

CLASSROOM MANAGEMENT SOLUTIONS FOR TEACHERS:

New methodologies, effective motivation, cooperation and evaluation strategies

The present document is a brief summary of the course I attended in Florence from June 16 to 22. It was the last activity in our school referring to our project KA1 focusing on teacher training.

Although La Presentacion school already had an intensive training in new methodologies some years ago, I must state that taking part of this Erasmus + experience was invaluable in refreshing all those ideas I learnt previously. Furthermore, meeting other teachers all around Europe with different teaching methodologies and resources made me more aware of the considerable differences in education between the countries.

MONDAY 17

WELCOME. INTRODUCTION. COURSE INFO

- Introduction with 3 words: name, country and feeling.
- 7 Word Biography: write 7 words that define the most important facts in your life. Share with a partner.
- Sentence Target: I hope that... I hate... I am sure glad that I ...
- Write on a post-it and paste on the board: How would you defined Classroom Management? Why is it important?

CLASSROOM MANAGEMENT: WHAT, WHY AND HOW

What needs to be managed in your classroom?

- When talking is ok or not
- Time, pacing
- Evaluation
- Students' excuses, different personalities (toilet registration)
- Keeping students active and engaged
- Feelings and emotions
- Necessary materials, who brings what
- Special needs/different levels/mixed levels

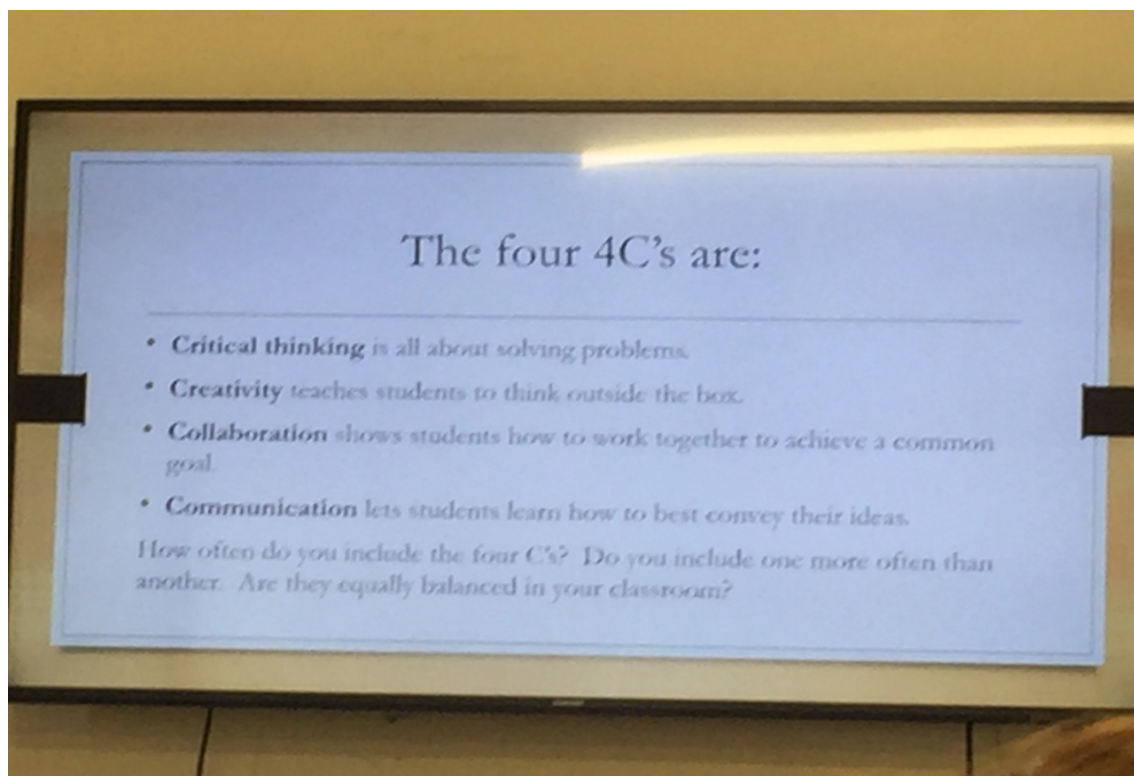
- ✓ What is the most difficult and easier thing to manage in your classroom?

STUDENT CENTERED TEACHING. TOUCHING UPON 4C'S AND 21ST CENTURY SKILLS

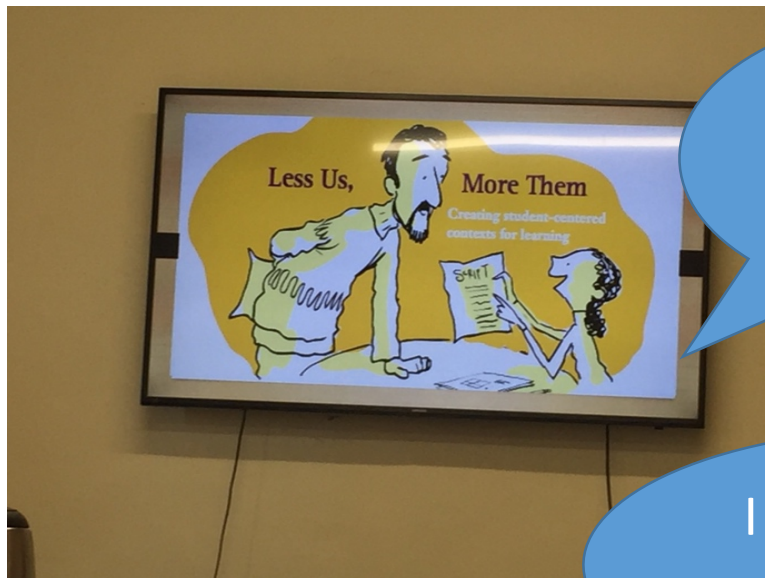
10 Characteristics of Learner-Centered Experiences



Katie Martin



- Peer tree education 21st century education
<https://www.youtube.com/watch?v=2N1I6sOhDiw>
- Strategies for student centred discussion
<https://www.youtube.com/watch?v=N99Mg5LfFfM>



Sage on the
Stage Vs Guide
on the Side

I don't need to
entertain my
.

Other meaningful quotes are:


- "Education is not preparation for life, education is life itself" John Dewey
- "The best way to learn is to do. The worst way to teach is to talk" Paul Halmos

TIPS. Have students working in

- individually
- pair work
- small groups 3-4
- 50/50
- entire class
(students with learning difficulties retell what your partner said)

✓ How can you incorporate 4 Cs in your classroom?

