

# CREATING AN EFFECTIVE GIRLSMART CLASSROOM CULTURE



Students who are responsible, empowered, open, resilient, and explorers.

## TODAY'S OBJECTIVE

In today's professional collaboration, sites will discuss integrating Qualities of Strong Smart Bold with key elements of the classroom management plan.

"Effective teachers have a plan, a classroom management plan that organizes a classroom for student learning and achievement."

~Harry Wong

## AGENDA

- CLASSROOM MANAGEMENT
  - How Expectations, Non-Negotiables, and Procedures Create Effective Learning Environments
- THE RELATIONSHIP BETWEEN QUALITIES OF SSB AND EFFECTIVE LEARNING ENVIRONMENTS
- CREATING A CULTURE OF HIGH EXPECTATIONS

Since the previous professional collaboration, 82% of staff indicated that support in developing a classroom management plan would be helpful.

### REFLECTION POINT

"Researchers agree that students (particularly students from poverty) must feel safe in the classroom. If that doesn't occur, then it is extremely difficult for students to learn." (Price, 2010)



A recent study by the Annie E. Casey Foundation found that children who both

#### LIVE IN POVERTY



#### READ BELOW GRADE LEVELS

by 3<sup>rd</sup> grade are three times as likely to not graduate from high school as students who have never been poor (Hernandez, 2011).

# CLASSROOM MANAGEMENT

### DISCIPLINE VS. CLASSROOM MANAGEMENT



#### **DISCIPLINE**

All by itself becomes a power struggle between the students & teacher.

#### REACTIVE

#### **CLASSROOM MANAGEMENT**

Clear procedures and expectations that become the norm in your classroom.

#### **PROACTIVE**

## **DISCUSSION QUESTION**

What are examples of classroom management or discipline at your site?

### CLASSROOM MANAGEMENT ESSENTIALS



Expectations vs. "non-negotiables"



Clear procedures (routines) for learning



Strategies for rewarding desired behavior



Strategies for responding to challenging behavior

# EXPECTATIONS VS. TEACHER NON-NEGOTIABLES

# **GirlSMART Expectations**

- Be Empowered
- Be Responsible
- Be Open
- Be Resilient
- Be Explorers

### Classroom Rules are Teacher Non-Negotiables

- No put-downs
- Keep hands and feet to yourself
- Take turns
- Listen to instructions
- Be polite and helpful

### **QUALITIES OF SSB**

# New Images Kid-friendly Definitions

THANK YOU NEW HAMPSHIRE!

# EMPOWERED

Stand up for what you feel is right.

Know when you need help.

Believe in yourself.



## RESILENT



Challenge yourself.

Learn from mistakes.

Forgive yourself and others.

## RESPONSIBLE

Come ready to share, learn, and participate.

Organize and take care of the space around you.

Set goals and work hard to achieve them.

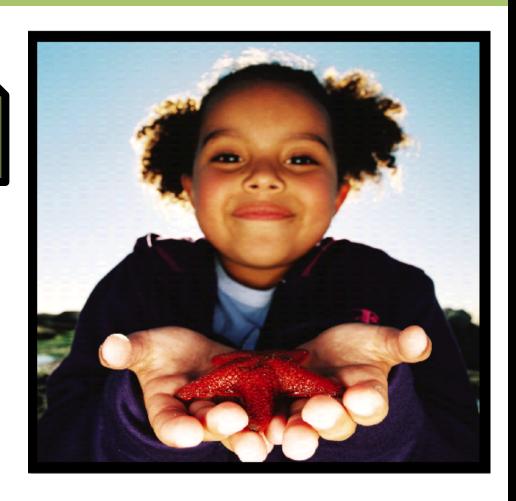


# **EXPLORERS**

Be curious and ask questions.

Use your imagination.

Be independent and find answers to problems.



## **OPEN**



Accept each other for who we are.

Listen and respect each other's ideas.

