

## Classroom Management Strategies for Artists Visiting Classrooms

The CPS Framework for Teaching is a modified version of Charlotte Danielson's Framework for Teaching. The CPS Framework for Teaching guides teacher practice inside and outside the classroom. While Teaching Artists are not required to observe the Framework in their work, being fluent in it can help to create better pathways of communication with a school and classroom teacher, and also strengthen professional practice.

The CPS Framework for Teaching organizes the work of classroom teachers into four domains: Planning and Preparation, The Classroom Environment, Instruction, and Professional Responsibilities. Only Domains 3 and 3 are observable.

<b>Domain 1: Planning and Preparation</b> 1a. Demonstrating Knowledge of Content and Pedagogy 1b. Demonstrating Knowledge of Students 1c. Selecting Learning Objectives 1d. Designing Coherent Instruction 1e. Designing Student Assessment	<b>Domain 2: The Classroom Environment</b> 2a. Creating an Environment of Respect and Rapport 2b. Establishing a Culture for Learning 2c. Managing Classroom Procedures 2d. Managing Student Behavior
<b>Domain 4: Professional Responsibilities</b> 4a. Reflecting on Teaching and Learning 4b. Maintaining Accurate Records 4c. Communicating with Families 4d. Growing and Developing Professionally 4e. Demonstrating Professionalism	<b>Domain 3: Instruction</b> 3a. Communicating with Students 3b. Using Questioning and Discussion Techniques 3c. Engaging Students in Learning 3d. Using Assessment in Instruction 3e. Demonstrating Flexibility and Responsiveness

Components of the CPS Framework for Teaching that influence productive process include:

- 2a: how you treat the students
- 2b: the positive or negative environment that you create
- 2c: your procedures
- 2d: how you manage student behavior
- 2e: physical arrangement of the room
- 3a: the clarity of your instructions to students
- 3b: the degree to which you involve all students in discussions
- 3c: the degree to which students are engaged
- 3e: the degree to which you are flexible and responsive to students

### 2a: Rapport with Students

#### Suggestions

- Tone of Voice
  - Credible voice, approachable voice
  - Business like tone
  - Warm, caring tone

Differentiate your tone of voice. You want to also differentiate your tone. If you are asking students to put away their notebooks and get into their groups, be sure to use a declarative, matter-of-fact tone. If you are asking a question about a character in a short story, or about contributions made by playwright Anna Deavera Smith, use an inviting, conversational tone.

- Get to know students individually. Begin with something like, “Good morning, Jose. What do you like to be called?”
- Create a rapport that encourages students to take risks.

### Common Mistakes

- Raising our voice to get students' attention is not the best approach, and the stress it causes and the vibe it puts in the room just isn't worth it. The students will mirror your voice level, so avoid using that semi-shouting voice. If we want kids to talk at a normal, pleasant volume, we must do the same.
- Never compare siblings or anyone else in a positive or negative way about anything. Comparisons can only lead to trouble regardless of which side of the coin the student is.
- "Don't you ever stop talking?" This is a snide way of asking the student to stop talking. Never start with a question like, "Don't you ever \_\_\_\_\_?" You can fill in any behavior or attitude: "listen," "do your homework," "try," "care about your work." Avoid the sarcasm and directly say what you are feeling.

If a teacher loses their temper or gets frustrated and says one of these things once or even twice during the year, it's understandable. For most students, a rare mishap makes no difference with a teacher who they respect and like. But if trust hasn't been established, students are less forgiving when they feel insulted or wronged. On the other hand, we can say something nice or neutral that might be heard by a student as an insult. These instances are hard to avoid. What we can avoid is saying things that we know in advance are hurtful.

### 2b: Culture for Learning

- Show passion for your art. Passion is engaging, it is contagious, and it telegraphs the importance of what you are teaching.
- Talk about hard work.
- Have high expectations for your students.

### Common Mistakes

- "You have potential but don't use it." Students feel insulted when they hear this, and while some accept it as a challenge to do better, more lose their motivation to care. Instead, say in a caring way, "How can I help you reach your full potential?"
- "I'm disappointed in you." Of course we occasionally *are* disappointed in things that our students do. In addition, the result of openly expressing that disappointment depends as much on the way we say it as the words we use. The problem with this saying is that it looks to the past. A more helpful approach looks to the future. The alternative might be more like, "What do you think you can do to make a more helpful decision the next time you are in a similar situation?"
- "What is wrong with you?" This question implies a defect or an imperfect student. We are all imperfect, so the question is really only intended as an insult. What do you expect the student to answer? "I'm the son of abusive parents who hate me?" I have heard many professionals say that everyone is perfect at being who they are. A better approach is to say something like, "I see you have a problem. Let's work together to find a solution."

