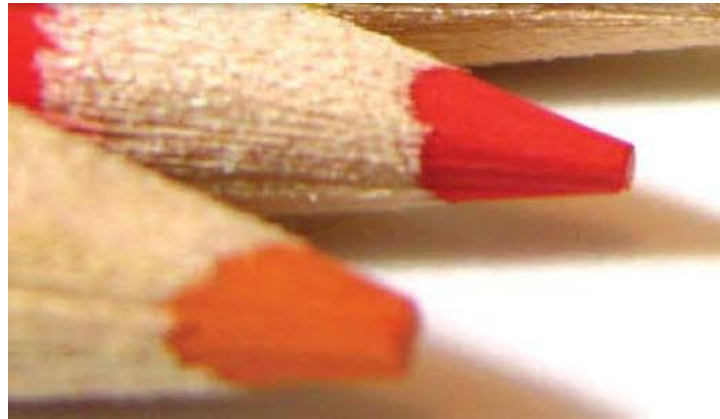


Classroom Management & Instructional Strategies



Technical Assistance Center on Disproportionality

Metropolitan Center for Urban Education
@ New York University

By the end of this workshop, participants will be able to:

- Understand the key factors that create a sense of urgency for building improved student relationships.
- Self-reflect on the ways in which they connect and interact with all students and understand how this impacts disproportionality.
- Identify proactive classroom management strategies that promote caring, positive school environments.

WHY NOW?

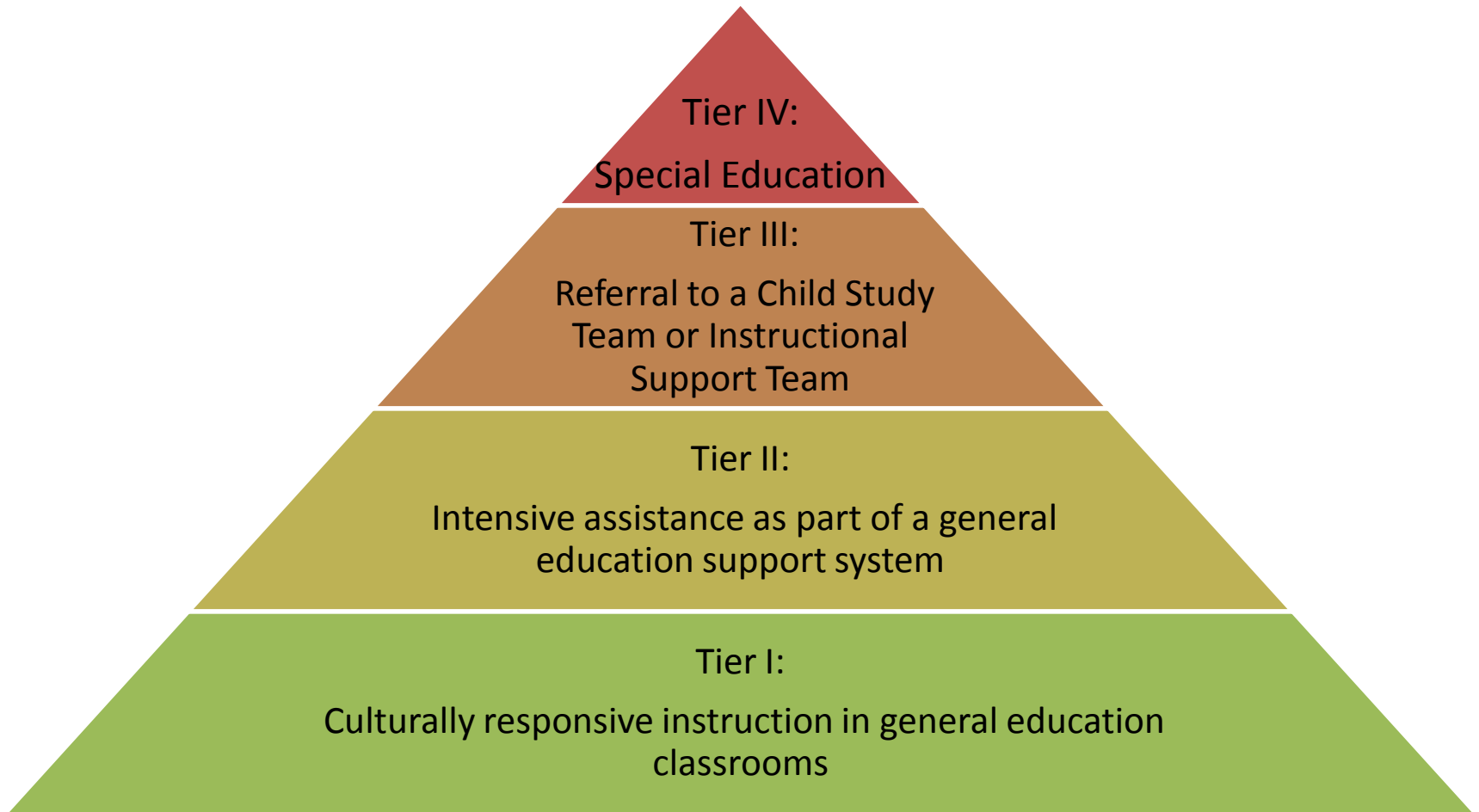
Building improved relationships for all students, especially struggling and gifted learners, is at the top of the American educational agenda. Many factors are attributable to this sense of urgency.

