WORKSHOP OUTLINE:
DEVELOPING PROCEDURES FOR EFFECTIVE CLASSROOM MANAGEMENT

1. Workshop Summary:
   A. Time
      2 Professional Development Hours
   B. Description/Purpose
      • This workshop will provide participants with strategies for effective classroom management.
      • Participants will be given the opportunity to develop classroom procedures under guided practice.
   C. Illinois Professional Teaching Standards (Number and title of at least two dominant standards)
      • Standard #4 – Learning Environment
      • Standard #6 – Reading, Writing, and Oral Communication
   D. Target Group
      • Mentors and Beginning Teachers
   E. Target Group Size
      • 25 – 30 participants

2. Participant Outcomes:
   Participants will
   a. Review and develop procedures needed to maintain proper classroom decorum. (Indicator 4J)
   b. Complete a self-check to analyze their classroom environment. (Indicator 4I)
   c. Explore effective methods for teaching social skill development in all students and for promoting mutual respect, cooperation and support for one another. (Indicator 4K)
   d. Discuss strategies for communicating with students in a supportive manner. (Indicator 6L)

3. Course Materials and Preparation:
   List all materials that will be used to deliver the workshop, i.e. books, handouts, websites. Identify all work that needs to be done prior to the presentation.
   Disclaimer: The acquisition of written approval for copyrighted materials to be used by participants is the sole responsibility of the presenter.

Prior to workshop:
   a. Read through the Workshop Outline and PowerPoint.
   b. Read chapter 20 of First Days of School.
   c. Prepare 2 flipcharts per slide #1.
   d. Copy all handouts noted below.
   e. Preview “Effective Teachers” videos 3 & 4 (Harry Wong)
   f. Print out a copy of the PowerPoint slides for your own reference.

Basic materials
   a. Flip charts, markers
   b. Post-its, etc.

AV equipment:
   a. Laptop, speakers and LCD projector

Reference materials:
   a. The First Days of School, Harry and Rosemary Wong
   b. Power Struggles, Mendler
   c. Framework for Understanding Poverty: Ruby Payne

Handouts in the order needed:
   a. Rate Your Classroom…
   b. Effective Teaching (Wong) – only if you don’t have access to the video
   c. Key Points for note-taking – duplex with lined note page
   d. Procedures to Rehearse with Students (3 per participant)
   e. I Am the Best Child I Can Be
WORKSHOP OUTLINE:
DEVELOPING PROCEDURES FOR EFFECTIVE CLASSROOM MANAGEMENT

4. Icebreaker: (How will you activate prior knowledge and pull the group into the content?)
   a. Slide 1 – Participants will use post-its to record what’s working and not working.
   b. Post-its will be placed on 2 separate flip charts with corresponding headings.
   c. Presenter will interact with participants and review answers that are posted.

5. Introduction: (Why are we here? What will we discover together?)
   a. Slide 2 – To start the workshop, read off the “What’s Working” poster and encourage the group to
      congratulate itself on the things that have gone well so far this school year.
   b. As you review the 2nd poster, look for trends of what is not working and tie it into the topic of the
      workshop and the workshop goals.
   c. Slide 3 shows the agenda and learning activities for the workshop.

6. Modeling: (How can I demonstrate the need for the learning? What illustrates the point, i.e. video clip,
   scenario, role play, comic strip, etc.)
   a. The types of answers given will demonstrate the need for learning better ways to handle classroom
      management.
   b. Identify specific trends in answers; adjust the presentation based on the interest of the group.
   c. As you set the norms (slide 4), you will be modeling that effective teachers always have norms and
      expectations for learning.

7. Collaboration: (How will you have the group investigate the information?)
   a. Slides 5-6, individuals complete “Rate your Classroom Disciplinary Practices” then discuss the trends
      found at the table. Allow volunteers to report out.
   b. The group will watch the Harry Wong video, “Discipline and Procedures,” and jot down ‘talking points’
      (key points).
   c. Volunteers will share the talking points they found. The group will agree on the key points of the video.
   d. Slides 7-8 cover these activities.