- Engaging the invisible student
<https://www.youtube.com/watch?v=194ShgGPT-4>



Name: _____
 Date: _____
 Period: _____

It is your responsibility to record what happens today in your jury, but I want you to watch two specific people (your choice). As the group discusses the topic, you are going to assess how well these two present their argument. Don't worry; they are not getting a grade based on your observation.

Write the names of the two students you are observing:

In these boxes, make a mark each time they speak:

--	--

In these boxes, make a mark each time they cite information from the text:

--	--

In these boxes, make a mark each time they are off task or off topic:

--	--

In your opinion, what were the most compelling (convincing) pieces of information they shared with the group?

What information from the text would you have used in making your case?

Use a programme called Peardeck.

- ✓ Comparison of Teacher-Centered and Student-Centered Paradigms (Huba and Freed, 2000).
- ✓ Reading Transforming your teaching style: a student-centered approach. Later, we answer the following questions:
 - Do you agree or disagree?
 - How would you describe your own teaching practice?
 - Would you describe it as a teacher or student centered?
 - Would you like to change anything about the way you teach?

TUESDAY 18

DEALING WITH DIFFICULT BEHAVIOURS

STUDENTS WHO FINISH EARLY:

- Prepare a specific place in the classroom with games, worksheets, magazines... Explain them at the beginning of the course so as to not lose time when they are required.
- Exit Card: simple and quick activity out of the class when there are only 2 or 3 minutes left to finish it.
- Students write some questions and go to others classrooms to ask other students.

STUDENTS WHO BULLY OR OFFEND OTHERS:

- Spend the first two weeks of the school year working on rules (brainstorm, role-plays...)
- Speak individually with them.
- Quiz "Are you a respectful person?"
Website to work on rules and some discussions www.goodcharacter.com
- Sign a kind of "Contract" stating that they are aware of their behaviour and will accept the logical consequences if they do not fulfil the rules.

STUDENTS WHO QUESTION YOUR KNOWLEDGE:

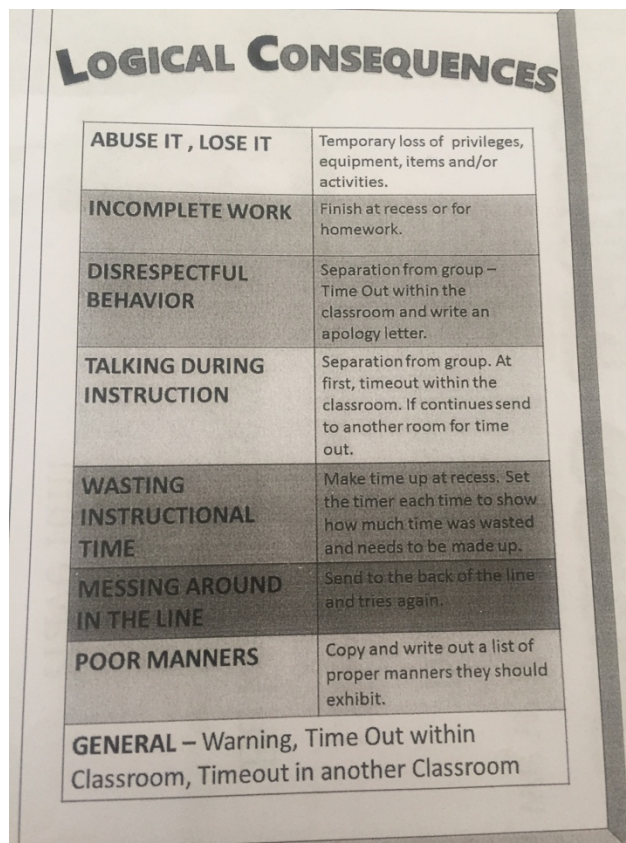
- Prompt them to correct your mistakes. They should know that everyone makes mistakes.
- Teacher for a day www.oncourseworkshop.com

WHAT WOULD YOU DO? LET'S LOOK AT SOME TYPICAL SCENARIOS...

How would you solve these problems for students?	
Problem	
1. The lessons are boring.	
2. The teacher lectures too much.	
3. We don't get to be active enough or exchange opinions or confirm learning in pairs and groups.	
4. The teacher doesn't like us.	
5. The teachers always praises one student only.	
6. The teacher always criticizes one student.	
7. We can't follow the instructions.	
8. We didn't understand the point of lesson.	
9. The teacher doesn't know the material.	
10. The equipment is of poor quality.	
11. The book is boring.	

ESTABLISHING EFFECTIVE RULES AND INTRODUCING NEW ONES.

- Each teacher should write their own rules and consequences (under 10, no more)

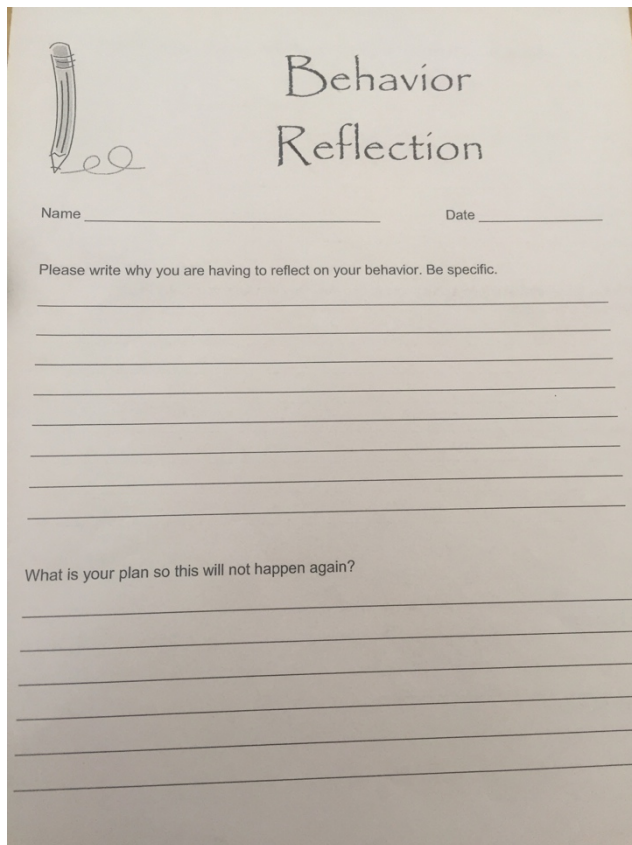


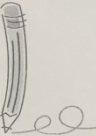
ABUSE IT , LOSE IT	Temporary loss of privileges, equipment, items and/or activities.
INCOMPLETE WORK	Finish at recess or for homework.
DISRESPECTFUL BEHAVIOR	Separation from group – Time Out within the classroom and write an apology letter.
TALKING DURING INSTRUCTION	Separation from group. At first, timeout within the classroom. If continues send to another room for time out.
WASTING INSTRUCTIONAL TIME	Make time up at recess. Set the timer each time to show how much time was wasted and needs to be made up.
MESSING AROUND IN THE LINE	Send to the back of the line and tries again.
POOR MANNERS	Copy and write out a list of proper manners they should exhibit.
GENERAL – Warning, Time Out within Classroom, Timeout in another Classroom	

