



Sponsored by:



# CLASSROOM MANAGEMENT 101



# Bell Ringer





# Bell Ringer



## Instructions:

- Divide into groups of 3-4 people
- You will have 5 minutes to complete as much of your puzzle as possible
- The group with the most-complete puzzle that is closest to the actual design wins.





# Bell Ringer



## Follow Up

### Questions to Consider

- What were some of the challenges you faced during your task?
- How did your group work together to accomplish your task?
- Did anyone assume a role during your activity?
- How can this be applied to the classroom?



# Bell Ringer



## Follow Up

### Lessons for the Classroom

- Never Forget the Fun
- Engagement must be constant
- Hook'em Early and Often
- Create a clear path to success with clear objectives and tangible outcomes

# Your Facilitators



## Thomas Hakim

- B.A., M.A.T., M.B.A.
- Math Department Chair @ Northview Middle School
- Adjunct Professor, Marian University
- Teach Plus Fellow

## About Tom...

- Born in Detroit
- Die-Hard Detroit Sports Fan

## Karon Wallace

- B.A., M.A.T., M.A.
- Assistant Principal @ Northview Middle School
- Teach Plus Fellow
- We the People District Coordinator

## About Karon...

- Born in Philadelphia
- Dog (Louie)

# Greetings



*“The first step of every effective classroom management plan begins with a warm greeting.”*

**Dr. Rosemary Wong**

**One Minute Greeting!**

Modeling

Age Appropriate

Comfort Level



# Agenda



- **Bell RINGER**
- **Introductions**
- **Lesson Planning and Unit Designs**
- **Project and Inquiry Based Learning**
- **Quick Tips**



# Getting them to KNOW what you KNOW?



“The best managed classrooms are those  
that are the best planned and most  
engaging for students!”

- **Project-Based Learning**
  - Trial by Fire
  
- **Planning for Learning**
  - Scaffolding
  
- **Leading for Learning**
  - Classroom Management

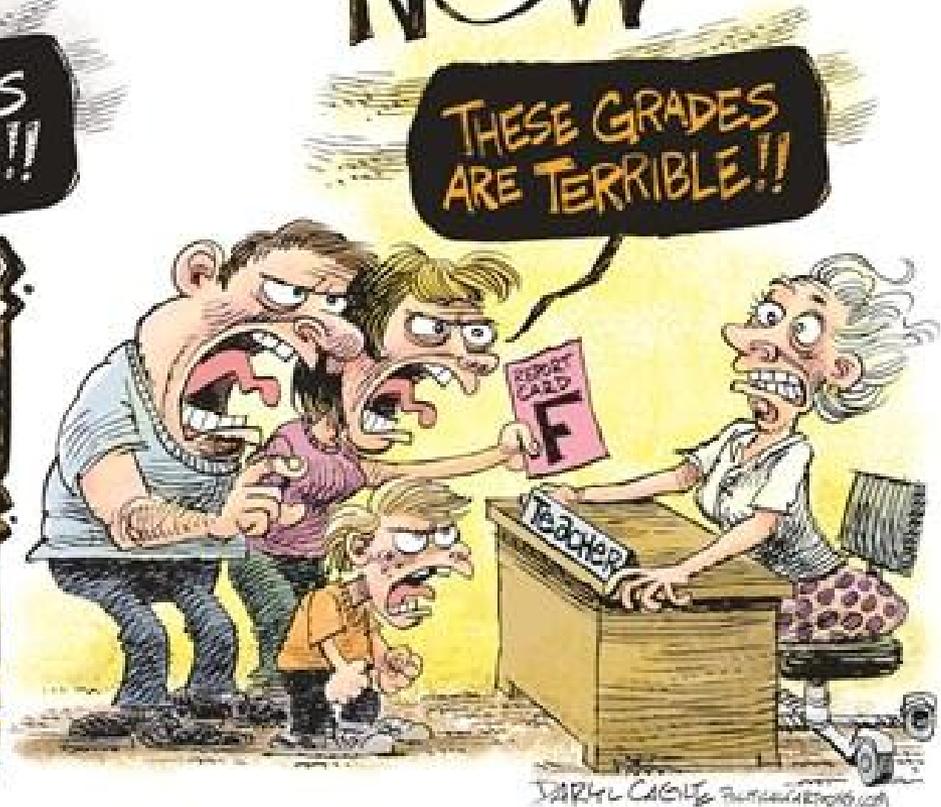
# Planning for Instruction



1960



NOW



DARRELL CAGNEY [www.darrellcagney.com](http://www.darrellcagney.com)



# Who is "Today's" Student

## What Students now expect



Autonomy  
Authenticity  
Connecting & Sharing  
Creativity  
Individuality  
Constant Stimulation

### VALUES

### LIKES

Devices & Phones  
Identities  
Cool Stuff  
Stuff Friends Like  
New Stuff



Friends  
Fun  
Music  
Real-time Interaction  
Self Presentation

### PRIORITIES

### HATES

Complexity  
Bad Design  
Cost  
Things That Get  
in the Way of  
Expression



THIS CAR WAS  
CREATED BY AT-RISK  
STUDENTS AND GETS  
300+ MPG.