- Legislation, i.e., NCLB, IDEA, ***RTI***
- Disproportionality
- Achievement Gap
- Gender Gap
- Demands of the 21st Century

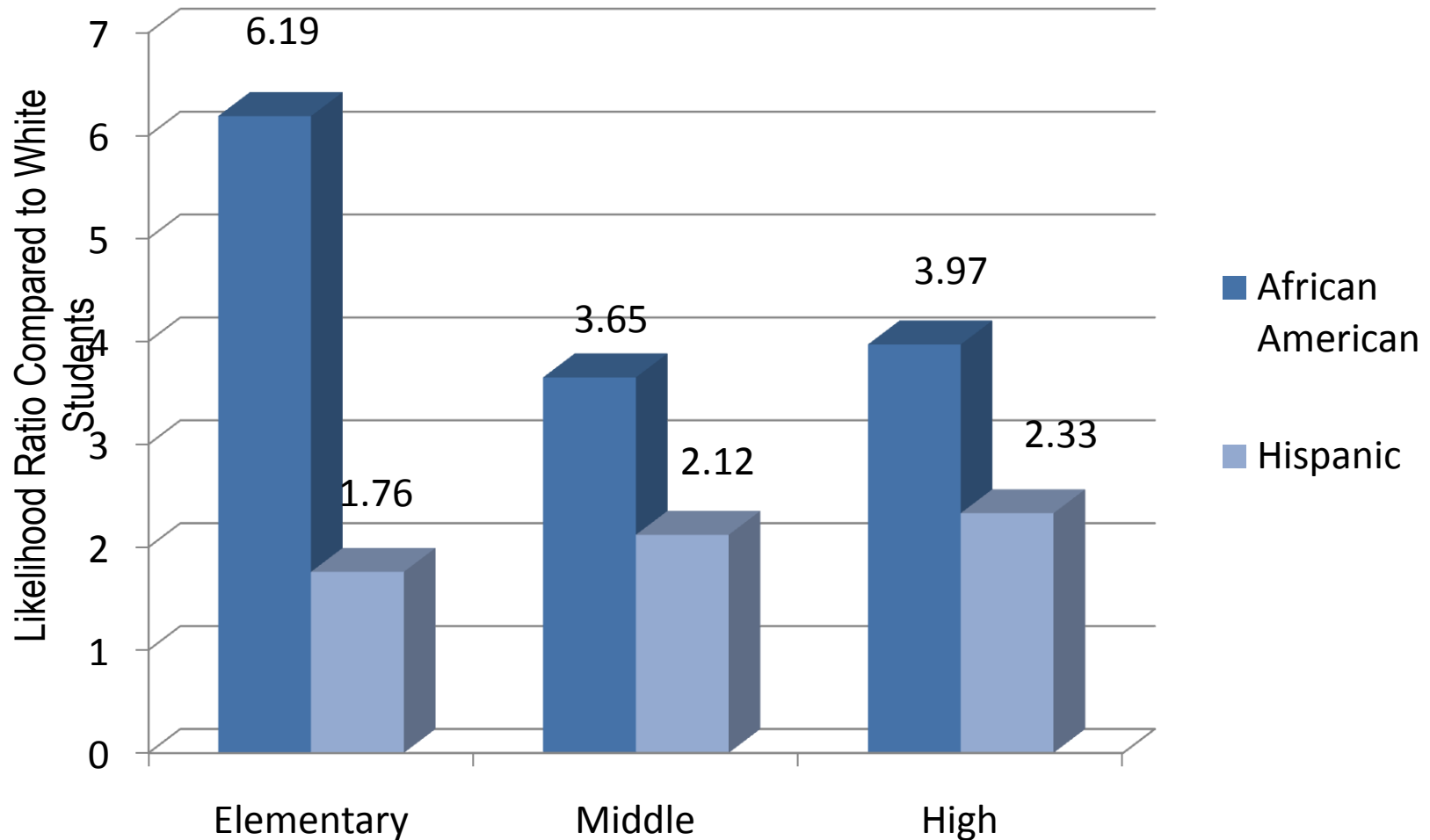
Response to Intervention (RTI)

- New York is rolling out RTI in September in pilot schools
- IDEA mandates RTI in 2012
- Tiers 1 and 2 are not special education interventions, but fall squarely in the domain of general education. Tier 1 is universal design and Tier 2 is more individualized.