- Write in positive, never use negative sentences.
- Poster on the wall to point out the rules when necessary.
- Sign a contract at the beginning of the course.
- Take the rules to home so parents can see them.
- Video to work on rules with kids:
<https://www.youtube.com/watch?v=NeKZKD2Dgc4>
- Old students might record a video explaining the basic rules to the youngest ones. <https://www.youtube.com/watch?v=uBk4Hq4IEx8>
- Steps to follow when a rule is broken:

1st time: warning pointing out the rule on the poster.

2nd time: the student fills out a form to identify the rule they have broken; think on what they plan to do to correct the situation

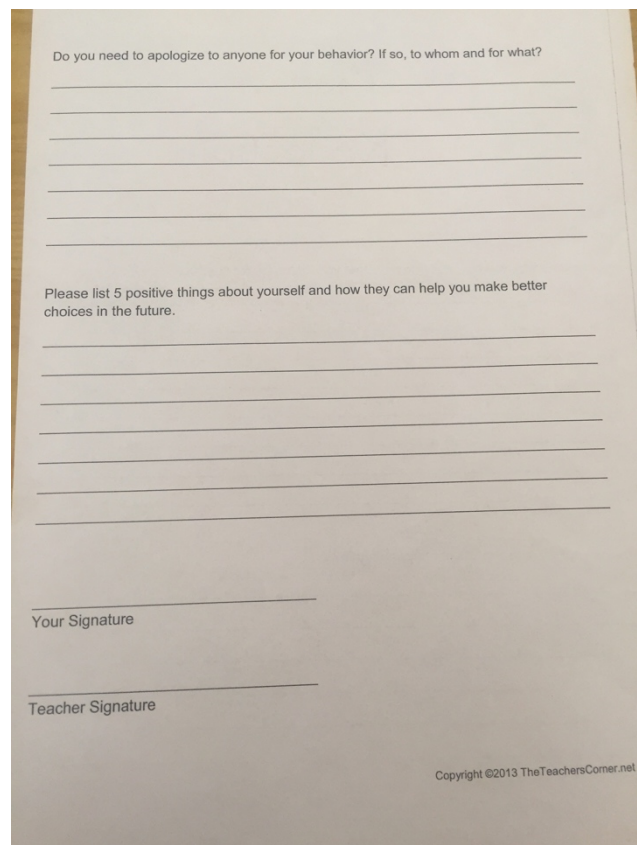


 Behavior Reflection

Name _____ Date _____

Please write why you are having to reflect on your behavior. Be specific.

What is your plan so this will not happen again?



Do you need to apologize to anyone for your behavior? If so, to whom and for what?

Please list 5 positive things about yourself and how they can help you make better choices in the future.

Your Signature _____

Teacher Signature _____

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- 3rd time: isolation from class or team
- 4th time: call parents
- 5th time: office referral

www.educationalworld.com

CLEAR INSTRUCTIONS, MONITORING, DEVELOPING RAPPORT

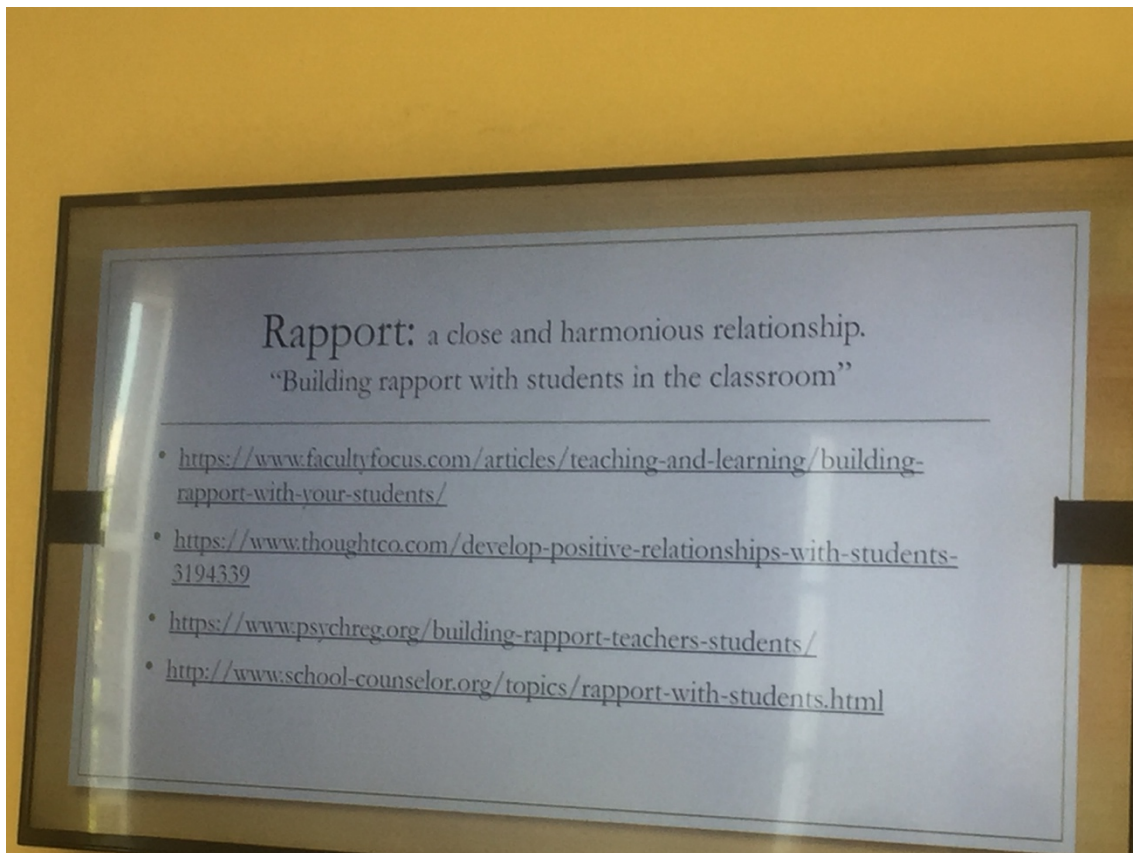
A blog for leadership trainers

- Give the instructions step by step, not all of them at the beginning of the activity.
- Short and simple. LESS IS MORE.

