

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 3rd 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.



RESILIENT



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	<ul style="list-style-type: none"> •Keep the room clean •Behave in the halls •Be in class on time •Wait for directions before starting •Change tasks quickly and quietly 	<p>Example: A responsible girl keeps hands, feet and objects to herself.</p> <ol style="list-style-type: none"> 1. 2. 3. 4. 5.
Be Responsible		
Be Open		
Be Resilient		
Be Explorers		

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	<ul style="list-style-type: none">•Enter/Exiting the classroom•Bathroom•When a pencil breaks•Quieting the Class•What to do during transitions•What to do if finished early•How to pass papers out•How to work in groups or pairs•How to ask for help	1.
Be Responsible		2.
Be Open		3.
Be Resilient		4.
Be Explorers		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

Rewards: When the Qualities of SSB are being observed in behavior	Consequences: When the Qualities of SSB aren't being observed in behavior
<p>In the moment:</p> <ul style="list-style-type: none">•• <p>For the day:</p> <ul style="list-style-type: none">•• <p>For the week/month:</p> <ul style="list-style-type: none">••	<p>First Time:</p> <p>Second Time:</p> <p>Third Time:</p> <p>Fourth Time:</p>



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 memory-making capability.

Emotional states affect brain functionality & learning. Appropriate emotions speed up the decision making enormously. (Damasio, 1994)





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?**