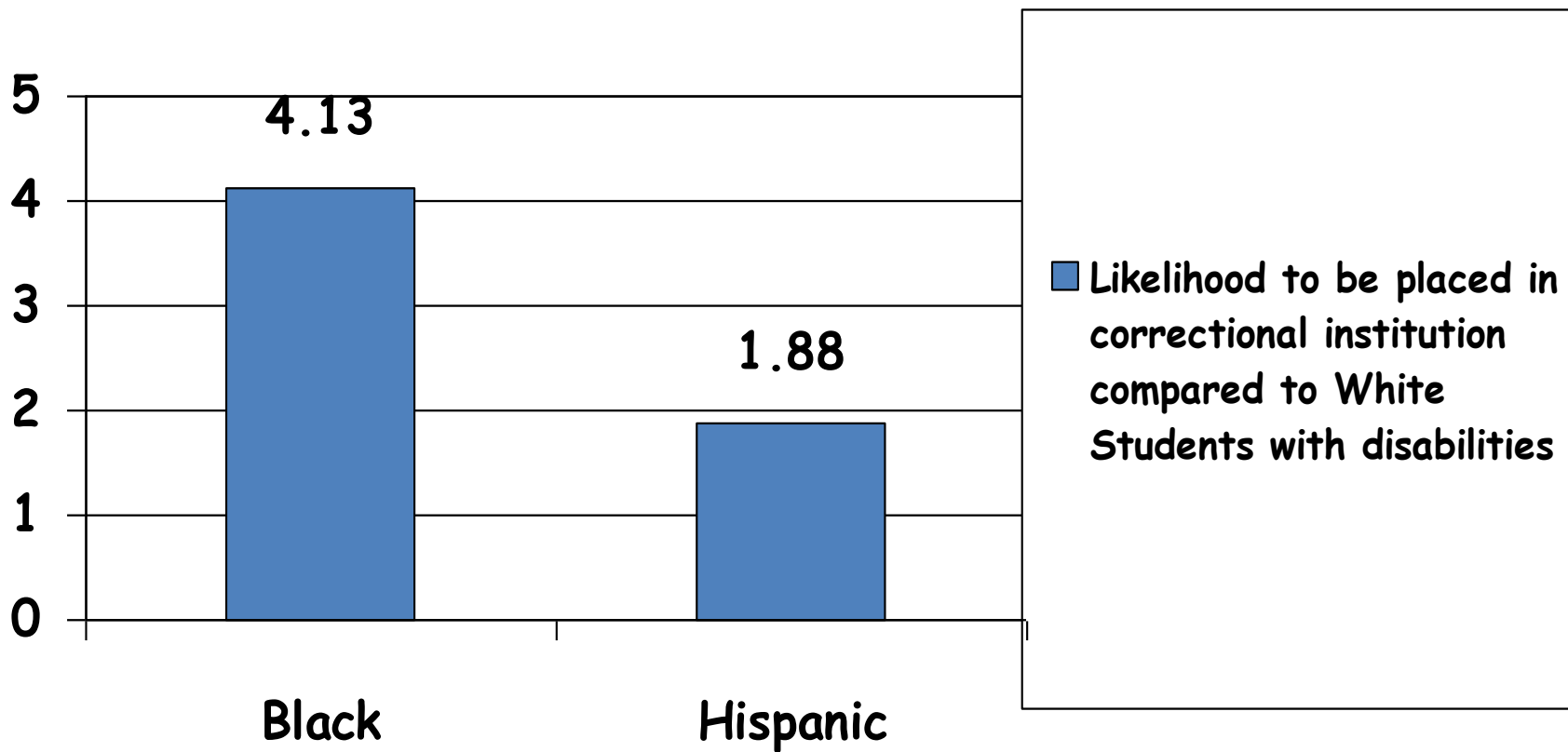
Response to Intervention Model



Disproportionality Begins Early and Persists (Rausch & Skiba, 2004)