Techniques for monitoring <https://www.youtube.com/watch?v=zUpglmcAL3Y>

- Students should imagine that teacher is not there.
- The teacher should not correct too early, give students enough time to sort out problems by themselves.
- The teacher has to write mistakes and positive aspects to comment all together later.

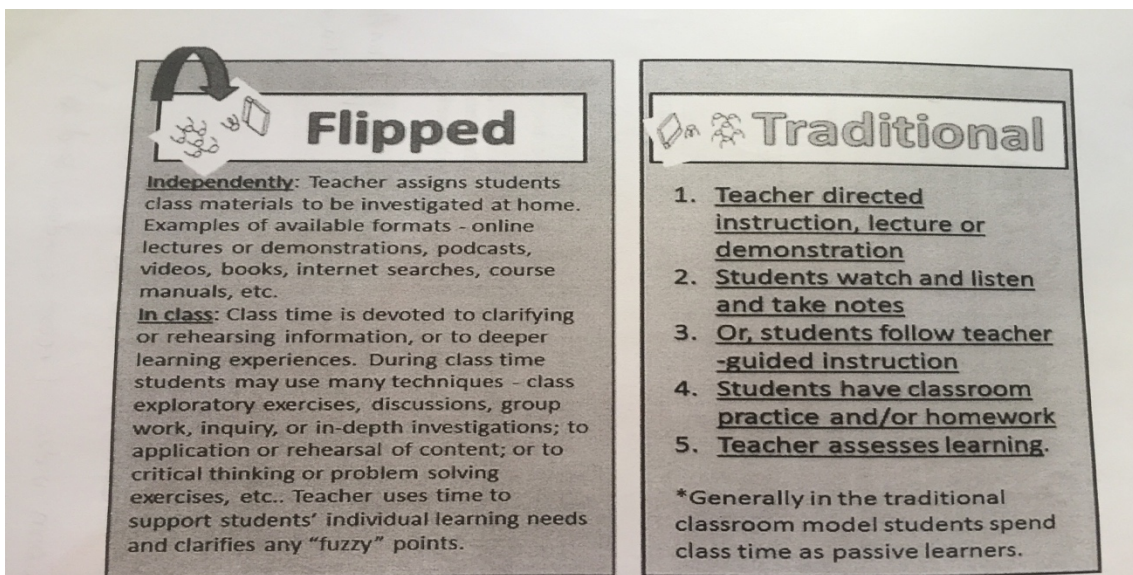
PERSONAL CHALLENGES



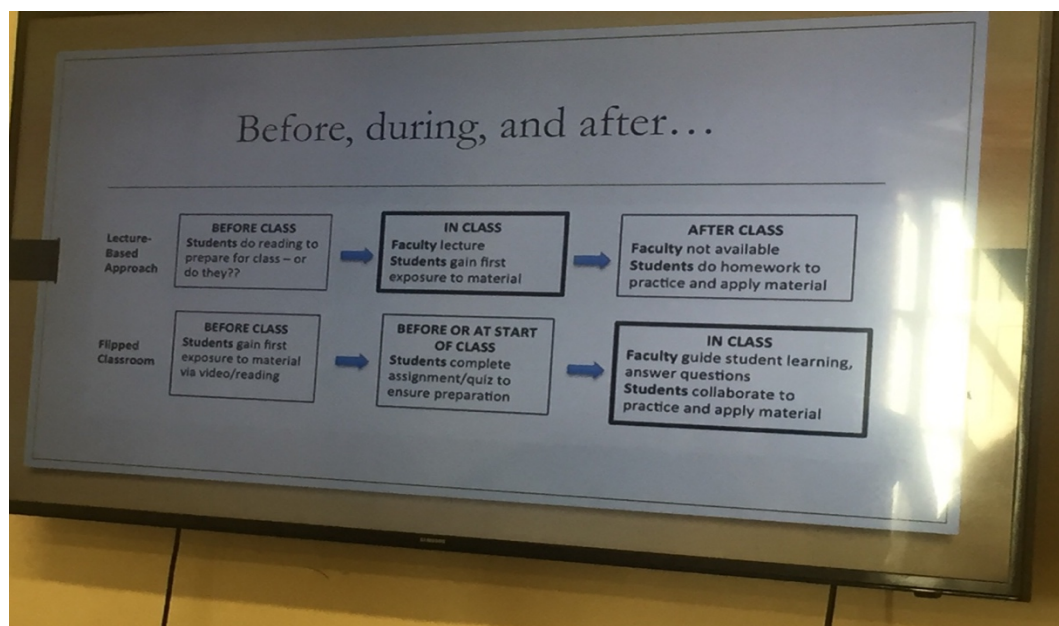
- British Council “Developing rapport”
<https://www.youtube.com/watch?v=uPVq8oiasXk>

WEDNESDAY 19

FLIPPED CLASSROOM. ONE WAY TO MANAGE A CLASSROOM



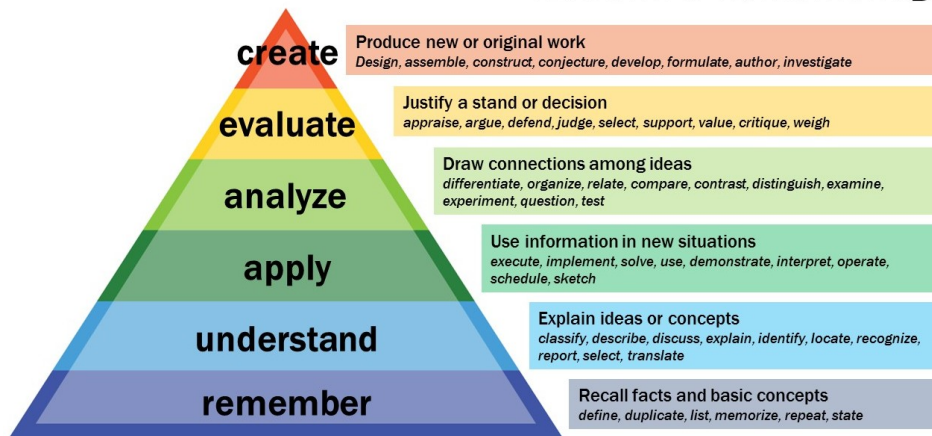
Pros	Cons
✓ Students no longer struggle with challenging concepts alone outside of class time.	Making sure every student has a computer and Internet access. ✓
Students can skip parts of the lesson they already understand and re-watch new or challenging ideas.	Students cannot ask questions for clarification during a recorded lesson.
Applied learning in the classroom.	Technology issues.
Differentiated instruction.	Designing and grading frequent quizzes.
Students are given ownership and responsibility for their own learning.	Students have trouble "buying in" to instruction, especially when it is not created by the instructor.
Students come to class prepped and ready to learn. No down time.	Determining how to handle students who do not complete the homework video.
Videos include links for deeper thinking and further learning.	Creating or finding quality videos for each lesson. ✓
Teacher can spend class-time working one-on-one or in small groups with students.	