8. Independent Expression: (How can you apply this information into your personal practices? What
   additional information do you need: i.e., I-charts or funnel: what I do, here’s what I’ve learned, what’s
   my new thinking? This may also include participants choosing resource materials/activities to review or
   use.)
   a. Show the Sample Procedure outline on slide 9 and ask how one would teach or model the procedure.
      Check for any missing steps.
   b. Participants select a school activity that usually causes discipline problems. (You can refer back to the
      opening activity if needed).
   c. Review “Wongisms” on slide 11.
   d. Guide the group to develop the procedures for the chosen activity. Facilitator will write the steps on a
      chart; participants will record them on one of the procedure handouts.
   e. Slide 12 directs participants to work with a mentor to create one or two procedures for classroom
      activities. Encourage the group to write the steps of an activity for which they do not currently have
      procedures.
   f. Ask for volunteers to actually “teach” the procedures with the rest of the group acting as critical friends
      to help determine whether any steps have been omitted.
   g. Slides 13-20 may be optional, depending on the time. The slides present other issues which affect
      classroom management such as the teacher’s behavior, language, voice and power struggles. The slides
      also provide re-tooling strategies and procedures to follow when rules are broken.
WORKSHOP OUTLINE:
DEVELOPING PROCEDURES FOR EFFECTIVE CLASSROOM MANAGEMENT

9. Culminating activity, question, comment or reflection: (How will you get the participants to commit
to or take ownership for their new learning? Which component are you currently using, which one will
you add to your repertoire: i.e., exit slips, survey, journal writing or participant led conversations?)

<table>
<thead>
<tr>
<th>Slides  21-26</th>
</tr>
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<tbody>
<tr>
<td>a. These slides present the question, “What can I do personally to improve student behavior in my</td>
</tr>
</tbody>
</table>
classroom?” and present the concept of reframing. |
| b. Slide 24 encourages each participant to “take good emotional care of yourself” as a basis for improving |
in the classroom. |

10. Evaluations and Closure (What’s next, where do we go with this information?)

| a. Slide 25 gives the procedures for closing as a final modeling of procedures and expectations. |
| b. The last slide will be used for closure. Participants will be asked to pick up the poem, “I Am the Best |
Child I Can Be” when they turn in their evaluations and read the poem silently while others complete |
their evaluations. |
| c. The group will be asked to do a choral reading of the poem for closing. |

11. After the workshop: (What follow-up needs to be done?)

| a. No follow up is needed. The facilitator may need to provide some internet sites as resources for teachers |
to find more strategies on classroom management. |

12. Research References: (What were at least two relevant references on which you based the content of |
this workshop?)

| a. The First Days of School, Harry and Rosemary Wong |
| a. Power Struggles, Mendler |
| b. Framework for Understanding Poverty, Ruby Payne |
**WELCOME TO**
**DEVELOPING PROCEDURES FOR EFFECTIVE CLASSROOM MANAGEMENT**

When you think of the topic,
What’s working?
What’s not working?
*Using post-its, jot down answers to these 2 questions and put them on the appropriate posters.*

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**Poster Review**

- Celebrate “What’s Working”
- What do the other responses tell us?
- Expectations for the workshop...

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**Agenda & Learning Activities**

- Review Harry Wong’s Discipline vs. Management
- Create your own
- Reflection
- Small table discussions
- Visuals, video
- Planning
- Whole group discussion
- Sharing Out
- Reframing
TO GET THE MOST OUT OF OUR BRIEF TIME TOGETHER:

What are the norms we need to set?

“Toto, I have a feeling we’re not in Kansas anymore.”

It always helps to know where you are!

Complete the “Rate Your Classroom Disciplinary Practices” handout.

(It won’t be graded!)

