School Improvement for Student Success Conference

Classroom Management: Building a Culture and Climate for Success

December 7, 2016
Accessing Today’s Presentation

https://goo.gl/iwG8yJ
Introductions

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What If...

...we created a safe and caring environment in our school?
...everyone respected individual differences and the diversity of our cultures?
...our teachers designed learning experiences to reach students who learn in different ways?
...students became responsible for themselves and each other
...we knew how to educate all of our students for success in the 21st century?
...our families became more actively involved in the education of their children?
...we could awaken a love of learning in everyone?

- Jeanne Gibbs, *Tribes*

www.topnotchteaching.com
Outcomes

Understand:
❖ Teacher beliefs shape their classroom environment and student relationships, positively or negatively impacting student achievement

Know:
❖ Culture vs. Climate
❖ Elements of a positive classroom environment
❖ Teacher beliefs
❖ Qualities of positive student/teacher relationships
❖ Rules vs. Procedures
Outcomes

Do:
❖ Explain the difference between climate and culture
❖ Explain the difference between rules and procedures
❖ Identify and reflect on teacher beliefs about student learning
❖ Understand and analyze how elements of a positive classroom environment contribute to a culture and climate which lead to increased student achievement
❖ Understand and analyze how positive personal relationships with students increase opportunities for student achievement
❖ Share best practices for building a positive classroom culture and climate
Climate vs. Culture

What’s the difference?
Climate vs. Culture

Turn and Talk

What do your students think are the hidden rules?

What is the impact of unspoken rules on student emotions and behavior at the classroom level? School level?
Climate vs. Culture

Climate
The attitude, mood, or behaviors in a school at any given moment in time.

Culture
The personality of the school. It is the unwritten rules, norms, and procedures that are followed in order to fit in.
Climate vs. Culture

What do you think?

❖ For each statement, hold up the card (Climate or Culture) that best represents the statement.

❖ Unsure? Hold up both.
## Climate vs. Culture

<table>
<thead>
<tr>
<th>Climate</th>
<th>Repeated attitudes, moods, and behaviors become part of the Culture</th>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Climate</strong>&lt;br&gt;Attitude, mood, or behaviors in a school at any given moment in time.</td>
<td><strong>Culture</strong>&lt;br&gt;The personality of the school. It is the unwritten rules, norms, procedures that are followed in order to fit in.</td>
<td></td>
</tr>
<tr>
<td>+ PTA left candy bars in teacher boxes&lt;br&gt;- Staff meeting called at the last minute</td>
<td>Positive or negative feelings about the school</td>
<td>+ Family/community connection&lt;br&gt;- Disrespect for teacher time</td>
</tr>
<tr>
<td>+ I received positive feedback from the principal on a lesson&lt;br&gt;- The guidance counselor didn’t believe what I said about a student</td>
<td>Positive or negative feeling about administration</td>
<td>+ Instructional Leadership&lt;br&gt;- Mistrust</td>
</tr>
<tr>
<td>+ Our team collaborated on a CFA&lt;br&gt;- A teammate shot down my idea in a PLC</td>
<td>Positive or negative feeling about colleagues</td>
<td>+ Teamwork and collaboration&lt;br&gt;- Disrespect</td>
</tr>
<tr>
<td>+ Parent sent a thank you note for my work&lt;br&gt;- Thinking “Parents don’t care”</td>
<td>Positive or negative feeling about parents</td>
<td>+ Parent/Teacher Partnership&lt;br&gt;- Misunderstanding</td>
</tr>
<tr>
<td>+ A struggling student successfully completed a project&lt;br&gt;- A student started a fight with another student</td>
<td>Positive or negative feeling about students</td>
<td>+ High expectations&lt;br&gt;- Lack of discipline</td>
</tr>
</tbody>
</table>
Climate vs. Culture

Turn and Talk

Use the *Climate vs Culture* chart to discuss the following:

- Identify examples of climate in your school. How could these examples become part of the school culture - positively and negatively?

- Identify a feature of your school’s culture. What actions and behaviors occurred that lead it to being part of your school’s culture?
Climate vs. Culture

Turn and Talk

❖ How long does it take for something to become part of the culture?

❖ Is it easier to change the climate or the culture? Why?

❖ Does school culture change/reset from year to year? Should it? Can it? Why or why not?
Climate vs. Culture

Essential Question

❖ How does climate and culture impact classroom management and student achievement?
The Role of Beliefs and Values in Establishing a School Culture

Do your beliefs matter?
The Role of Beliefs and Values in Establishing a School Culture

Guided Reflection

*How do your beliefs impact your classroom environment and relationships with your students?*

Work alone to write your reflections in response to the facilitator’s questions.
The Role of Beliefs and Values in Establishing a School Culture

Small Group Discussion

What are the impacts of these beliefs on relationships with students?

What are the impacts of these beliefs on core instruction?