Clintondale High School, in USA, flipped everything in its school, improving students qualifications.

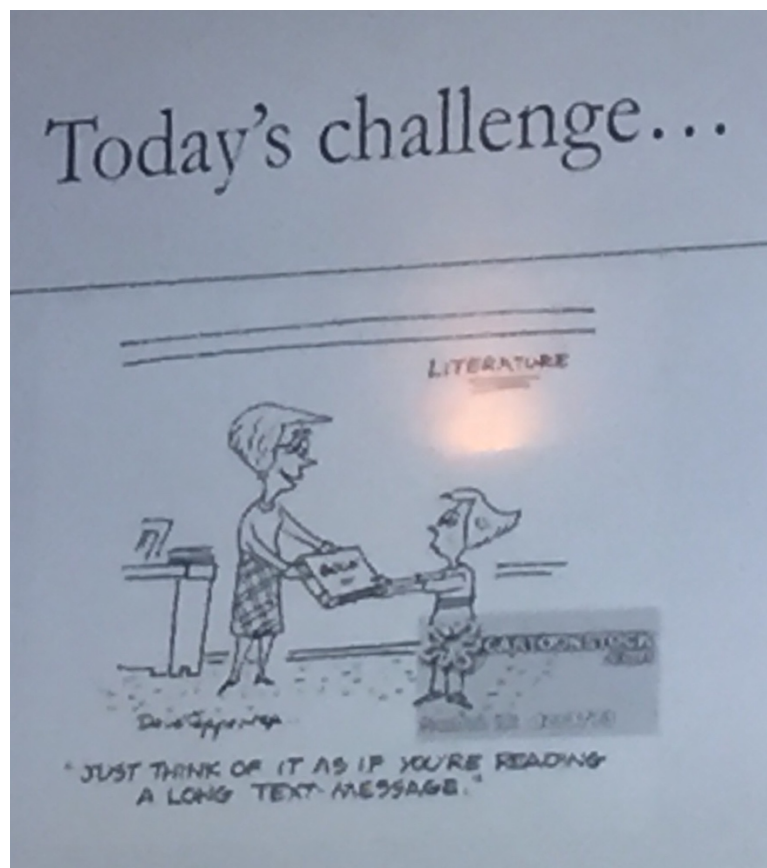
Aaron Sams and Jon Bergmann were pioneers in flipped classroom (Iceland)

Bloom's Taxonomy



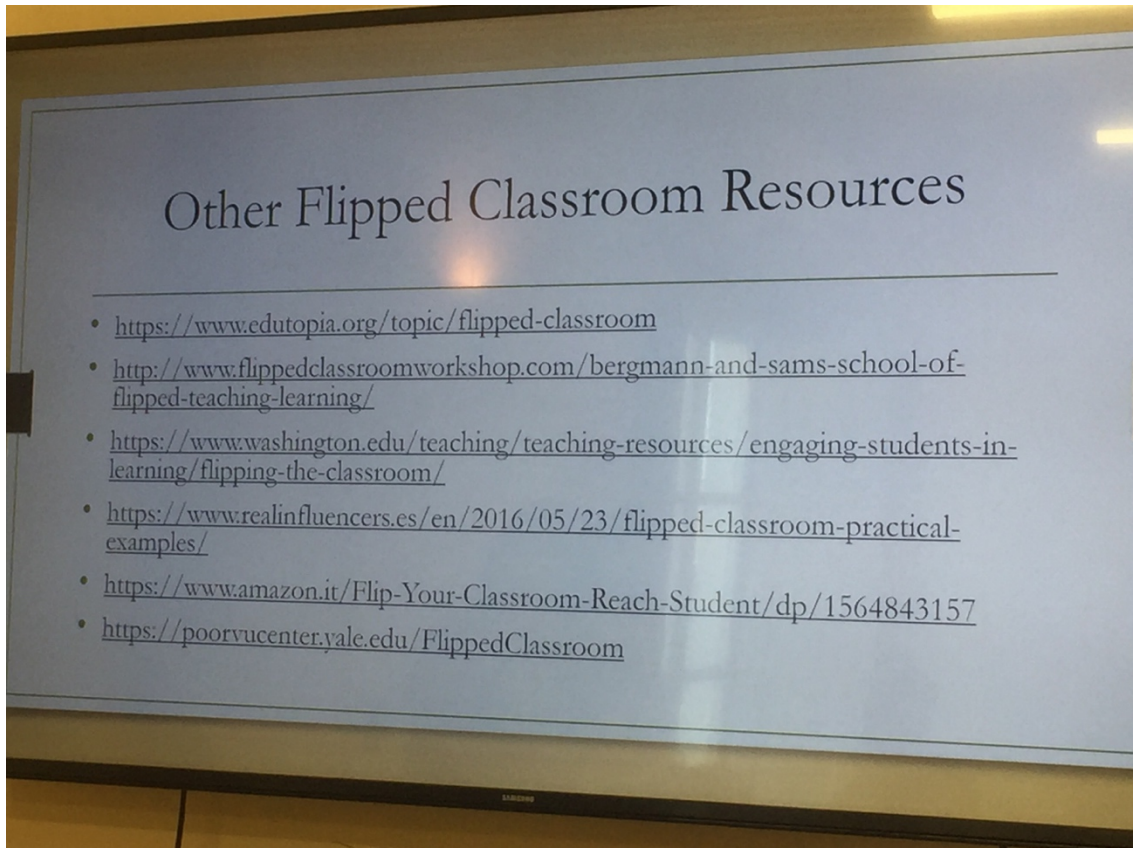
Katie Gimbar, SCAFFOLD: work from easier to more difficult activities

Why I flipped my classroom? <https://www.youtube.com/watch?v=9aGuLuipTwg>



RESOURCES:

- Learning platforms: Oba, Canvas, Moodle
- Screencast (videos, you can use your own voice)
- Loom video (record a video and send it to students)
- Goformative (you can see what pupils write)
- <https://es.khanacademy.org> (useful web to find videos)
- <https://flippedlearning.org>



FLIPPING YOUR CLASSROOM – IS IT FOR YOU?