Small Talk:

- At your table, determine what the trends are for the answers checked:
  - Which behaviors did most of you mark as “Usually”?
  - Which behaviors did most of you mark as “Sometimes”?
  - Which behaviors did most of you mark as “Never”?
Discipline vs. Procedures

- As you watch Harry Wong’s presentation of “Discipline and Procedures,” use the handout to jot down ideas that are important to you.

- We will use these as “Talking Points” later.

Whole Group Discussion

Please share the talking points you recorded with the larger group.

Sample Procedure: How would you teach this procedure and model it?

Procedures for Going to Art Class.

1. Close your books and leave your paper and pencils on your desk.
2. Stand up, push in your chair and place your hands on the back of the seat.
3. When your name is called, get in line quietly and face forward.
4. Follow the line leader down the hall using hallway manners.
5. The last person out will close the door for us.
Creating Procedures For a School Activity.

- What's a school activity that usually causes discipline problems?
- Let's write a set of procedures together for the activity.
- Wong had a few points to revisit.

Wongisms....

- Procedure = what the teacher wants done.
- Routine = what the students do automatically.

Ask yourself:
- Where are my students?
- What signal will I use?
- How many steps will I need?

“WHAT’S YOURS?”

- You will be working with your mentor to create procedures for one or two specific classroom activities.
- Several of you will get an opportunity to model how to teach the procedure. We will review it with you to see if any steps need to be included.
Is there anything else to consider when the procedures are in place and the discipline is still problematic?

What about the way we teach?

Continued:
WHAT ABOUT LANGUAGE AND VOICE?

Source = Ruby Payne- "A Framework for Understanding Poverty"

BUT WHAT ABOUT THESE KIDS?
I THINK WE'RE IN A POWER STRUGGLE!
I NEED MORE AMMO!

Source: Power Struggles by Mendler

WHAT MAKES THOSE KIDS ACT LIKE THAT?
RE – TOOLING (INTERVENTIONS)
Basic Defusing Techniques:

P.E.P. – (Privacy, Eye Contact and Proximity)
L.A.A.D.- (Listening, Acknowledging, Agreeing, Deferring)
Use Defusing Statements

Procedures for when rules are broken:

1. State the rule and consequence using P.E.P.
2. Ignore the last hook.
3. Use Listening and Acknowledging.
4. Use Agreeing and Deferring.
5. Tell there’s a power struggle happening.
7. Decide if a consequence is necessary.

Look at this lady and think, “What can I do personally to improve student behavior in my classroom?”
Reframe – What do you see when you think of music?

Reframing may help you change your relationship with your students.

Try to see them in a new “frame:”

STUBBORN
BOSSY
NOSY
FUSSY
RUDE

TAKE GOOD EMOTIONAL CARE OF YOURSELF
PROCEDURES FOR OUR CLOSING:

Please:
- Complete the evaluation.
- Put it on the table.
- Pick up the CPDU form and the “I am The Best Child” handout.
- Return to your seat.
- Help put materials back into the table bags (if present).
- Read through the handout while others complete their work.

Thanks!

REFLECTION:
How I see children affects everything.

I AM THE BEST CHILD I CAN BE

O, dear master, please help me to be.
When I am sad I am wise.
When I am happy, I am wise.

I am the best child I can be.
O, dear teacher, please help me to see,
The best, the most, the greatness in me.

I want to be somebody special,
I want to know my great potential,
I want to do something beneficial.

I want to know my special skills,
I want to do things to fulfill
Myself, my being, my good will.

I want to make, produce, and give,
I want to feel, to love, to live,
Teacher, help me to strive and live.

I just hope the one that’s teaching
Promotes my goodness with her speaking:
Proudly teaching and outreaching.

I am the best child that I can be,
O, dear teacher, please help me to see,
The best, the most, the greatness in me.