Students with Disabilities

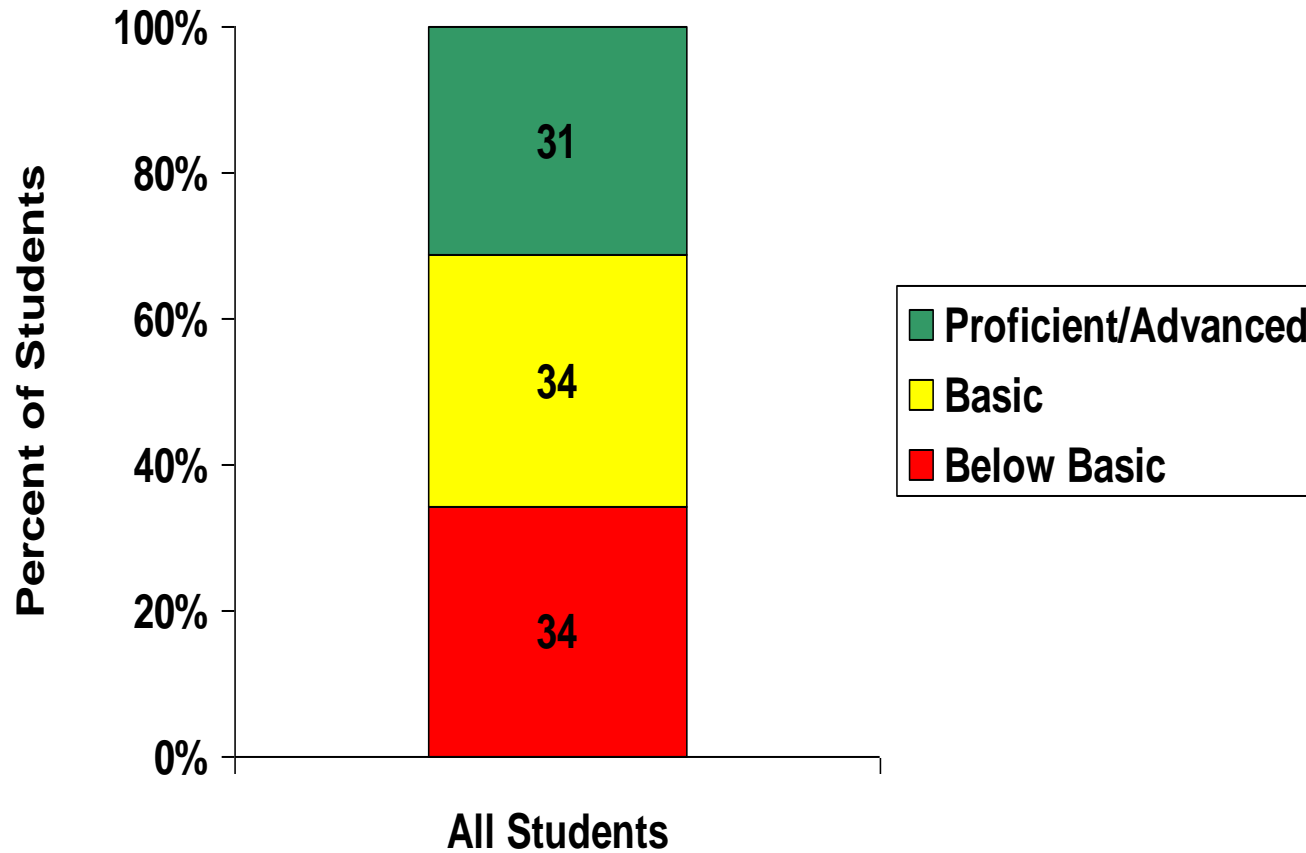


US DOE, 2005

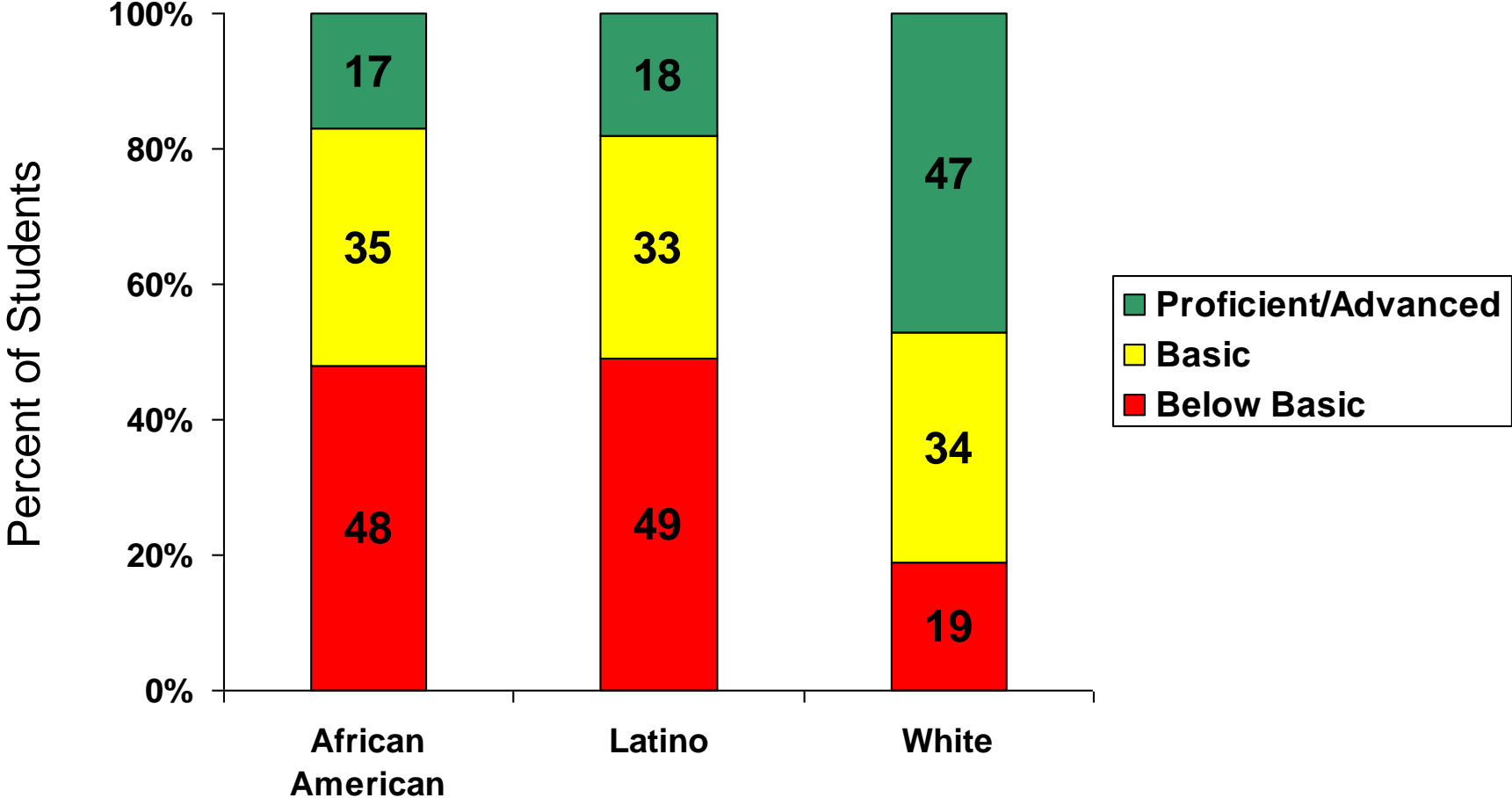
The Achievement Gap

Every year, thousands of children head toward school already behind. Many never catch up.

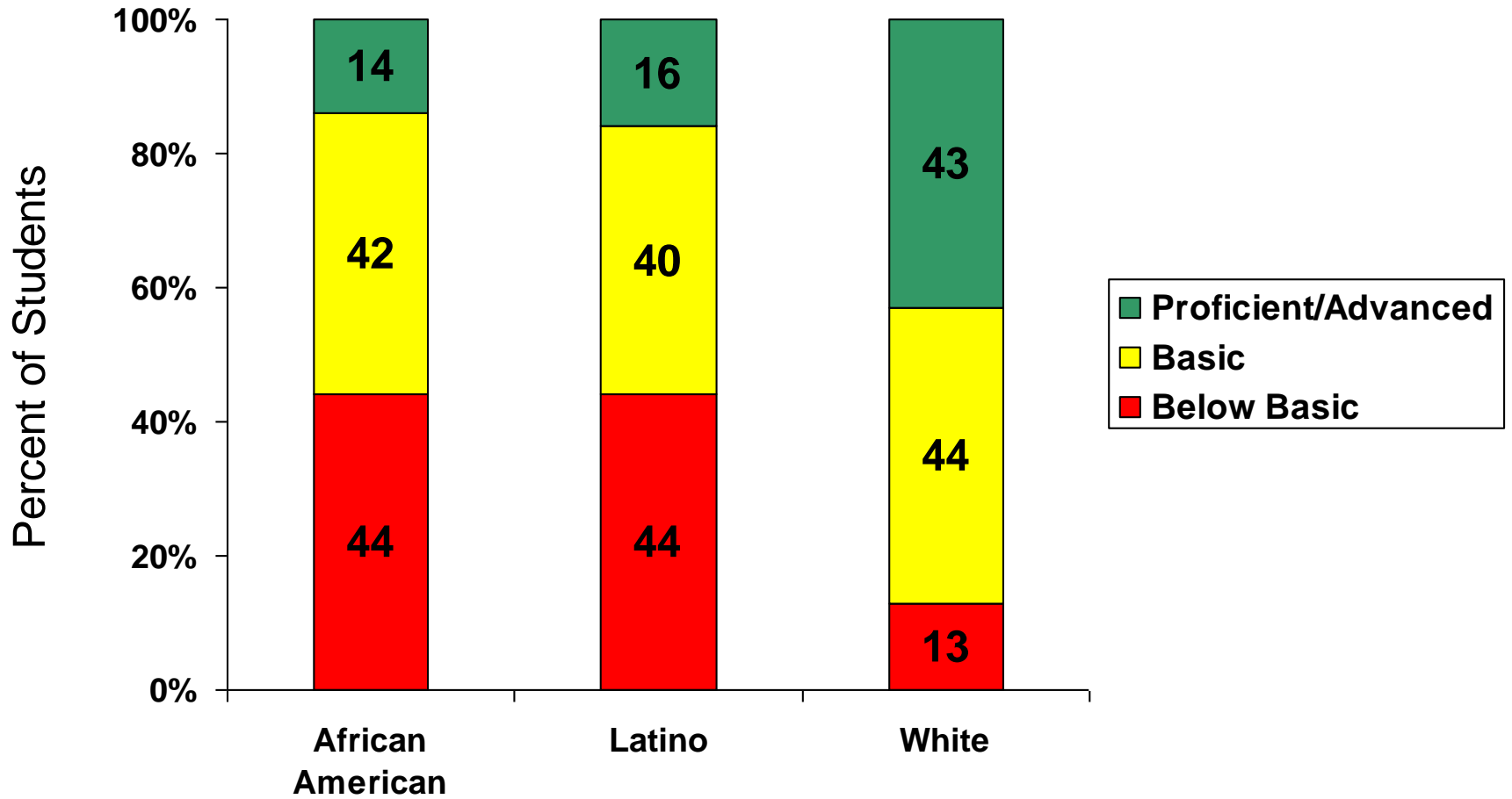
2007 NAEP Grade 4 Reading All Students, New York



