discussion should include the best times to use these strategies (such as when teacher is working with small groups or one-on-one with students).

2. Substitute teachers

Begin the lesson by watching “3 Substitute Teachers,” part of an episode of the past television series Welcome Back Kotter. The 3:12-minute video is available here: www.youtube.com/watch?v=quSvXylCv60. Following the video, discuss preparation required for a substitute teacher and the elements of a successful plan for substitute (or “guest”) teachers.

3. Mentoring musts

Discuss the elements necessary for a successful mentoring relationship, using the Value-Added Resources slide presentation as a prompt.

4. Teacher dress codes

Watch a 1:07-minute news report about a school’s dress code for teachers, available at www.youtube.com/watch?v=vsLFKxOQHpY. Following the viewing, discuss professional attire and whether teacher dress codes are needed.

D. PowerPoint

See slide presentation XII, Value-Added Resources.

E. Assignments

1. ABC’s of Classroom Management reading

Information from the following alpha entries build on the foundational rules and routines of classroom management. They help round out the professional role of the educator and shape a well-managed classroom.

- Health
- Justice
- Manipulatives
- Y Is a Good Question
- Z—Last Letter in the Alphabet, Last Word in Classroom Management
2. A little help please
Have your novice teachers research helping tools and techniques for the classroom, in addition to those listed under “Helping Tools” in the textbook. Areas to consider include storage, displaying classroom work, and teacher desk organization, as well as others they explore. Their findings should be shared with the whole group.

3. Dressing for success
Ask the teachers to research public school systems in the United States that have implemented a professional dress code for teachers. Their findings should include reactions to these codes by teachers and teacher unions.

F. Additional Reading and Resources

XIII. Special Situations
A. Overview
Classroom management extends beyond the daily schedule and includes special occasions and situations. Being prepared for such events and taking appropriate steps help ensure student safety and continuity in the classroom. The activities in this lesson direct students in how to handle special situations that are part of the school experience. The following alpha entries of the book are covered:
- Custody and Divorce
- Emergency Procedures
- Field Trips
- Field Trip Checklist (see Extras in the textbook)
- Open House
- Security

B. Objectives
The learner will . . .
- identify strategies to use when working with blended families
- describe processes and steps entailed in planning a field trip
- identify important and meaningful activities to offer at a school open house

C. Activities
1. Do’s and Do Not’s when working with blended families
Have the novice educators make a list of do’s and do not’s to use as a guide for communicating with blended families. Share results with the class as a whole.

2. Open house prep
Instruct teachers to create a PowerPoint or other presentation that highlights information to share with parents at an open house or back-to-school night.
3. Field trip search
Using the Internet and/or other reference or tourism materials, have your teachers determine locations for
field trips that are appropriate to students’ ages and possible curriculum. They also may research possible
virtual field trips.

D. PowerPoint
See slide presentation XIII, Special Situations Involving Families.

E. Assignments

1. ABC’s of Classroom Management reading
Classroom communities are full of special situations, typical and unexpected. Though not every situation
could possibly be addressed, the following alpha entries cover a few circumstances educators can expect.

   - Burnout
   - EpiPen®
   - Holidays
   - Hot Weather
   - Lounge
   - New Students
   - Observations (by administrators and by peers)
   - Outcasts
   - Referrals

2. Planning field trip
Have your novice teachers research a potential field trip sight, and create a detailed plan for taking a class to
this site. An alternative assignment would be to have them plan a virtual field trip for a class, including how
to make it “real” in the classroom.

3. Special-situation library
Each teacher develops a list of age-appropriate books that can be used to help children of divorce and blended
families.

4. Open house project
Have each teacher identify a project they would conduct to engage their students in preparing for an open
house event. They should be able to explain why the project is important to this event.

F. Additional Reading and Resources
Vascellaro, S. (2011). Out of the classroom and into the world: Learning from field trips, educating from
experience, and unlocking the potential of our students and teachers. New York: The New Press.