Bernice Branford Lewis
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Prepared by Ardella Perry-Osler for "Developing Procedures for Effective Classroom Management"
Rate Your Classroom Disciplinary Practices

Analyze your classroom disciplinary practices with this checklist from the National Education Association's "I Can Do It" Classroom Management training module, a program developed by the California Teachers Association.

Place a check in the appropriate column after each item.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
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</thead>
<tbody>
<tr>
<td>1. I get students' attention before giving instructions.</td>
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<tr>
<td>2. I wait for students to attend rather than talk over chatter.</td>
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<td>3. I quickly get students on-task.</td>
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<td>4. I give clear and specific instructions.</td>
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<td>5. I set explicit time limits for task completion.</td>
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<td>6. I circulate among students at work.</td>
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<td>7. I hold private conferences/conversations during class.</td>
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<td>8. I model courtesy and politeness.</td>
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<td>9. I use a quiet voice in the classroom.</td>
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<tr>
<td>10. I use a variety of cues to remind students of expected behavior.</td>
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<tr>
<td>11. I teach students my cues.</td>
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<td>12. I enrich my classroom to improve students' motivation.</td>
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<td>13. I impoverish my classroom to improve attention.</td>
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<tr>
<td>14. I am aware of the effects of my dress, voice, and movements on student behavior.</td>
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<td>15. I use students' names as low-profile correctors of inattention.</td>
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<td>16. I use proximity to improve classroom control.</td>
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<td>17. I communicate positive expectations of good behavior to my class.</td>
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<td>18. I have clear and specific rules that I teach my students.</td>
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<td>19. I refuse to threaten or plead with students.</td>
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<td>20. I consistently follow through with consequences to enforce rules.</td>
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<tr>
<td>21. I use &quot;I messages&quot; assertively to tell students what I want them to do.</td>
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<tr>
<td>22. I use &quot;I messages&quot; humanistically to communicate my feelings.</td>
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<tr>
<td>23. I respond to behavior I like with specific, personal praise.</td>
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<tr>
<td>24. I use non-verbal, social, and activity reinforcers.</td>
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</tbody>
</table>

Adapted from National Education Association's "I Can Do It" Classroom Management training module, developed by California Teachers Association. For more information about this program, contact NEA Teacher Quality at (202) 822-7333. Copyright © 1999 by the California Teachers Association. Republished with permission.

Revised by I-KAN ROE, 2008: Scoring option removed for use with Mentoring-Induction.
Scoring version is available at http://www.nea.org/classmanagement/selfeval.html
The Problem Is Not Discipline

DIFFERENCE BETWEEN CLASSROOM MANAGEMENT AND DISCIPLINE

Classroom management and discipline are not the same thing. Owners don't discipline a store; they manage a store. Coaches don't discipline a team; they manage a team. Likewise, teachers don't discipline a classroom; they manage a classroom.

No learning takes place when you discipline. All disciplining does is stop deviant behavior, which must be done, but no learning has taken place. Learning only takes place when the students are at work, or as we say in education, on-task.

**DISCIPLINE**: Concerns how students *BEHAVE*

**PROCEDURES**: Concern how things are *DONE*

**DISCIPLINE**: Has penalties and rewards

**PROCEDURES**: Have *NO* penalties or rewards

We have been getting many questions about what to do with the behavior of certain students. We regret that we cannot respond to each situation because we have no background on the student, the classroom environment, and, most importantly, the specifics of how the classroom is managed.

We suspect that the great majority of what teachers call behavior problems in the classroom have nothing to do with discipline. The number one problem in education is not discipline. It is the lack of procedures and routines resulting in students not knowing what to do-responsibly-in the classroom.

**WHY PROCEDURES ARE IMPORTANT**

Students readily accept the idea of having a uniform set of classroom procedures, because it simplifies their task of succeeding in school. Efficient and workable procedures allow a great variety of activities to take place during a school day, and often several activities at a given time, with a minimum of confusion and wasted time. If no procedures are established, much time will be wasted organizing each activity and students will have to guess what to do. As a result, undesirable work habits and behaviors could develop which would be hard to correct.

