How Change Helped - Managing, Organizing, and Motivating Students with Challenges

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NAEA National Convention, New York, NY 2017

Notes and Resources

Warm Up
1. Reflect upon a recent mistake that you have made as an educator. How have you learned from this mistake?

2. What do you hope to learn today?

Objective
We will cover:
- Classroom management, including how to write a management plan
- Organization, including classroom set up, supplies and delivery of instruction
- Motivating students, including how to cultivate ‘buy in’, offering choice, and differentiating instruction.
- At the end of this presentation, you will leave with a management plan template, resources, and ideas to organize, motivate students, and improve upon your teaching practice...

✓ Management
- The biggest mistake we make as teachers is inconsistency.
  
  Agenda
  Schedule and Routine
  Demeanor
  Rewards/Consequences
  Expectations

- Classroom Management Plan:
  A Classroom Management Plan accounts for every second of instruction, from the moment your students arrive (or you arrive) until the moment they (you) are out of the door.
  A Classroom Management Plan is careful, deliberate, predictable, proactive, and cohesive.
  A Classroom Management Plan is clear, promotes respect, and is easy to follow.
As you begin to write your classroom management plan, consider the following:

1. **Tone**
   - Determine your teaching system. This system should stem from your *teaching philosophy*. How do you believe students should learn, how will you teach them, and how will your classroom and plan provide that learning environment for your students?
   - Determine your rules, procedures, and consequences. This will secure and preserve your learning environment. Does your school have school-wide procedures and interventions, and if so, how will they fit into your own?

2. **Rules**
   - Align classroom rules with school-wide interventions.
   - Keep rules to a minimum. Four rules are ideal.
   - Make sure rules are clear and doable.
   - Make sure rules and consequences apply to ALL students.
   - Make sure your warnings and consequences are understandable, digestible, enforceable, age appropriate and can be used with consistency.

3. **Rewards**
   - How will you reward your students individually?
   - How will you reward your students as a class?
   - How do these rewards fit into your teaching philosophy? Is extrinsic motivation necessary? How will you extinguish undesired whole class and individual behaviors?

4. **Pacing**
   - Develop a schedule for your class period using measurable intervals of time. Start with arrival and end with dismissal.
   - Time transitions. (ex. Transition to seats-1 minute)
   - Develop an Agenda that can be used by the class.

5. **Arrangement**
   - Draw a floor plan of your room.
   - Label furniture, supplies, seating, and exit(s).
   - Determine entrance and exit paths.
The following plan includes combined plans, ideas, and approaches to classroom management.

Entry and Taking Seats- 3 minutes
- Teacher will meet students each day outside the art room. Students line up on painted footprints. Students remain in their classroom lines (girls and boys). Each class will vote on a secret art handshake for us to greet each other (a fist bump, for example), which provides an individual greeting for each student, which is brief, yet authentic, allowing the students to quickly enter the classroom. Students will enter the art room when only silent, facing forward, and focused.
- Enter- Teacher (silently), secret handshakes everyone in.
- Students will “follow the Yellow Brick Road” into the art room.
- If the students remain silent they will earn part of a crayon for their class crayon box. If the students are not silent, they will be made to wait until ready to sit, or may exit and re-enter the classroom again.
- If the students misbehave- behavior needs to be extinguished; students will walk out of the classroom and start again, until the desired behavior is exemplified.
- Table captains are called to take their cones and sit. Proceed, quiet signal.
- The rest of the class is invited to sit. Proceed, quiet signal.

Warm Up- 5 minutes
- Students will begin the day with a warm up.
- Due to varying reading skill levels, a student will always be asked to read the warm up. Attention signal, quiet signal. The warm up is a silent activity. The warm up will last no more than 5 minutes. The warm up will focus on the use of white boards, pencil and paper, response cues, show of thumbs, or a show of hands and either writing, drawing, or projected prompts. The whiteboards allow students to work with an alternative media and “share out” without calling out, allowing students to participate and share their thoughts quickly and positively. At times, the warm up may be preparing for a project, like painting; in which case, the students may spread newspaper over their tables as their warm up.

First Five- 5 minutes
- The First Five and the Last Five belong to the Teacher.
- In the First Five, students know that they must focus all attention on the Teacher, and that talking is not permitted. Attention signal, quiet signal.
- In the First Five, students are either given motivation for a new project, review and checking for knowledge, or receiving directions to continue.