2007 NAEP Grade 4 Reading by Race/Ethnicity, New York



2007 NAEP Grade 8 Reading by Race/Ethnicity, New York



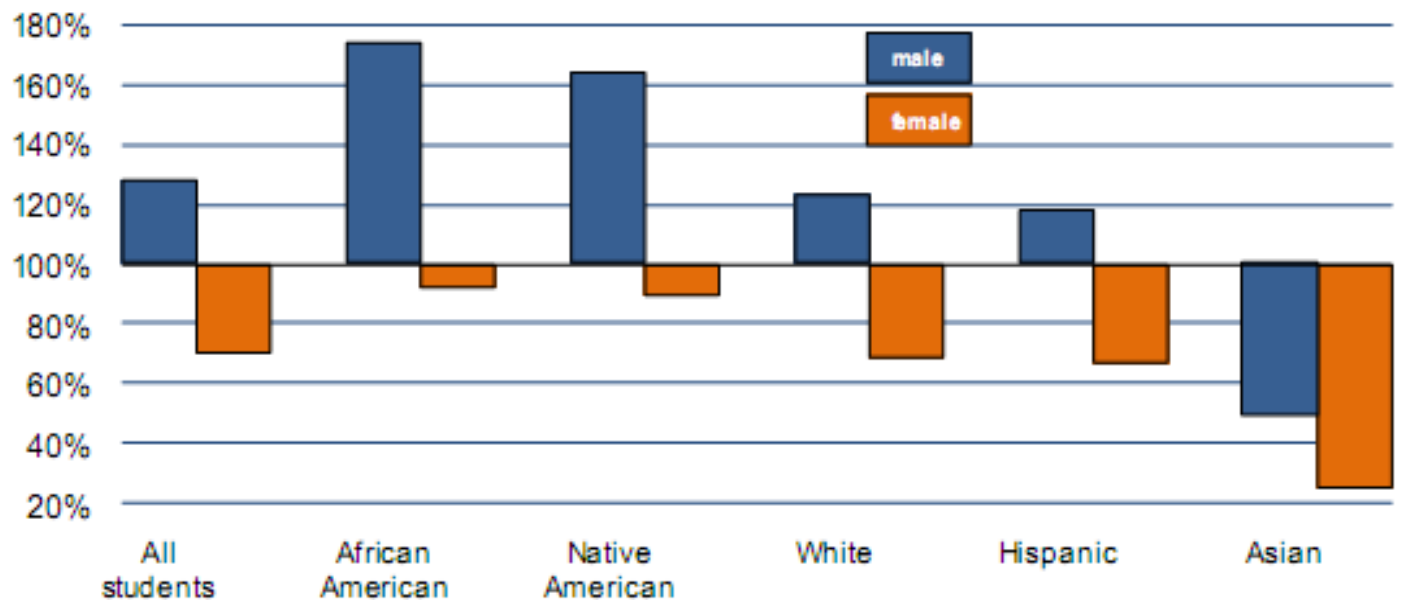
NY: 9th Graders Graduating 4 Years Later (2004)

	Graduated NY: 9 th Graders Graduating 4 Years Later (2005)
Asian	68.8%
Black	45.4%
Latino	42%
White	81%

Special Education by Gender

Disability Rates for Race-by-Gender Categories (2006)

as a percent of the national average



SOURCE: EPE Research Center, 2008.
Data from Office of Civil Rights,
U.S. Department of Education.

3 Strategies for Improving Student Relationships

Strategy #1

Know How Your Students Perceive You

“Both African American and white teachers must be willing to interrogate the ways in which middle-class norms shape their “presentation of self” in the classroom since such values impact the teaching-learning process.”

Kathy-Anne Jordan, *Discourses of Difference*, *The Journal of African American History*; Winter 2005

Activity: Dr. Phil’s Test

Strategy #2

Administer Interest Surveys to Students & Parents

In addition to administering student interest survey (samples in your folder), parents should be surveyed about their children's interests because parents often reveal talents and interests that students inadvertently omit. The parent survey also facilitates relationship building with teachers.

Activity: Complete a parent survey for your child or a child you know.