### 2c: Procedures

- Credible voice.
- Have a procedure for everything. Think through your presentation. What will you have students doing? What procedures will they follow? Think, too, about transitions. Will there be transitions? Entering the classroom. What should a student do when he or she is finished? How about handling non-instructional tasks.
- Procedure for Quiet: Speak only when students are quiet and ready.
- Use hand signals and other non-verbal communication. Holding one hand in the air, and making eye contact with students is a great way to quiet the class and get their attention on you. It takes awhile for students to get used to this as a routine, but it works wonderfully. Have them raise their hand along with you until all are up. Then lower yours and talk.
- Flicking the lights off and on once to get the attention is an oldie but goodie. It could also be something you do routinely to let them know they have three minutes to finish an assignment or clean up, etc. With younger students, try clapping your hands three times and teaching the children to quickly clap back twice. This is a fun and active way to get their attention and all eyes on you.

## 2d: Classroom Management

- Credible voice.
- No such thing as misbehavior. Students behave.
- Emotion drives attention. Attention drives learning.
- Address behavior issues quickly and wisely.
- And, if you must address bad behavior during your instruction, always take a positive approach. Say, "It looks like you have a question" rather than, "Why are you off task and talking?"
- Manage student conflict.

## Common Mistakes

- The Last Word: "What did you say?" This is the challenge that some teachers might throw down when walking away from a student after a private discussion about behavior and hearing that student whisper something. "What did you say?" is just bait for escalation. Do you really want to know what was whispered? It's better to ignore that unheard comeback and move on. You don't always need to have the last word.
- "It's against the rules." Rules are about behavior. Often there are many behaviors from which people can choose in order to solve a problem. Some may be within the rules. Try saying this instead: "Let me see if there's a way to meet your need within the rules."
- "I like the way Keisha is sitting." This is a manipulation to get the class to sit down. Saying this teaches children that manipulation works. It's better to be direct and tell the truth by saying, "Class, please sit down." In addition, any student who is never publicly singled out for something positive will resent you.
- "The whole class will miss \_\_\_\_\_ unless someone admits to \_\_\_\_\_." Collective punishment is never appropriate. There are many reasons why we should avoid collective punishment, but the most important is that if we want students to learn how to take responsibility for their behavior, they need somewhat predictable outcomes for their choices. When they're punished for something they didn't do, they see the world as an unpredictable place where consequences have nothing to do with choices. This is not what we want children to learn.

## 2e: Physical Arrangement

- As you set up your classroom for the new school year, try spending a few minutes in your students' chairs. Are you comfortable? Now look closer: Will the seating arrangement invite conversations between students, or keep them isolated? What do you notice about what's on display around the room? Will students see themselves and their families reflected in the diversity of images and books?

- Are whiteboards, laptops, and other tools for learning within reach for students, or reserved for the teacher? Any other clues that you're entering a space where all learners will feel welcome, safe, trusted, and curious about their world?

### 3a: Communicating with Students

- Use your credible voice.
- Make sure that students understand your directions. If there is confusion, students will become talkative when you don't want them to, or they may sit idly not knowing what to do.

### 3b: Question and Discussion Technique

- Approachable voice
- Never ask why
- Positive presuppositions
- Ask in plurals
- Exploratory language
- Non-dichotomous forms
- Involve everyone in the discussion. Use techniques such as think pair share. Or turn to a partner and discuss.

### 3c: Engagement

- Always have a well-designed, engaging lesson. This tip is most important of all. Perhaps you've heard the saying, if you don't have a plan for them, they'll have one for you. *Always* overplan. It's better to run out of time than to run short on a lesson. From my own first-hand experience and after many classrooms observations, something that I know for sure: Bored students equal trouble! If the lesson is poorly planned, there is often way too much talking and telling from the teacher and not enough hands-on learning and discovery by the students. We all know engaging lessons take both serious mind and time to plan. And they are certainly worth it -- for many reasons.
- **Promote autonomy:** A classroom that promotes autonomy gives students room to make choices and take responsibility for their learning. Encourage autonomy by involving students in setting norms and reflecting on their progress. Use class meetings as opportunities for students to solve problems for themselves. As you gradually release responsibility to students, they will see themselves as capable people who can "make something happen," the authors report. This goes hand-in-hand with PBL practices. At the end of a successful project, teachers often say they see students "standing a little taller." It's an apt metaphor for students developing autonomy and growing as learners.

### 3d: Assessment

### 3e: Flexibility and Responsiveness

- "If I do that for you, I'll have to do it for everyone."
- In our book, *Discipline With Dignity*, Al Mendler and I make a strong case for the policy that fair is not equal. You can't treat everyone the same and be fair. Each student needs what helps him or her, and every student is different. Further, no one wants to think of him- or herself as one of a herd. It's better to say, "I'm not sure if I can do that, but I'll do my best to meet your needs in one way or another."
- "I'm busy now."

- Don't dismiss a student this abruptly if they need you in some way. Show that you care by saying, "I'm very busy now, but you are very important to me. Unless this is an emergency, let's find a better time to talk. I really want to hear what's on your mind."