Activity- 20 minutes
- Each student has a job, defined by the job chart. Students know who is in charge of retrieving supplies, and they are overseen by their table captains (one per table). Proceed. Timer is set.
- Students are working at their seats at all times, unless they have permission to be moving
- Five minute warning

Cleanup
- It’s time to cleanup.
- Depending on the media used, those with applicable clean up jobs will be called to do their jobs. Proceed.

Last Five- 5 minutes
• The Last Five belongs to the Teacher. In the Last Five, the Teacher has lesson closure, gives an exit ticket, assigns homework, and has the class exit.
• Attention, quiet signal. Closure, summary
• Exit ticket
• Homework
• Please stand. Students stand up and push in their chairs.
• Girls line up, or line up by table.
• Boys line up, or line up by table.

Volume Control
• Students will learn that respecting volume levels in the art room is essential to an ideal classroom environment. If the class gets noisy, Teacher will say “Loud Crowd!” and the students will respond, “Turn it down!” indicating that the class needs to quiet down. Students that do not respect the volume level and become disruptive will be given a verbal warning, and at second warning, will be put on class watch.
• N.O.I.S.E will be spelled out on the board. If, as a class, students are getting too noisy, a letter will be removed. If N.O. is left, then there will be no talking allowed.

Rewarding Positive Behavior Individually
• Students will earn points on their calendars/pride cards +10 for very good days and +20 for exceptional work/citizenship, or 1, 2, 3, accordingly.
• Students that model excellent behavior will take turns being Table Captain for the week.
• Students will be “told on” with a promised phone call home telling all about their good behavior.
• Students will be sent home with a great behavior card to show the people they live with.
• Students will be sent home with ‘caught being good’ tokens.
• Students will be rewarded with ‘Art Bucks,’ which they can save and use to cash in for prizes when the Art Store is open. Students will understand that they and they alone are responsible for saving their ‘Art Bucks’.
• Students will receive paws, which can be cashed in for coloring pages and paper.
• Students are given a participation/behavior grade daily. Students receive a 10 for good behavior.
• Excellent behavior and praise to families will be logged into PowerSchool.
• Students showing Art Room Values will fill out an ARVL to add to the value chain.

Rewarding Positive Behavior as a Class
• As a class, students will earn a part of a crayon for completing the tasks and meeting the expectations set forth by the teacher. Entry, Warm Up, First Five, Activity, Last Five, Clean Up, and Exit are all opportunities for the class to earn a line toward a crayon. There are five parts of a crayon. When all of the crayon parts make a crayon, an actual crayon is put into the class’ crayon box/tallied. Each class has a crayon box. When a class earns 5 whole crayons, each student picks a prize. When the box is full of crayons, the class may vote on a special activity or project to do as a class. The class that fills the most crayon boxes at the end of the term gets a party/classes that earn five crayons pick a prize; each class that earns 10 crayons gets an art-based party, determined by the class (tie dye, ice cream sundae, etc.).
• ‘Fun Friday’ (or ‘Funday Monday’)- Classes that have had good behavior and are up to date on projects can earn a Fun Friday, where they can do fun things like sculpt with Playdough, use centers, draw with sidewalk chalk outside, group paint, or watch an art-based movie.
Extinguishing Undesired Behavior Individually

- Verbal warning. Second warning—student may be sent to the “Reflect” table, where they may have to fill out a Think Sheet. Students that fill out a Think Sheet will also receive teacher conference to determine interventions for the behavior.

- Points taken from the student’s calendar/pride card
- Loss of art room job, if applicable
- Phone call home discussing the student’s behavior.
- Students will not be sent into the hallway. In-house time outs will be used as a last resort.
- Students receive a participation grade daily. Students receive a 5 for behavior that does not meet all expectations, and a 0 for behavior that results in a timeout, reflection sheet, and removal from activity, or phone call home.
- Students may not be allowed to participate in the art activity, party, or field trip.
- Repeat/egregious behavior will result in a detention.
- Poor behavior and resulting phone calls home will be logged into school-based data collection system.

Extinguishing Undesired Behavior as a Class

- The activity will be stopped and expectations will be reviewed. Students will practice (entry, hand-raising, etc.)
- The class will not earn parts toward a crayon.
- No Fun Friday
- N.O.I.S.E letters taken away, leaving N.O. means no talking.
- Discussion with Homeroom teacher could lead to loss of recess, Fun Friday, or time owed to Homeroom teacher.