Strategy #3

Make Your Classroom Culturally Responsive

“When teachers and students come from different cultural backgrounds, planned efforts to cross social borders and develop caring, respectful relationships are essential.”

Weinstein, Curran, Clarke (2003), Culturally Responsive Classroom Management:

Awareness Into Action, Ohio State University

- Conduct cultural self-assessments.
- Become a guardian of equity and access.
- Value the diversity of your students.
- Adjust practices and attitudes to meet the changing demographics of your classroom.

Activities:

Complete a multicultural checklist - With a partner, match Chinese & American idioms

In-School Causes of Discipline Problems

1. Competitive Environment
2. Student Boredom
3. Powerlessness
4. Unclear Limits
5. Requiring Students to Earn Educational Opportunities
6. Lack of Acceptable Outlets to Express Feelings
7. Attacks on Dignity

Curwin, Mendler & Mendler (2008)

The 7 Stages of Prevention

(Curwin, Mendler & Mendler, 2008)

1. Know and express yourself clearly
2. Know your students
3. Make your classroom a motivating place
4. Teach responsibility and caring
5. Establish effective rules and consequences
6. Keep yourself current
7. Deal with stressful conflict

Stage 1:

Know & Express Yourself Clearly

- What is your teaching/management style?
- What are your strengths and weaknesses as an instructor?
- What verbal and body language do you use often to communicate, and how might these impact student behaviors and/or learning outcomes?

Resources:

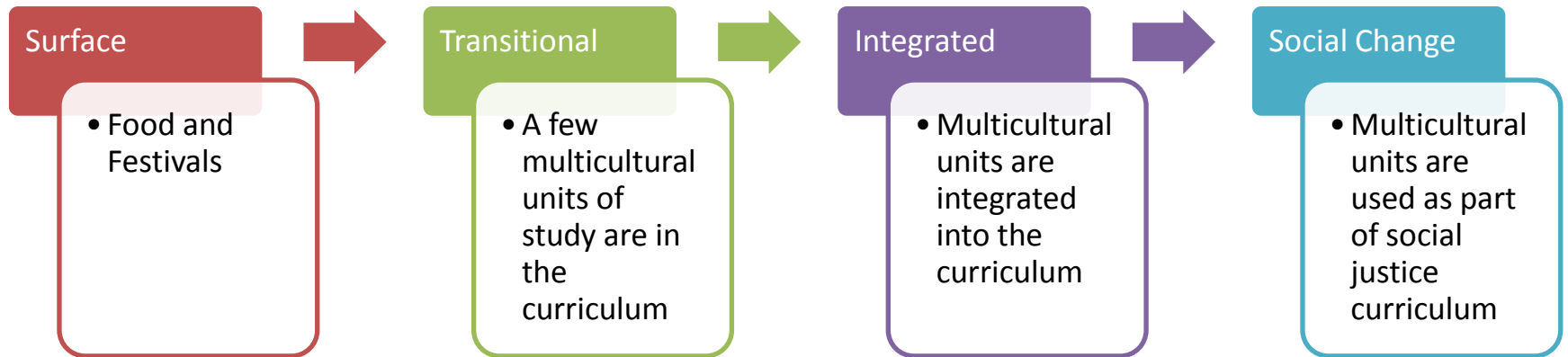
- Self –Quiz
- Discipline With Dignity Surveys
 - Our Words Matter

Stage 2:

Know Your Students

- Learning styles & needs
- Interests
- Academic/behavioral strengths & weaknesses
- Literacy & math level
- Communication style
- Cultural background/language

The Cultural Continuum





The Iceberg

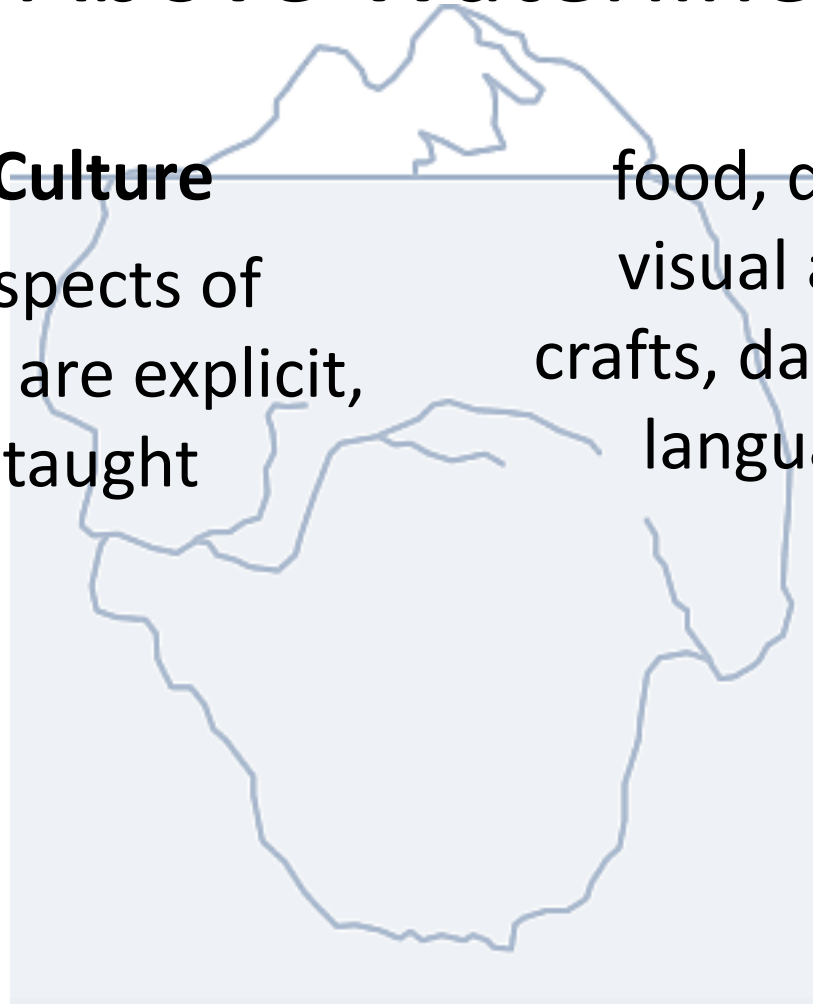
A Deeper Understanding of Culture

Above Waterline

Surface Culture

These are aspects of culture that are explicit, visible, and taught

food, dress, music, visual arts, drama, crafts, dance, literature, language, games