# ACTIVITY: GIRLSMART NON-NEGOTIABLES

Expectations:  Qualities of SSB	More Examples: Non-Negotiable	Potential Classroom Rules:  Quality of SSB + Non-Negotiable
Be Empowered	•Keep the room clean	Example: A responsible girl keeps hands, feet and objects to
Be Responsible	•Behave in the halls •Be in class on time	herself. 1.
Be Open	•Wait for directions before starting	<ul><li>2.</li><li>3.</li></ul>
Be Resilient	•Change tasks quickly and quietly	4.
Be Explorers		5.

# CLASSROOM PROCEDURES EXAMPLES

How to have students enter/exit a classroom

How to have students working at the beginning of class

How students are to ask for your help, or a question

What to do if they need to go to the bathroom



How students are to pass papers

What to do when a pencil breaks

What to do during a transition

How students are to work independently, with a partner, or in groups

# ACTIVITY: LINK QUALITIES OF SSB TO CLASSROOM PROCEDURES

What classroom procedures are currently a part of your classroom management plan?

What procedures are most effective?

What is the Quality of SSB that the procedure might show?

Sample of procedure using Qualities of SSB:

**Quieting** a Class

Now, if you can hear me, touch your nose,

Now, if you can hear me, touch your ears,

is **responsible** 'cause she's showing she is ready,

Now, if you can hear me, touch your chin.

(Tune: If You're Happy and You Know It)



# ACTIVITY 2: GIRLSMART PROCEDURES

Expectations: Qualities of SSB	Examples: Procedures	Potential Classroom Rules: Quality of SSB + Non-Negotiable
Be Empowered	•Enter/Exiting the classroom •Bathroom	1.
Be Responsible	•When a pencil breaks •Quieting the Class	2.
Be Open	•What to do during transitions •What to do if finished early	3.
Be Resilient	•How to pass papers out •How to work in groups or pairs	4.
Be Explorers	•How to ask for help	5.

## PRACTICE & CONSISTENCY



Remember to model and practice procedures with students until they become automatic. Once the procedures are shared with students, it's essential to adhere to them everyday.

### REWARDS & CELEBRATIONS

Discussion: How do you positively reinforce desired behaviors?

What rewards might you include in your classroom?

How do the 5 Qualities of SSB fit into the plan?

Does you have a site-wide reward/ celebration system?

The Ultimate Rewards: An enjoyable, interesting, and challenging class

### CHALLENGING BEHAVIOR

What protocols are in place for consequences of rule breaking or for challenging behavior?

Given the non-negotiables, what consequences do group leaders implement in their classroom?

How can the 5 Qualities of Strong Smart Bold fit into the plan?

What do protocols look like site-wide?



# ACTIVITY 3: GIRLSMART REWARDS & CONSEQUENCES

Consequences: When the Qualities of SSB aren't being observed in behavior
First Time:
Second Time:
Second Time.
Third Time:
Fourth Time:

# CREATING A CULTURE OF HIGH EXPECTATIONS

#### IMPLICATIONS OF THE ACHIEVEMENT GAP

# For students of color and low economic status, achievement is influenced by:

The school setting & vision for student progress

Teacher's understanding of needs of students

Curriculum,
Instruction &
Assessments
used

The role of the teacher

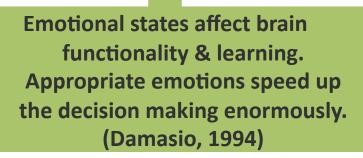
Tomlinson, Gould, Schroth, & Jarvis, 2006

### YOUR ENTHUSIASM IS INFECTIOUS

If you convey enthusiasm when you enter the classroom...

There are more positive feelings about learning. (Jensen, 1998)

The more positive the emotional reaction, the better the memorymaking capability.







THANK YOU FOR TUNING IN TODAY!

### REFLECTION & FOLLOW UP

Reflection: Please fill out a survey online.
Link to follow in email.

Follow up for Activities: Please fax (510) 986-0993 or email gia@gibsonandassociates.com.



WHAT ARE THE NEXT THINGS TO WORK ON FOR THE SUMMER?