Leaving the Classroom

- It will be understood that students do not use the bathroom during art class. If students have bathroom issues, they will need to bring in a signed note from home in order to use the bathroom during class-time. Only in an emergency, will students be able to use the bathroom, but never during the First or Last Five. Only one student may leave to use the bathroom (boy or girl) at a time. Students get two emergencies per quarter/Students must signal to use the bathroom. Two minute timer is set.
- Students will be allowed to visit the nurse, pending urgency/necessity.
- All hall passes are color-coded and labeled to clearly define where the student has gone or will go.
- Students who leave the classroom must fill out the exit log

Getting The Teacher’s Attention Appropriately

- The appropriate way of getting the teacher’s attention will be reviewed the first days of class. The teacher will model how to get the teacher’s attention appropriately, and the class will practice. Students will take turns modeling.
- Students are to raise their hand.
- Students do not make noise when raising their hand, nor do students begin speaking with their hand raised.
- Students who call out will be ignored or looked upon, but not called on.
- Students who wave their hands, jump in their seats, or stand will be ignored, or warned, and if necessary, will be corrected and redirected.
- Warnings will be given verbally to the student. Second offences—class watch. Third offences—Think Sheet and teacher conference. Points will be taken from calendars/pride cards.

Seating

- Every table in the art room is labeled with an artist’s name.
• Students will be assigned a seat on their first day of class. Seats and chairs will be labeled with their numbers. A seating chart will be kept by the Teacher. If students need to be moved, their new seat is non-negotiable.
• Teacher will keep a seating chart.
• Students understand that their seating may be changed in order for all students to be successful and that seating remains non-negotiable.

Monitoring Movement in the Classroom
• At no time may a student be out of his or her seat without permission from the Teacher.
• Students may stand at their seats to work, with their seats pushed in.
• Students must raise their hands for permission to move from their seat.
• Students are assigned specific jobs, so that responsibilities are clearly defined. These jobs rotate each week/month.
• Student jobs are: Table Captain, Distributer, Collector, Polisher, Washer, Waste Manager, Escort, Messenger, Ambassador, Doctor, Librarian, Supply Tech, Sink Chief, Crayon Monitor, Time Keeper, Agenda Monitor, and Librarian.
• Table Captains oversee only their assigned table.
• Collection and distribution of supplies are assigned to one person from each table, to insure a minimal amount of students out of their seats at one time.

Messy Cleanup
• Students will be aware that working with messy materials does not mean that protocol is not followed.
• Only those students with assigned duties for collection and cleanup will be permitted one at a time to be out of their seats.
• When the use of a sink is necessary, students will be called by quietest table at a time. Directions for sink usage are posted above the sink. Designated spots for students to stand when using, or waiting for the sink, will be painted on the floor. Students will be monitored by the Sink Chief.
• Teacher assigns clean up jobs- Polisher, Waste Manager, Sink Chief, Washer, Collector, for example.

Exit
• Students will exit the same way every day.
• After the Last Five, the teacher will call students to stand and push in their chairs. Table captains are called to replace their cones and line up by the entry table, Proceed. Table Captains oversee that their classmates are following directions and going to their line spots properly. Next, the teacher will call students by girls, then boys, Proceed. –alternatively called by artist tables. Students that forget to push in their chair, are making too much noise, or are not walking properly, will be sent back to their seats to try again.

Class Rules
1. Listen and Follow Directions
2. Raise Your hand before you speak or stand
3. Keep your hands, feet, and tools to yourself
4. Respect your classmates, the art room supplies, and your teacher

Consequences
1. 1st time a rule is broken: Warning
2. 2nd time a rule is broken: Class Watch
3. 3rd time a rule is broken: Teacher Conference and Point Loss
Daily Schedule
1. Line Up - 1 min
2. Entry 1 min
3. Seating 1 min
4. Warm Up 5 min
5. First Five 5 min
6. Activity 20 min
7. Clean up 7 min
8. Last Five, Exit Ticket, and Line up 5 min
Label furniture, supplies, seating, and exit(s).
Determine paths for entering and exiting.
Thank You!
You do one of the most important jobs there is!

Resources:

Art Room Resources:

Please Stay Connected:

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