



COLLABORATIVE TEACHING

Session **E**

# Instructional & Classroom Management Strategies



# Instructional and Classroom Management Strategies

## PURPOSE



In this session, the facilitator helps collaborative teams understand the relationship between challenging behavior and a student's ability to learn. The connection is made between effective classroom management and student success. The 2-hour session includes these activities and objectives:

## Activities



*Welcome and Introductions* (5 minutes)

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|--------------------|--|
| <i>Activity 1:</i> | <b>Reflect and Connect</b> (10 minutes) - to give teacher teams an opportunity to reflect on how their partnerships impact their students.   |
| <i>Activity 2:</i> | <b>Our Challenging Students</b> (20 minutes) - to have teachers make connections between student learning and their roles as classroom managers. Participants will identify and analyze current challenging behaviors in their classrooms.     |
| <i>Activity 3:</i> | <b>Linking Instruction and Classroom Management</b> (10 minutes) - to demonstrate the link between behavior and instruction and to review the roles of motivation, instruction, and discipline in classroom management.                        |
| <i>Activity 4:</i> | <b>Instructional Planning</b> (35 minutes) - to give collaborative teams a brief overview of effective, research-based instructional strategies that can be used to meet the learning and behavioral needs of students in a diverse classroom. |
| <i>Activity 5:</i> | <b>Classroom Management Strategies</b> (25 minutes) - to give teams an overview of effective, research-based classroom management strategies that can be used to meet the learning and behavioral needs of students in a diverse classroom.    |
| <i>Activity 6:</i> | <b>Pulling It All Together</b> (15 minutes) - to give teams guidance on how to apply and implement classroom management strategies.  |

## ACTIVITY 5: Classroom Management Strategies

Total time: 25 minutes



### Materials:

- ☐ Handout 9 - *Prevention Strategies*
- ☐ Handout s 10 a-d - *Room Arrangements*
- ☐ Handout s 11a-d - *Self-Monitoring Strategies*

### Activity Steps

1

2 min

Ask participants to refer back to the graphic organizer on Handout 3: *Elements of Classroom Management*. Make the following comments: "Instruction, motivation, and discipline are the elements of a well-managed, student-centered classroom. We will take a look at some prevention strategies, effective room arrangements, and student self-monitoring strategies that can lead to increased academic success."

2

8 min

Direct participants to Handout 9: *Prevention Strategies*. Guide participants through each section, giving examples of strategies that can be used for (a) instruction, (b) motivation, and (c) discipline. Model the "proximity control" strategy by moving among the participants as you talk. Comment on how this strategy may be affecting their own behavior. Refer the group to their bank of Strategy Cards for additional information on these and other classroom management strategies, such as exit cards and flexible grouping.

3

10 min

Using Handout 10: *Room Arrangements*, comment on the importance of using effective room arrangements to create a well-managed, student-centered learning environment. Re-organizing the furniture can help the teacher "work the room." Not all classrooms have all the furnishings shown on the handout, but it is still a good guide.

Handout 10 includes one diagram depicting an effective elementary room set-up and one representing a good secondary room design. Both of these diagrams have been designed to allow for flexible student groupings, traffic flow, and instructional management. In addition, the samples represent student-centered classroom design that focuses on the learning elements within the room rather than the teacher or "sage on the stage."

After reviewing the two diagrams, ask collaborative partners to share their response to the following question: Looking at either the elementary or



secondary diagram, what rationale can you make for the placement of the teacher's desk? Allow one minute each for sharing.

Give the following instructions: "Now take a look at your own classroom and, keeping Handout 10 in mind, create a floor plan that might increase student engagement and learning. Use the blank template to create your new room. Think about how you could move existing furniture to allow for higher levels of on-task behavior."

Allow 3–5 minutes for teams to complete their floor plan. Time permitting, have partners share with another team.

4

5 min

Ask participants to look at Handouts 11a–d: *Self-Monitoring Strategies*. Review the sample self-monitoring forms provided and discuss how these can be used to teach students personal responsibility and accountability. Teachers find that a lack of organizational skill can be at the root of student learning and behavior difficulties. When students develop organizational skills they will use them for a lifetime.

Ask partners to discuss the following questions: "What areas of instruction and behavior do we want our students to learn to self-monitor? How can we teach our students to be more independent and accountable for their own learning?"

Ask for volunteers to share their ideas with the whole group.

## ACTIVITY 6: Pulling It All Together

Total time: 15 minutes



### Materials:

- ☐ Handout 12 - *Guiding Questions for Planning Your Lesson*
- ☐ Teacher lesson plans (brought by teams)
- ☐ Handout 13 - *Follow-Up Form*

### Activity Steps

1

15 min

Refer participants back to Handout 12: *Guiding Questions*. Make the following comments: "You can use this handout as a guide to plan instructional and classroom management strategies for your lesson. All four guiding questions relate to instructional and classroom management strategies and methods that have been discussed in today's session."



Direct partners to continue planning, using their lesson, and thinking about the strategies they learned today. Refer participants to the various handouts and Strategy Card packet that they reviewed during prior session activities. Using these resources, participants are asked to apply at least one new method or strategy to their lesson by responding to questions 3 and 4 on Handout 12.

Time permitting, have partners work together on Handout 12. Give them the option of using Handout 12 for homework. They can return the completed form, along with Handout 13: *Classroom Management Session Follow-Up Form* and a copy of their lesson plan.

Review the *Follow-Up Form* and the expectations and timelines for awarding in-service points for this session.

Complete any necessary session evaluation forms and thank all participants for coming.