- Check all that apply to you-

I can easily establish a learning environment that permits students to interact, collaborate, and reflect on their learning.

I can observe students and make adjustments to in class, on-line learning as appropriate and necessary.

I can provide students with different ways to learn content and demonstrate mastery.

I can give students opportunities to engage in meaningful activities in class without being central.

I can scaffold activities and make them accessible to all students through differentiation.

I can organize ideas and sequence concepts used in instruction so that learners can access them on their own.

I can create or find relevant content (typically videos) for my students.

I can make myself available to all students for individual, small group, and in class feedback.

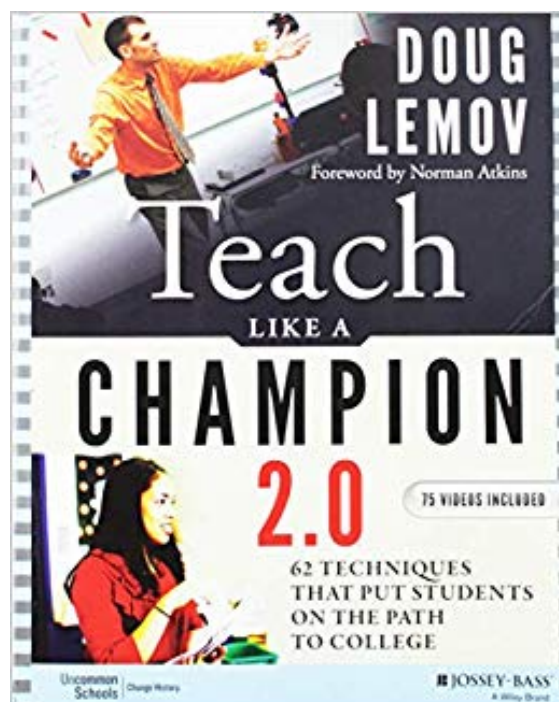
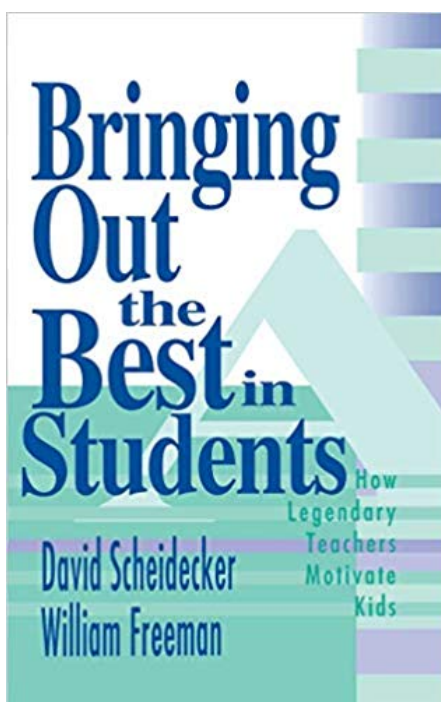
I can conduct ongoing assessments during class time through observation and checking on students' comprehension.

I can collaborate with other educators and take responsibility for transforming my practice.

5

MOTIVATION

Book recommendations:



21 Simple Ideas to Improve Student Motivation.

Strategies for Motivating Students

Few teachers would deny that motivated students are easier to teach, or that students who are interested in learning do, in fact, learn more. So how do teachers motivate their students? Here are some practiced, tried-and-true strategies to get (and keep) your students interested in learning. How many of them do you use?

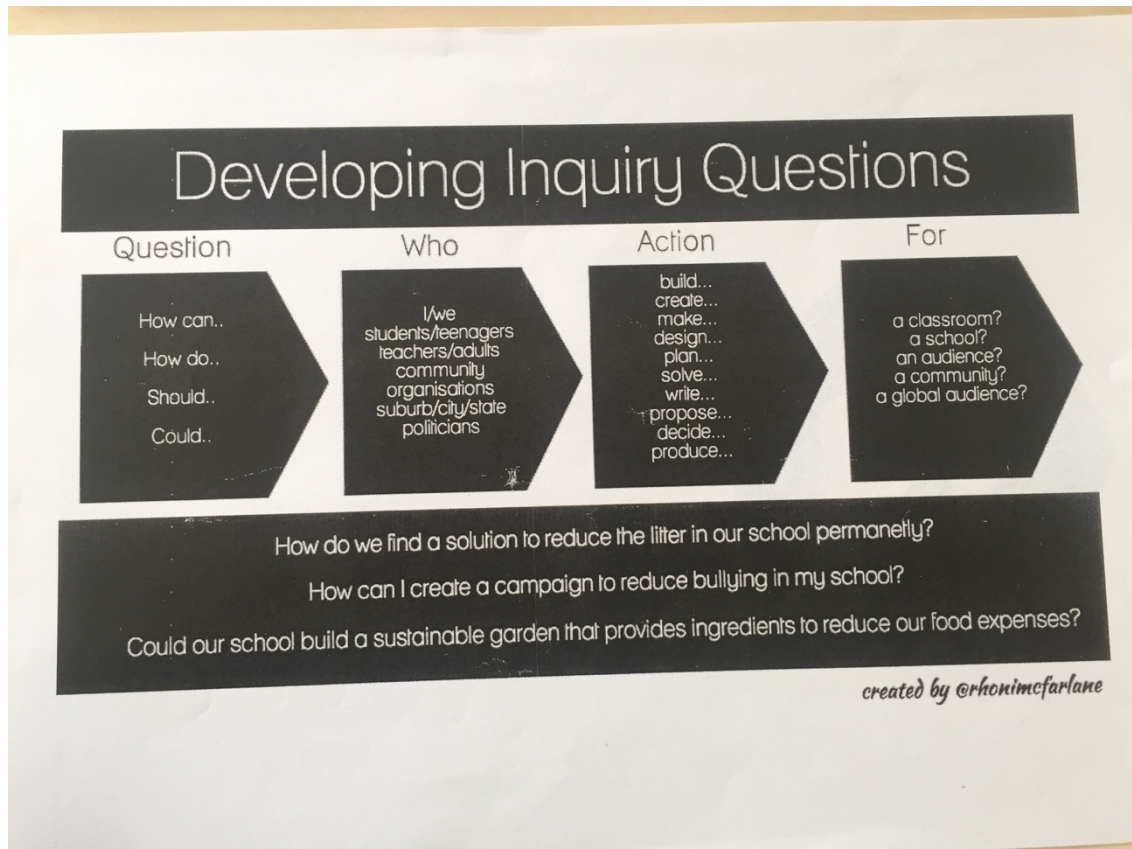
- 1 Know your students' names and use their names as often as possible.
- 2 Plan for every class; never try to wing it.
- 3 Pay attention to the strengths and limitations of each of your students. Reward their strengths and strengthen their weaknesses.
- 4 If possible, set your room in a U-shape to encourage interaction among students.
- 5 Vary your instructional strategies; use lectures, demonstrations, discussions, case studies, groups, and more.
- 6 Review the learning objectives with your students. Be sure students know what they are expected to learn, do, know, etc.
- 7 Move around the room as you teach.
- 8 Make your classes relevant. Be sure students see how the content relates to them and the world around them.
- 9 Be expressive. Smile.
- 10 Put some excitement into your speech; vary your pitch, volume and rate.