WHERE DO I BEGIN  
AND HOW DO  
BEGIN?



# Car Tail

DON'T ACT LIKE  
MY BROTHER!





# Inquiry Based Learning

- In inquiry based learning, students take ownership of their learning while studying, researching and doing.
- Inquiry Based Learning is:
  - Engaging
  - Student-Centered
  - Differentiated
  - Promotes Higher Level Thinking
  - Simulate Real World Problems
- Project-Based to Problem Based



# Project-Based Learning

- Vocational education is "task-oriented".
- PBL leads students to understanding by DOING.
- It can be both an instructional approach and an assessment approach.



# Planning for Instruction

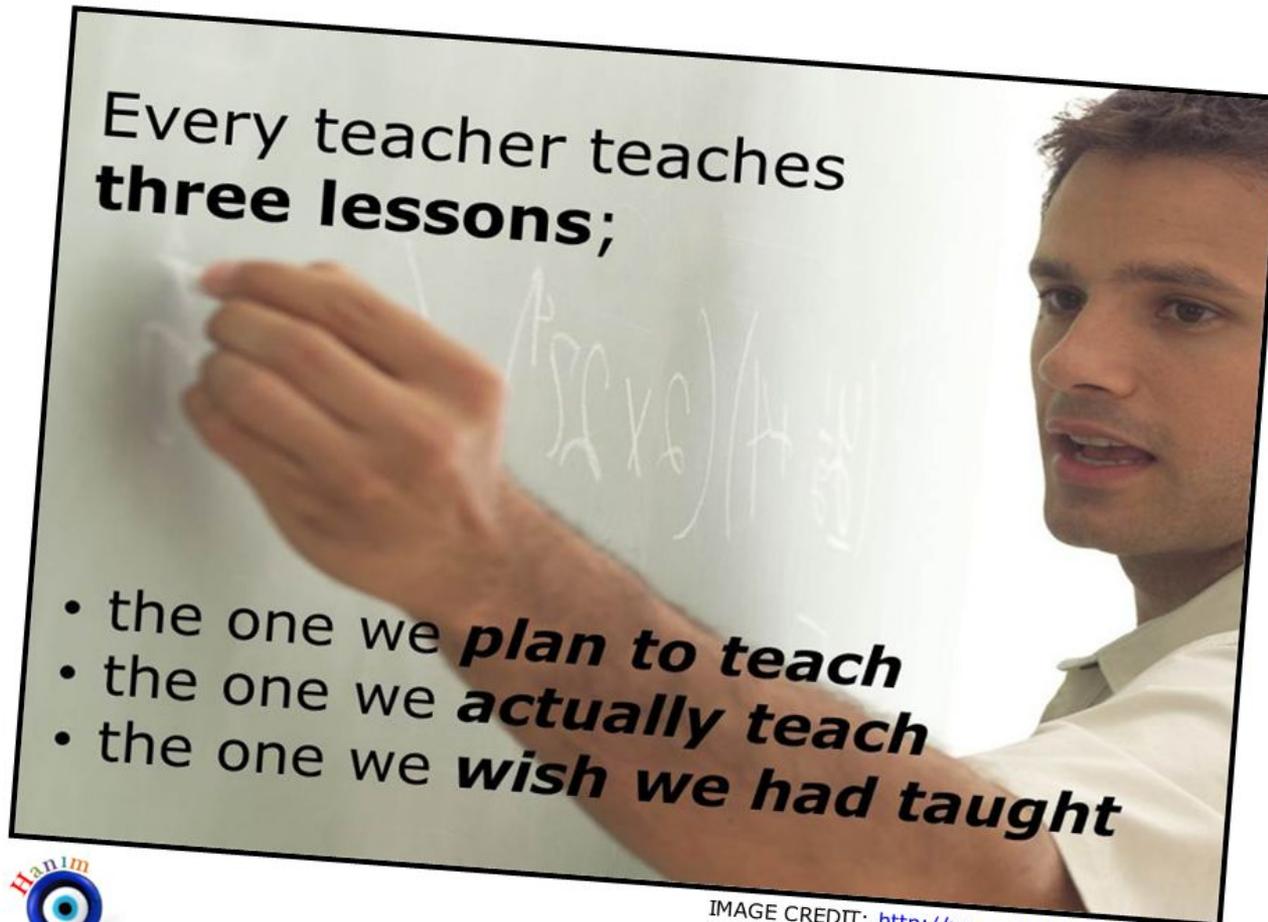


IMAGE CREDIT: <http://www.peopleinsight.co.uk/>



# Your Plan



1. Choose two units and/or standards from your first semester.

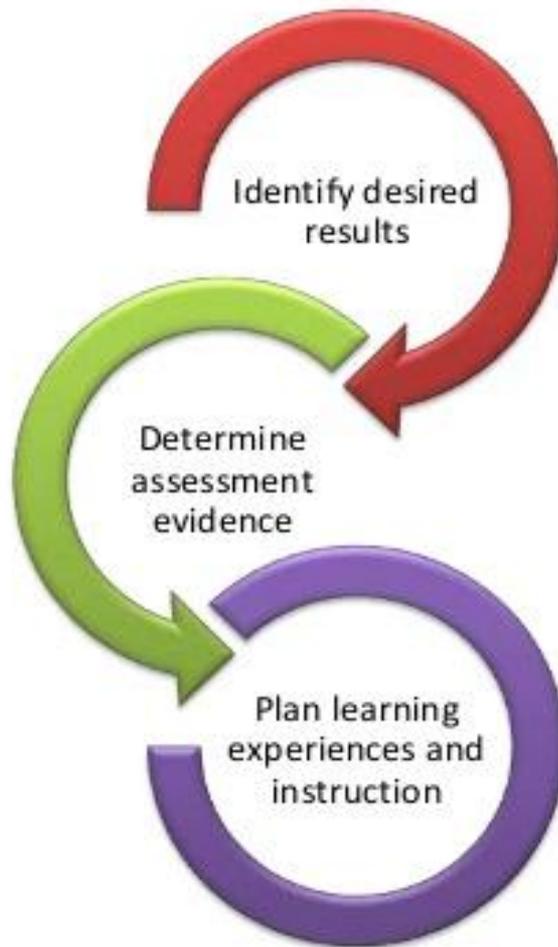


# Your Plan



1. Choose two units and/or standards from your first semester.
2. Complete a quick search for one of the units and email the unit to yourself.