Where are there opportunities in your School Improvement Plan to create tasks around culture and climate that would allow you to meet your objectives?
The Role of Beliefs and Values in Establishing a School Culture

Essential Question

● How do beliefs and values impact classroom management and student achievement?
Consolidate Learning

Charting Best Practices

- Label one chart paper *Creating Positive Culture and Climate* and the other chart paper *Establishing Beliefs and Values*

- On each chart paper, write examples of best practices, exemplary ideas, etc. that reflect a positive culture and climate and beliefs and values.
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Creating a Positive Classroom Environment

Rules vs Procedures
Creating a Positive Classroom Environment: Rules vs Procedures

Rules and Procedures Sort

In small groups, sort the examples into two columns. Why did you sort them the way you did? What title did you give to each column in your sort?
Creating a Positive Classroom Environment: Rules vs Procedures

**Rules**
Expectations for behavior and how students are expected to interact with one another, the teacher, and classroom materials.

**Procedures**
Instructions students are expected to follow for specific activities.
Creating a Positive Classroom Environment: Rules vs Procedures

Who makes the rules?

What does the word “rule” imply?

Do rules need to be called rules?

What are some alternative words we can use?

How can word choice represent your values, culture, and beliefs?

What are the pros and cons for the teacher creating the rules and consequences vs students creating the rules and consequences?
Creating a Positive Classroom Environment: Rules vs Procedures

Keep in Mind:

❖ Rules are broad, positive, brief, and applicable to a variety of situations

❖ Avoid beginning with words like “no” or “don’t”

❖ State what you want to see, not what you don’t want to see

❖ Consequences should not stop learning
Creating a Positive Classroom Environment: Rules vs Procedures

**Themes**

Come up with 3 - 5 themes that might be used to generate some classroom promises or expectations.

**Here are some examples:**

- Know everyone can
- Differences are okay
- Don’t embarrass others
- Know strengths and weaknesses
- Take charge of learning

What are some rules that students might generate for each of these themes?
Creating a Positive Classroom Environment: Rules vs Procedures

School Improvement

Where are there opportunities in your School Improvement Plan to create tasks around rules and procedures that would allow you to meet your objectives?

How do you anticipate this impacting school improvement?
Creating a Positive Classroom Environment: Rules vs Procedures

Essential Question

❖ How do rules and procedures impact classroom management and student achievement?
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Building Positive Relationships

Relationships Matter
Building Positive Relationships

Relationships
Building Positive Relationships

Stand Up/Hand Up/Pair Up

❖ Think about your favorite teachers.

❖ What kind of relationships did you have with them?

❖ What qualities did they possess and why do you think you considered them “your favorite?”

Personal Reflection

❖ What do you want to be remembered for?

❖ How will your beliefs shape your relationships?
Building Positive Relationships

What Students Remember Most About Teachers

What Students Remember Most About Teachers

Dear Young Teacher Down the Hall,

I saw you as you rushed past me in the lunch room. Surprised, in a hurry to catch a bite before the first bell would ring calling all the students back inside. I noticed that your eyes showed tension. There were faint creases in your forehead. And I asked you how your day was going and you sighed.

Lori Gard

Published 12/10/2014 8:56 AM | Last Commented 12/10/2014 4:59 PM

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PUBLIC SCHOOLS OF NORTH CAROLINA
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Building Positive Relationships

Write a Letter

❖ As a school team, write a letter to new and/or beginning teachers at your school.

❖ In the letter, praise teachers for what is going well and communicate the impact of positive relationships with students on (1) classroom management, (2) the culture of the school, and (3) student achievement.
Building Positive Relationships

Every Opportunity
Consolidate Learning
Charting Best Practices

❖ Label one chart paper *Developing Effective Rules and Procedures* and the other chart paper *Nurturing Positive Relationships*

❖ On each chart paper, write examples of best practices, exemplary ideas, etc. that reflect developing effective rules and procedures and nurturing positive relationships
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Wrapping Up

Resources, Tips, and a Final Reflection
Wrapping Up: Resources and Tips

Indistar

Back to School Checklist
(for returning users)
1. Update School Information such as Principal, Process Manager, & Team Members names and email addresses.
2. Schedule the first meeting of the school year & create an agenda. Be sure to include an overview for new team members, a review of the current plan, and time to check out new features.
3. Connect with your district and/or coach! Support and partnerships are crucial to successful school improvement!

Helpful Hints
New features, tips, and resources on using Indistar efficiently:
1. New Plan Management
2. Indicators in Action. Indicators NOW!
3. Making Indistar Work for You (PDF)
4. State Resources Links
5. Indistar Connect

Current Focus
Success Marker #1: The Leadership Team meets regularly (typically twice a month) to review multiple data sources and assess and improve professional practice based on indicators.
View All Success Markers
View Leadership Team Video

Indistar.org
Wrapping Up: Resources and Tips

Click here
❖ Creating and Modeling Promises
❖ Introducing and Modeling Procedures
❖ Classroom Management Resources
❖ Teacher Self Assessment
Wrapping Up: Final Reflection

Using FutureMe.Org:

❖ Revisit the charts created today. Choose 2 - 3 ideas you would like to try.

❖ As a team, write an email to yourselves with 2-3 ideas you want to try, proposed dates for implementation, and intended impact.

❖ Have the email sent to you sometime at the beginning of February 2017
Credits

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Michele Robinson
Keith Flynn
Julie Garber

NCDPI District & School Transformation

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