- 11 Give lots of examples.
- 12 Encourage students to share their ideas and comments, even if they are incorrect. You'll never know what students don't understand unless you ask them.
- 13 Maintain eye contact and move toward your students as you interact with them. Nod your head to show that you are listening to them.
- 14 Provide opportunities for students to speak to the class.
- 15 Be available before class starts, during break, and after class to visit with students.
- 16 Return assignments and tests to students as soon as reasonably possible. Provide constructive feedback.
- 17 Be consistent in your treatment of students.
- 18 Make sure that your exams are current, valid, and reliable. Tie your assessment to your course objectives.
- 19 Plan around 15-20 minute cycles. Students have difficulty maintaining attention after a longer period of time.
- 20 Involve your students in your teaching. Ask for feedback.

TUESDAY 20

OTHER WAYS TO MANAGE A CLASSROOM... TASK BASED LEARNING

EDUTOPIA. INQUIRY BASED LEARNING



PROBLEM BASED LEARNING at Maastrich University

<https://www.youtube.com/watch?v=cMtLXXf9Sko>

TASK BASED LEARNING. High order thinking (Bloom's Revised Taxonomy)

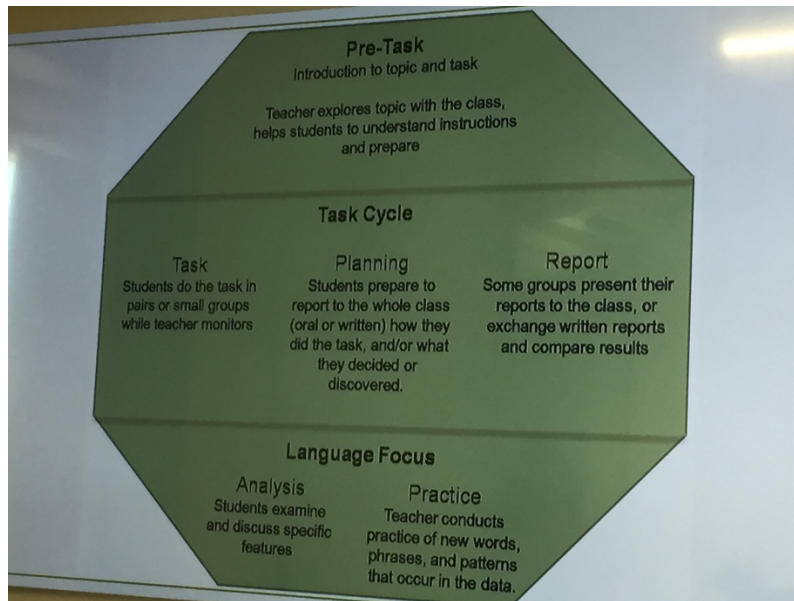
Formula:

1. Task, students are given a task to create, design, or produce something
2. Plan
3. Report/Present

Creating a Utopia <https://www.youtube.com/watch?v=QirhNelwQ0w>

FULL PPLAN

- Pre task activity: an introduction to the topic and the task
- Task cycle. Task-planning-report
- Language focus and feedback



TASK BASED LEARNING

TASK BASED LEARNING

INTRODUCTION TO TOPIC AND TASK: Teacher explores the topic with the class and helps learners understand task instructions and prepare. Learners may see a video based on the task or read part of a text as a lead in to a task (input).

Task Cycle

Task Students do the task in pairs or small groups. Teacher monitors from a distance and provides prompts when necessary.	Planning Students prepare to report to the whole class. They explain how they did the task, what they decided or discovered.	Report Pair or groups present their reports to the class. Both the students and the teacher provide written and oral feedback
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What is a Task?

A goal-oriented activity with a clear purpose. Doing a collaborative task involves achieving an outcome and creating a final product that can be appreciated by others. Tasks can be used as the central component of a three-part framework: "pre-task and task-cycle".
Based on the components of the Task Based Learning Framework by Jane Willis, Aston University, UK

Examples of tasks that revolve around a topic (Tasks encourage the 4C's collaboration, creativity, communication, and critical thinking).

TOPIC: CATS

Listing: List three reasons why people think cats make good pets.

Ordering, Sorting, and Classifying: Put pictures of cats in order from least to most favorite, or smallest to biggest, or ugliest to prettiest or meanest to friendliest.

Comparing or Matching: Compare cats and dogs as pets. Match pets to owners; who do you think owns each pet?

Problem Solving: Think of three low budget solutions to the problems of looking after a cat when the owner(s) is absent.

Creative Task: Create a cat poster or find out more about different kinds of cats and become experts on a particular breed of cat by doing research with a specific focus.

Sharing Personal Experiences: Share stories about cats (past and present). Write a poem about cats and share it with the class.

Now you: Design your own tasks to promote the 4C's. Design a lesson on a topic that would interest your learners. Use the example given as a guide and come up with ideas that link to your chosen topic

TOPIC: _____

LISTING:

ORDERING, SORTING, AND CLASSIFYING:

COMPARING OR MATCHING:

PROBLEM SOLVING:

CREATIVE TASK:

SHARING PERSONAL EXPERIENCES:

A framework for Task-Based Learning by Jane Willis book

PBL

<https://www.youtube.com/watch?v=wL4n-PdQXGs>

<https://www.youtube.com/watch?v=2HyFVEpZyEY>

https://www.youtube.com/watch?v=PeF4_RrAmSo

PBL PROCESS:

- Start with a driving question,
<https://www.youtube.com/watch?v=a487rcwqsLc>

A driving question can be...