# The Backward Design Process



**What I want the students to Understand and know and be able to do?**

**How do I check they have learned?**

**Which learning activities will lead students to the desired results?**



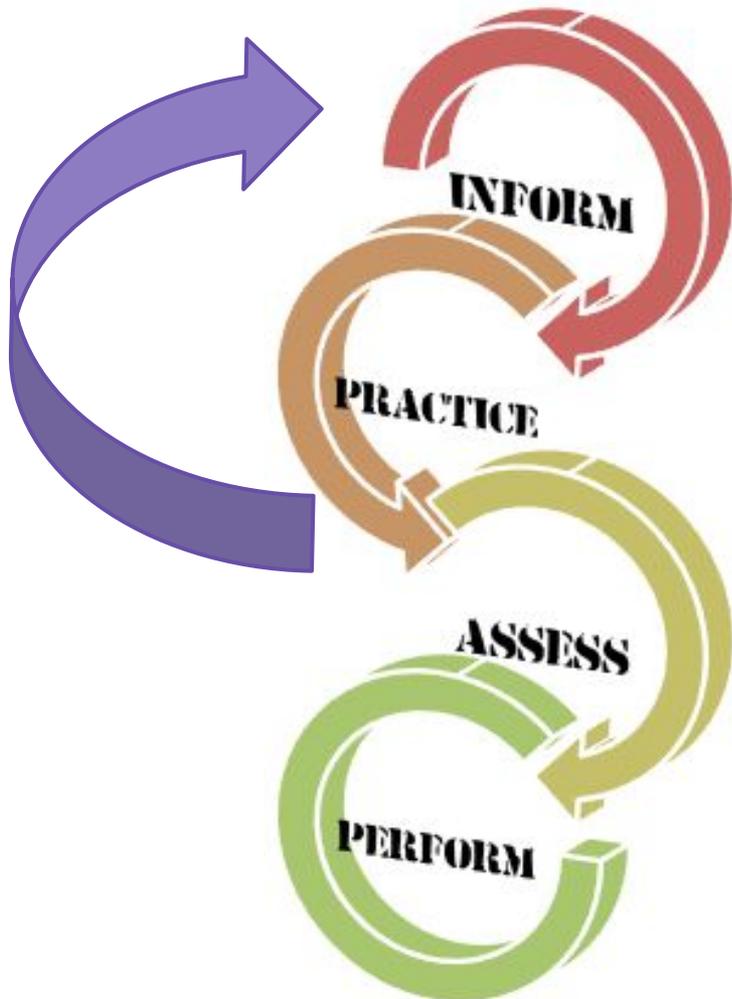
# Planning for Instruction

- Course Objectives
  - "What do I want the students to *know or be able to do* when they complete the unit?"
- Start with the end in mind!
  - Learner Centered

- Objective Checklist
  - Scope & Sequence
    - Depth vs. Breadth
    - Prerequisite Order
  - Performance
    - What task(s) will they be doing?
  - Criteria
    - How will they be judged?
  - Action Verbs
    - "Student will be able to..."



# Making Lesson Plans



1. Lesson Plan Checklist
  - a. Determine "Units"
  - b. Set Sequence
  - c. Select objectives
  - d. Choose presentation method(s)
  - e. Choose support materials
  - f. Determine student assignments
  - g. Set evaluation

\* Allow time for development.



# Lesson Planning 101

- Use lesson plans to create a roadmap to student learning.
- Remain flexible but have deadlines.
- Leave room for re-teaching.
- Plan goal-based instruction, then assess.
- Keep good records (you can reuse them)
- MOST IMPORTANTLY...Share!!!
  - No need to reinvent the wheel.
  - Good teachers borrow, great teachers steal