At and Just Below the Waterline



Unspoken Rules

This is the transition zone where the cultural observer has to be more alert: the area where implicit understandings become talked about, and explained

courtesy, contextual conversational patterns, concepts of time, personal space, rules of conduct, facial expressions, nonverbal communication, body language, touching, eye contact, pattern of emotions, notions of modesty, concepts of beauty, courtship practices, notions of leadership

Below the Waterline



Unconscious Rules

"Hidden" culture: the habits, assumptions, understandings, values, judgments ... that we know but do not or cannot articulate

nature of friendships, tone of voice, attitude toward elders, concept of cleanliness, notions of adolescence, patterns of group decision-making, preference for competition or cooperation, tolerance of pain, conception of self, conception of past and future, definition of obscenity, attitude towards dependents, problem-solving roles

DVD:

Common Sense of Differentiation:

Meeting Specific Learning Needs in the
Regular Classroom

Stage 3:

Make Your Classroom A Motivating Place

- Discipline will **NEVER** replace motivating activities or effective teaching methods
- Provide choices
- Make it real: Create learning activities that are based on topics that are relevant to your student's lives.
- HAVE A 5-10 minute "DO NOW" posted when students enter the room.

Do Now (5-10 mins)

Purpose of routine: to immediately engage all students, activate prior knowledge, **whet appetites**, and **bait the hook** in preparation for the lesson.

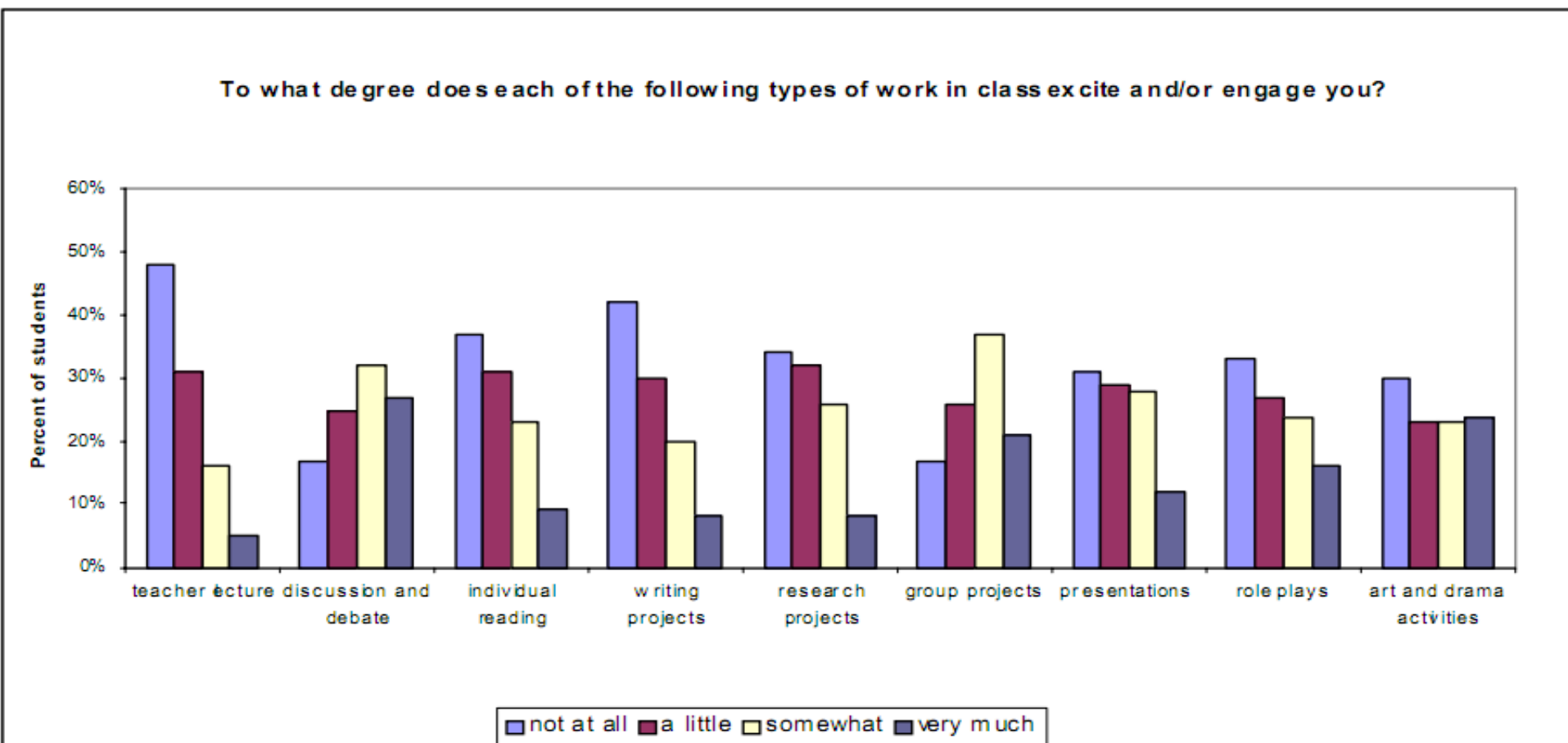
Example:

Work in pairs to put **three +** signs and **one –** sign between the following digits so the answer is 100. Do not change the order of the digits.