- **Exploration of a philosophical question**
 - When do we grow up? Who has power and how do they get it?
- **An investigation of an historical event or time period**
 - Was it necessary to get Americans involved in the Vietnam war? What do we know about life in East Germany before unification?
- **A problem solving situation**
 - How can we improve traffic flow in our city? What should we do about the cold lunches in our school cafeteria?
- **Examination of a controversial issue**
 - Should the public have access to handguns? Should religion be taught in schools? Is war ever justified?
- **A challenge to design, create, or produce something**
 - How can we create a mural that represents our community's past and present?
 - How can we design a website to share our poetry with the world?
 - How can we run a successful book club at our school?

Buck Institute for Education

DQ's should not be Googleable

- **Google-able:**
- Which trees grow in our community?
- What are healthy foods?
- What were the major form of modern art?

Open-ended:

- How can we create a field guide to trees in our community?
- Does it matter what food we eat?
- How can we create a gallery exhibition that explains the history of modern art?

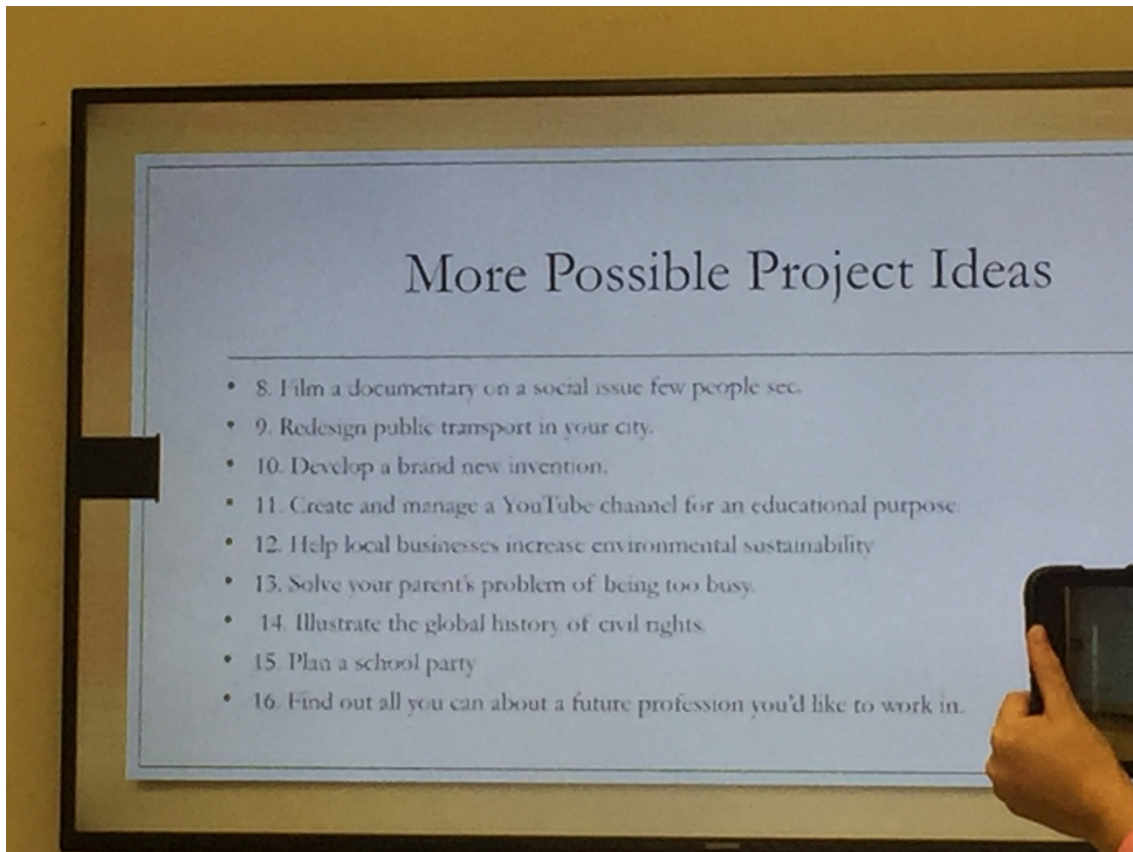
- Students ask questions
- Students have voice and choice
- Revision and reflection
- Represent to a public audience

PBL Lessons include

- Attainable goals with driving questions.
- Relevance for the students.
- Regular feedback and formative assessments.
- Student choice throughout the project.
- Final products that are shared outside of the classroom.

Possible Project Ideas

1. Create an interactive family tree with voice-overs from living family members.
2. Design an app with a specific purpose for a specific audience.
3. Using the best that's come from major world civilizations, design the perfect civilization. Identify critical characteristics, resources, and habits, etc.
4. Measure the sociological impact of social media on local communities.
5. Plant and manage a garden to feed local homeless/hungry.
6. Solve a problem. This could be an individual, family, neighborhood, city, state, or country problem.
7. Design an alert system to halt the spread of deadly disease.
8. Redesign the complete school, including new content areas, grading, collaboration and community involvement.



<https://www.youtube.com/watch?v=3yAODXnAsg> How to design Project Based Learning (find preliminary checklist + 7 steps to successful PBL, WORTH SEEING)

FRIDAY 21

- ✓ Feedback on our biggest classroom management Challenges
- ✓ Read the feedback you received regarding your classroom management problem
- ✓ Which ideas did you like the best and/or which ones will you try?
- ✓ Which ones wouldn't work for you?

ASSESEMENT. PORTFOLIOS AND RUBRICS. ASSESSING IN YOUR CLASSROOM

Peer assessment reflections from students and teachers

<https://www.youtube.com/watch?v=DqWCJZH8ziQ>

Websites of rubrics: Teachnology, Rubricmaker, Rubistar

Self-assessment reflections from students and teachers

<https://www.youtube.com/watch?v=CkFWbC91PXQ>

Shaping the way we teach English module 13 (There are more modules)

<https://www.youtube.com/watch?v=r-abWqXlkFY>

What is a rubric? <https://www.youtube.com/watch?v=2vEldvPK6rc>

Create rubrics with students

Some of the most outstanding schools presented in the course were:

- Finland: Jäälin Koulu.
- Jordania: Modaba.
- Switzerland: Aiglon