# Great Resources



HARRY K. WONG  
ROSEMARY T. WONG

the **FIRST DAYS OF SCHOOL**

HOW TO BE AN EFFECTIVE TEACHER

Includes DVD "Using THE FIRST DAYS OF SCHOOL" with Christinna Seroyer

WE TEACH YOU TO PLAN SO YOU CAN PLAN TO TEACH



DOUG LEMOV  
Foreword by Norman Arkin

Teach LIKE A CHAMPION 2.0

75 VIDEOS INCLUDED

62 TECHNIQUES THAT PUT STUDENTS ON THE PATH TO COLLEGE

JOSSEY-BASS  
A Wiley Brand

Why Didn't I Learn This in College?  
Second Edition

Teaching & Learning in the 21<sup>st</sup> Century

Paula Rutherford

SETTING THE STANDARD FOR PROJECT BASED LEARNING

A PROVEN APPROACH TO RIGOROUS CLASSROOM INSTRUCTION

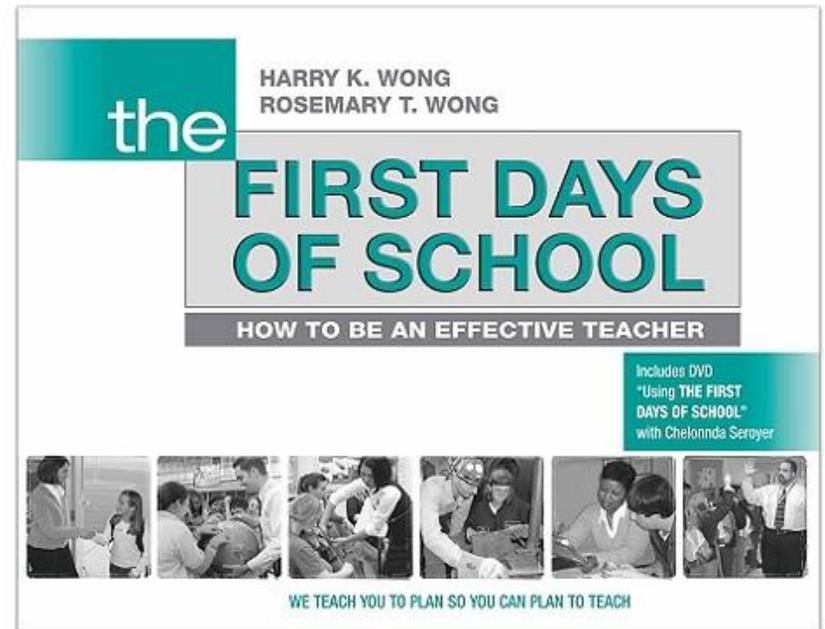