9 8 7 6 5 4 3 2 1

High School Survey of Student Engagement

Figure 7. HSSSE 2006 Respondents' Views on Various Pedagogical Methods

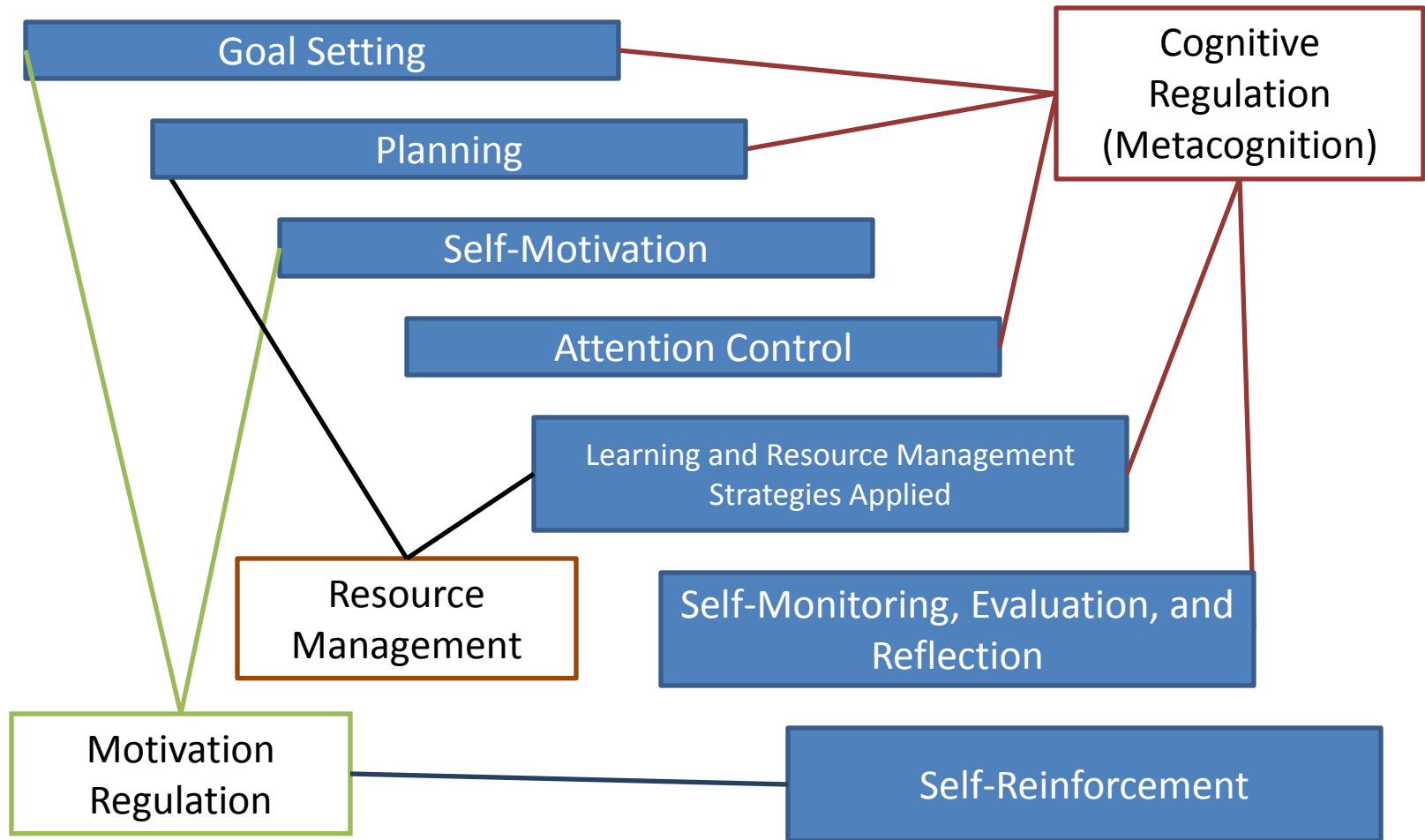


Stage 4:

Teach Responsibility & Caring

- Have students involved in as many decisions as possible (homework, test questions, topics of study, room set-up, etc.)
- Assign jobs
- Get them to do for others
- Foster self-regulation: Responsibility can also be enhanced in behavior modification programs by involving students in monitoring and reinforcing their own behaviors

Putting Self-Regulation Together



Ethical Caring

(Noddings, 2002)

- Requires *reflection & self-understanding*-We need to understand our own capacities, how we are likely to react in various situations, and our selfish tendencies as well as our generous ones.
- 4 Components of Care:
 - Modeling
 - Dialogue
 - Practice
 - Confirmation

FAST: An Interpersonal Problem Solving Strategy

Freeze & Think

Alternatives

Solution Evaluation

Try it!

Stage 5: Establish Effective Rules & Consequences (social contracts)

- Establish social contracts- A list of values, rules and consequences that define proper behavior deemed necessary for good learning and teaching to occur.
- This generally works best when teachers identify the school/class values and involve students in defining the rules.
- Variations of social contracts include having students propose rules for the teacher as well as for each other.

Creating Classroom Rules

- Keep it positive
- Avoid vague or nebulous terms
- Involve students (even if leading)

Stage 6: Keep Yourself Current

- Continue learning about child behavior, theories of discipline, and some of the research into psychology and education as it applies to discipline
- “Knowledge alone will not make you a better classroom manager, but knowledge can generate alternatives.”

(Curwin, Mendler & Mendler, 2008, p. 59)

Staying Current

- Think of your school as a...
 - Research facility
 - Professional think-tank
 - Critical friends group
 - Teacher support program

Stage 7:

Deal With Stressful Conflict

- Many discipline problems occur because stressed out-teachers are trying to get stressed out kids to do what they want.
- Strategies for reducing stress:
 - Anticipate the predictable
 - Do not take inappropriate behavior personally
 - Develop mental toughness

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