**Procedures are the foundation that set the class up for achievement.** Student achievement at the end of the school year is directly related to the degree to which the teacher establishes good control of the classroom procedures in the very first week of the school year.

When a class is managed with procedures and the students know these procedures, they will more willingly do whatever you want them to do. You can then be an exciting, creative, and informative teacher with a well-oiled learning environment.
CLASSROOM PROCEDURES

Ineffective teachers begin the first day of school attempting to teach a subject and spend the rest of the school year running after the students.

Effective teachers spend most of the first two weeks of the school year teaching students to follow classroom procedures.

There must be procedures in the classroom. Every time the teacher wants something done, there must be a procedure or a set of procedures to accomplish the task. Some procedures that nearly every teacher must teach include the following:

- entering the classroom
- dismissing at the end of the period or day
- returning to class after an absence
- arriving to class tardy
- quieting a class
- beginning of the period or day
- asking for help
- moving of students and papers
- listening to/responding to questions
- working cooperatively
- changing groups
- keeping a student notebook
- finding directions for each assignment
- collecting/returning student work
- getting materials without disturbing others
- handing out equipment at recess
- moving about the room
- going to the library/tech center
- heading of papers

TEACHING CLASSROOM PROCEDURES

Most behavior problems in the classroom are caused by the teacher's failure to teach students how to follow procedures. Teachers must learn how to effectively convey the procedures just as students must learn how to follow the procedures. Below is a summary of an effective method of teaching classroom procedures.

The Three-Step Approach to Teaching Classroom Procedures

1. **Explain**: State, explain, model, and demonstrate the procedure.
2. **Rehearse**: Rehearse and practice the procedure under your supervision.
3. **Reinforce**: Reteach, rehearse, practice, and reinforce the classroom procedure until it becomes a student habit or routine.

Please refer to Chapter 20 of *The First Days of School* or the video series, *The Effective Teacher*, to see how the three-step technique is used to teach selected procedures.
RECORD KEY POINTS FROM THE VIDEO. THESE WILL BE YOUR ‘TALKING POINTS’ LATER.

"THE EFFECTIVE TEACHER" VIDEO #3
Discipline and Procedures
Notes and Doodles:
## Procedures to Rehearse with Students

**Activity or Situation** ______________________________________________

Write out and number all the procedures (steps) needed to complete this activity.

<table>
<thead>
<tr>
<th>Remember:</th>
<th>Ask yourself:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Procedure = what the teacher wants done.</td>
<td>• Where are my students?</td>
</tr>
<tr>
<td>• Routine= what the students do automatically.</td>
<td>• What signal will I use?</td>
</tr>
<tr>
<td><strong>Three steps to teaching classroom procedures:</strong></td>
<td>• How many steps will I need?</td>
</tr>
<tr>
<td>1. Explain – state, explain, model, demonstrate</td>
<td></td>
</tr>
<tr>
<td>2. Rehearse – rehearse and practice (supervised)</td>
<td></td>
</tr>
<tr>
<td>3. Reinforce- reteach, rehearse, practice and reinforce until it becomes a routine.</td>
<td></td>
</tr>
</tbody>
</table>

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*Reference: The First Days of School, Harry and Rosemary Wong, Chapter 20*
I AM THE BEST CHILD I CAN BE

I am the best child I can be
O, dear teacher, please help me to see,
The best, the most, the greatness in me.

I want to be somebody special,
I want to know my great potential,
I want to do something beneficial.

I want to know my special skills,
I want to do things to fulfill
Myself, my being, my good will.

I want to make, produce, and give,
I want to feel, to love to live,
Teacher, help me to strive and live.

I just hope the one that's teaching
Promotes my goodness with her speaking:
Proudly teaching and outreaching.

I am the best child that I can be,
O, dear teacher, please help me to see
The best, the most, the greatness in me.

Bernice Branford Lewis