Design on a Dime: How a simple classroom makeover will bring disciplinary and academic dividends.

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COMPETENCY: Governance and Leadership

• Theme: Develop Self and Others as Leaders
• Levels: All
3 Types of Students

• 1

• 2

• 3

2 ELEMENTS NEEDED IN EVERY CLASSROOM?
Reality Check

• THE MOST CHALLENGING PROFESSION?....
  • *
  • *
  • *
  • *
  • *
Leadership Style #1
Leadership Style #1 (Continued)
Leadership Style #2
Leadership Style #2 (Continued)
Leadership Style #3
Leadership Style #3 (Continued)
Punishment vs. Discipline
Punishment vs. Discipline
(continued)
Beliefs/Reflection/Where do you stand?
Belief #1
Belief #2
Belief #3
Belief #4
Belief #5
Cognitive Development
Cognitive Development (continued)
Influencers of Student Behavior
Influence of parents/guardians
Success begins and ends with me and my outlook, not on students’ actions.
Key Concepts

• 1.

• 2.
Says it all...
Handy Classroom Tools

• 4 options, not limited to just these

• 1.

• 2.

• 3.

• 4.
QUOTE FROM A CLASSROOM
Key Concept to Remember
The Classroom-what does it look, feel, smell, and sound like?
Analysis

• Considerations

• 1

• 2.

• 3.

• 4.
Common Setup
Alternative Arrangement
Another possibility
Healthy, responsive approach
Quote
Common Approaches
Example
Example (continued)
Similar Example
Similar Example (continued)
Says it all doesn’t it?
I bet you have seen this.....
Very Common Example
How could we leave this one out...
Or perhaps this.......
Outcomes of Responsive, healthy approach

• 1
• 2
• 3
• 4
Steps to Success

• 1.
• 2. Teacher Response
• 1
• 2
• 3
Steps to Success (continued)

- If 1, 2, and 3 yield a _______response, _____is needed.
- If they yield a ______response, a ______is needed.

- 2 Common ones
  - 1
  - 2
Key Next Step

• Apply ___________ _____________
• (often difficult to do)
• Research basis

• When ______continues,
Benefits/Outcomes?

• 1.
• 2.
• 3.
Other Methods of ________________

• 1.
• 2.
• 3.
• 4.
• 5.
• 6.
• 7.
Common Example

- Teacher: Question
- Student: Response
- Teacher: Follow up Question
- Student: Follow up Response
- Teacher: Continued dialogue
• Student:
• Teacher:
• Student:
• (Teacher action)
• Student:
Alternate Approach

- Teacher:
- Student:

Teacher:
Teacher:
Teacher:
Teacher:
Result?
Student Actions

• 1.

• 2.

• 3. Duration?
________ vs. ______ Which is better?

- Learning____________.
  Often ______________.
  Limited__________________.
  Return______________.
  Hindered__________________
  ________________________.
(Continued)

- _____ ___Outcomes:
- Learning ____________________.
- True ________________ ____________________.
- Adequate ________________________________.
- High ________________________________!
Overall benefits of approach if done correctly

• Early ______________________________.
• Graceful ____________, Graceful______________.
• Preserves ________________________________
  __________________  __________________.
Key Takeaway and concept

• Practicing ______________ will lead to ____________
  • ______________.


Expectations-how to communicate them
Quote
Rationale

• Why is it important?
How do we accomplish this?

• 1.

• 2.

• 3.
Method of Approach

• 1.

• 2.

• 3.
Areas to Consider

- *
- *
- *
- *
- *
- *
- *
- *
In Summary

• 1.

• 2.

• 3.

• 4.
Rapport
Quote
Conclusive research reveals...
How do we get there?

• 2 ways of interacting with students

• 1.

• 2.

• Difference? Which carries more weight with students?
Examples

• A.
  • *
  • *

• B.
  • *
  • *
Takeaway
Outcomes of good Rapport:

• 1.
• 2.
• 3.
• 4.
Final Takeaway:

• *
Session Outcomes

The content from this session can be used in the following ways in your current position/role:

- Establish an environment for success in your classroom
  * Through application of evidence-based practices
- Encourage student responsibility and achievement in the classroom
  * Through more efficient management practices that lead to increased instructional time and achievement
- Enlist community support in your building/district
  * Through providing simple, consistent practices that can be used as a building/district model
Please complete the evaluation for this breakout session!