

STOIC

Webster: Someone admired for patience and endurance in the face of adversity

- *STRUCTURE/organize all school settings for success.**
- *TEACH students how to behave responsibly in those settings.**
- *OBSERVE student behavior (supervise!)**
- *INTERACT positively with students.**
- *CORRECT irresponsible behavior calmly, consistently, and immediately in the setting in which the infraction occurred.**

Coaching Classroom Management; Randy Sprick & Jim Knight

The following are a few suggestions for each component:

STRUCTURE

Seating Arrangement

- 1. Make sure all students have assigned seats**
 - a) More challenging students seated near the teacher (depending on room arrangement) or**
 - b) Seat boy-girl**
 - c) Seat challenging student with quiet or more self disciplined students**
- 2. Plan to have at least two designated quiet areas in teacher's room, so if needed, a student can be moved to finish the hour**
 - a) The two areas need to have dividers or classroom furnishings used as dividers to section the student off from the rest of the class.**

- b) Make sure the students know this consequence results from the student's lack of making appropriate choices
- c) Refer to the isolated section of the room as their "pod" or "office"

Organization of Student Materials to maximize effective and efficient use of time.

1. Purchase folder organizers, file folders, tubs or baskets to keep bell work and/or assignments organized i.e., if students are at a table the content book would be stacked neatly in the middle and the tub might hold colored pencils, rulers, erasers, and extra pencils. In addition to the closing routine, the teacher would quickly check each table to make sure all supplies were in the tub.

TEACH

● **TEACH** students how to behave responsibly in the classroom's many settings. Many times you'll need to be equally sharing ideas with the teacher.

1. Remember if the teacher hasn't explained **explicitly** her classroom expectations to the students you will need to discuss various expectations for each of the teacher's activity. But for now the most pressing expectations for the students to know are expectations for "Entering the room-Bell work" and during "Teacher Direct Instruction". These will need to be discussed with the teacher and then modeled.

OBSERVE

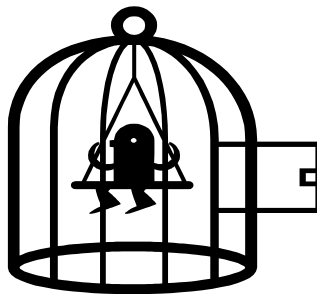
● **OBSERVE** student behavior (*"If you expect it; inspect it!"*)

1. As a teacher, it is extremely valuable to circulate through the room and observe students.
2. Be sure to never over focus. Many times students count on teachers to help individuals because this time becomes socialization time for some. For this reason, while helping others be sure to never over focus and always keep eyes roving. As the instructional coach, be prepared to model this.

INTERACT

● *INTERACT* positively with students.

1. Many times we are our own worst enemy by setting the students up for failure. When a teacher asks an open-ended question without calling on a specific student, students tend to shout out answers creating the snow-ball affect.
2. Making teachers aware of the *CAGE* Strategy helps them to maintain a healthy and positive classroom discussion allowing for healthy feedback, "emotional deposits."



Want to "Cage the Disruptions"?

Call on specific person
Ask a question
Give positive feedback
Equals success for all

CORRECT

- *CORRECT* irresponsible behavior calmly, consistently, and immediately in the setting in which the infraction occurred.
1. In order for some students to behave as the teacher expects there sometimes must be some student consequences. Explore the consequences with the teacher. It is critical the students know that we're all human, and we all can make a mistake. However, multiple abuses should be handled.
 2. It is very valuable to call the parents/guardians simply as a "Communication Tool". Many teachers are uncomfortable calling parents, so I provide the "TEACHER COMMUNICATION SCRIPT" which has helped many get over the initial fear.

Remember, you don't want the parents to follow-up with a consequence; you simply want them to communicate to the child that you called. Follow-through is critical!

Example

PARENT COMMUNICATION TOOL- "Parent Contact Guidelines"

- Take a deep breathe (remember you would want to know as a parent)
- Be sure to ask for the parent by using their first name
- Tell parent your first and last name
- Remember this is "just an informational call"—
- Don't expect the parents to do anything other than share with their child about your call.
- As the teacher you have your own sequential consequences
- Always find something authentic and positive to say about the student in the conversation
- Convey to parent that you really appreciate their "help"/"time".

Example call:

- Hello, I need to speak with Joyce Tavern (parent's first and last name)
- This is Lynn Barnes. I am _____(student's name) English (class) teacher.
- First of all, I want to let you know Audra is OK. She is not hurt or ill.
- However, I needed to call you simply to follow-through with what I told the students I would do. You know as an adult, if we say we're going to do something; we need to follow-through and do it.
- In my room students have two chances to make wise decisions before I call their home. Unfortunately, today (explain what happened)
- Perhaps say something good here: ie. Audra (student's name) is really a bright student and knows generally when enough is enough. I can usually count on her to be the one to regain self-control; unfortunately, today she **CHOSE (important word)** an inappropriate way to respond to me; she **chose** to get an attitude.
- Again, I'd like to thank you for your time, and I don't expect you to do anything. But I would appreciate it if you would let Audra know that I called. Thanks again, I really appreciate you.