REDEMPTIVE EDUCATION

Series II: Classroom Management - Readings

- **High Warmth – High Expectation – High Support** = also known as "Calm Assertive"
    - **High Warmth** = friendly face, eye contact, smiling, calm, confident, tall posture and poise, communicate benevolence to every child
    - **High Expectation** = you believe every child can learn and grow; you clearly state your expectations for this learning and growth; you clearly identify what "success" will look like for any task or routine; you give specific goals for each lesson and each day; you affirm belief that learning and growth come from Effort, Perseverance and use of New Strategies until the goal is achieved.
    - **High Support** = you help students continually seek, try, and practice new **strategies** for learning and for solving problems until they are successful; you affirm every effort; you give specific, brief feedback to equip students to improve; you build in **accountability** by outlining the steps to complete task successfully and checking in as those steps are accomplished; you do not wait until the final product is due or the test is given; you do not wait for a child to fail but rather you are checking in many times along the student's journey so that if there is a weakness or lack of understanding or need for practice or for a new strategy, you are supplying that *before* the child fails; the student's success is your success!

- Bell = Use a bell or chime to bring students to attention prior to giving instructions, teaching a lesson, or making an announcement. Teach students that when you ring the bell the **1st time**, their job is to STOP, LOOK at you, and LISTEN – they do NOT begin doing the task until you ring the bell a **2nd time** – only after that 2nd ring do they begin to follow your instruction or go to where you direct them or do the task. This avoids the teacher using a shouting voice or attempting to teach or give directions when not all of the students are paying attention or have noticed the need to listen.

- FUN (Friendly Use of Name) = Use every child's name each day in a friendly, non-threatening way; do not wait to use their name until you are disciplining or correct but rather they should hear their own name spoken with affection and respect by you, their teacher, several times every day.

- Proximity = Walk around the room, being near every student, many times a day. Do not stay up in front of the room. Let your presence be near every child – this one factor alone will dramatically reduce the number of times students become distracted or inattentive or disobedient.

REDEMPTIVE EDUCATION

- Job 1, Job 2, Endless Job and "What's your Job?" = This is a strategy that keeps every student engaged. Write on the board at least three "jobs." The first job is one that you should expect every single student to complete. The second job is one that many students will have time to complete. Then, end with an "Endless Job" – don't call it that, though! Write a task that will be intrinsically interesting and challenging to ALL students, such as: Create a new board game that helps us practice our multiplication facts OR Begin writing and illustrating a book to share with children in Kindergarten on the topic we have been studying (Gandhi, or photosynthesis, for example) This tells students that they ALWAYS have a "job" – something they do, that is worthwhile and educational, but fun – even if they finish the first jobs. This avoids students not knowing what to do when they "finish."

- VIP (Visual Instruction Plan) *adapted from Fred Jones' "Tools for Teaching"* = This is a poster that tells, by use of pictures and very short text, how to do something. This can be for classroom routines such as "How to do a Pair/Share" or for instruction such as "How to set up a long division problem." You – or, better yet, students created a series of posters that show and tell each step in the process. This can be displayed in a prominent place, so that prior to asking the students to DO a Pair/Share, you give them a moment to review the poster that shows and tells how to do this successfully. This can also serve as a "job" for students who have completed instructional tasks – you can ask them to create a VIP showing how to do the task or a classroom routine.

- PAT (Preferred Activity Time) *adapted from Fred Jones' "Tools for Teaching"* = This is a more complex strategy involving tallying up minutes, based on students' effectiveness in self-management. Teachers compile fun and interesting projects, activities, games and events that will be connected to curriculum, rich and deep in their information, and also highly rewarding to the students as they grow in demonstrating responsibility and self-control in the classroom. For younger students, this might be a closet or bin in which animal puppets are kept during a study of various biomes; art materials that are ONLY available during PAT time; the opportunity to create AND to play original games; produce plays, costumes, sets based on the curricular studies; books on the topic; a lot of CHOICE for the students. Each day begins with some allotted time written on the board – perhaps 10 minutes. Throughout the day, the teacher notices effective teamwork and pro-social skills, and adds 1 or 2 minutes to the ongoing tally. When students demonstrate lack of self-management or attentiveness to instructions or guidance, seconds or minutes are subtracted from the total. At the end of the day, the total is left up on the board. PAT may be given daily for younger students, weekly or bi-weekly for older students.

REDEMPTIVE EDUCATION