Adjourn the session.



COLLABORATIVE TEACHING

SESSION E:

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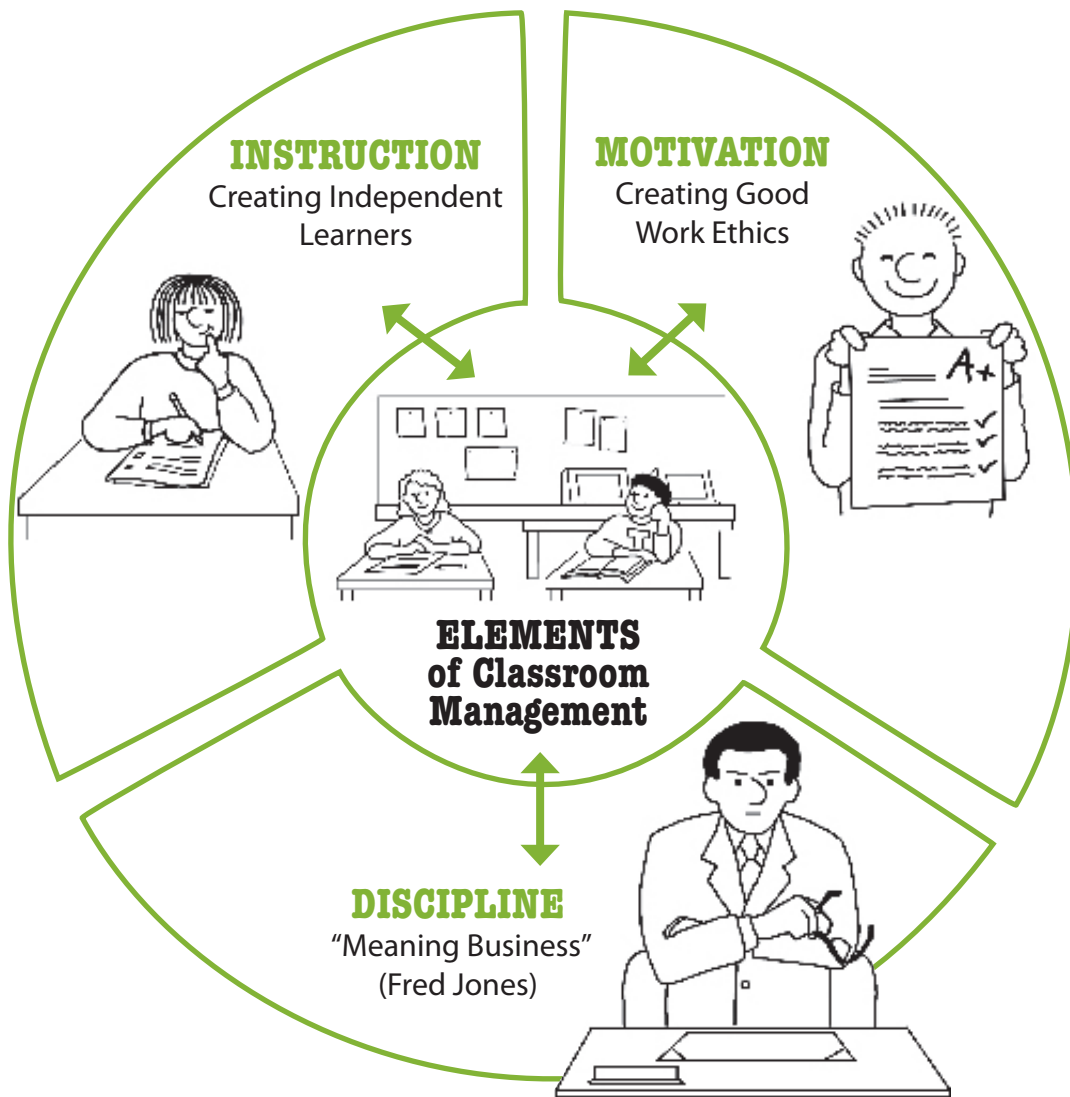
HANDOUTS



Handout **3**

## Elements of Classroom Management

*The link between meaningful and motivating instruction and classroom management has never been stronger. Kay Burke*



*A strong case can be made that effective instructional strategies and good classroom curriculum design are built on the foundation of effective management. Robert J. Marzano*

## Handout 10a

### Creating a Climate for Learning: *A Well-arranged Classroom*



#### **To keep classroom disruptions to a minimum:**

- Keep traffic areas free of congestion.
- Have a clear view of all students.
- Arrange space to promote teacher-student interactions.
- Use signals to gain student attention.
- Develop routines and procedures for the beginning and end of class.
- Develop efficient processes for assigning and monitoring class work.
- Make sure frequently used materials are readily accessible.
- Arrange furniture so that whole-class activities can be seen by all students.
- Avoid unnecessary distractions.
- Consider and plan for flexible grouping needs.



Handout 12

## Guiding Questions for Collaborative Lesson Planning

Use the following questions to plan appropriate supports for instruction and behavior in your unit, lesson, or instructional activities.

What <b>accommodations and/or modifications</b> need to be included for your students?	
What <b>flexible grouping strategies</b> can you employ for student engagement and/or different learning levels ( <i>below level, on level, and above level</i> )?	
What <b>instructional or classroom management strategies</b> do you need to provide for your challenging students?	
What type of <b>collaborative teaching models</b> are you using to define your teacher roles during this lesson ( <i>e.g., parallel teaching, one teach- one assist, station teaching, remedial/enrichment, instruct and outline, teacher directed centers</i> )?	