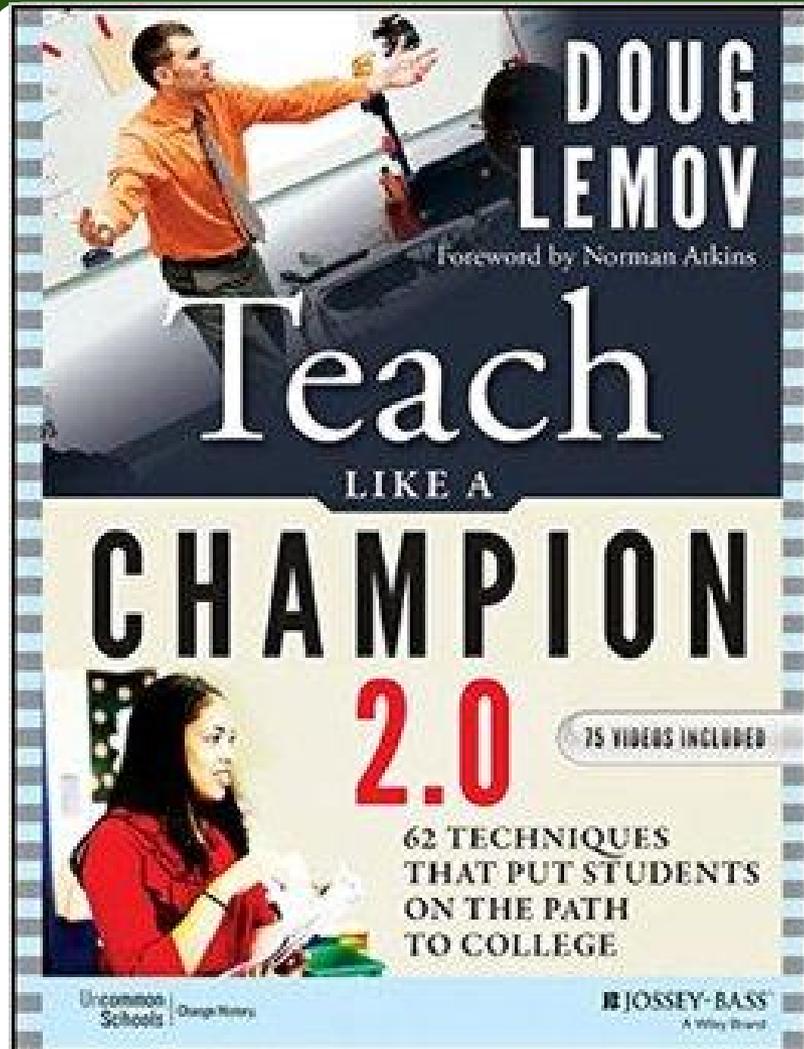
JOHN LARMER || JOHN MERGENDOLLER || SUZIE BOSS

Instruction for All Students

Paula Rutherford



# Classroom Leadership





# First Day/Every Day Q & A

(Discussion)



# Classroom Leadership



## Strategies we'll highlight:

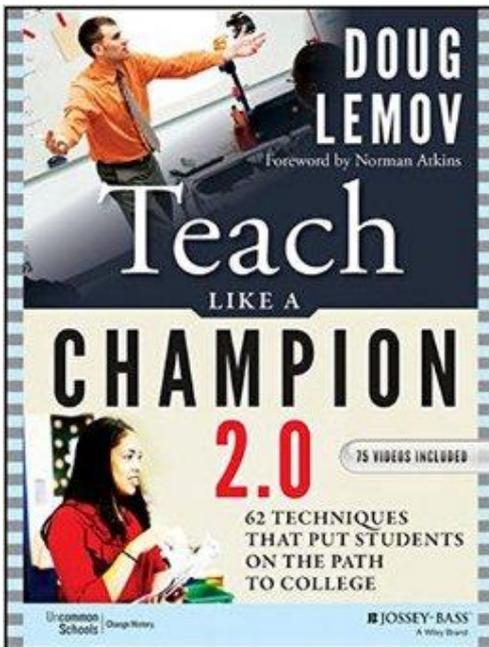
12: Right Is Right (p.100)

45: Threshold (p.353)

50: Do It Again (p.373)

Chapter 11: High Behavioral Expectations  
(p.381)

Chapter 12: Building Character and Trust  
(p.423)





# Fantastic in Five Minutes



## Previewing the Text

1. Read the Title
2. Glance at Pictures
3. Turn to Page 86
4. Make a check mark next to a strength

