

# **Supporting Effective Classroom Management Strategies. Sometimes, It Is Your Class!**

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Does it really matter?

- Yes!

How much does effective classroom management matter?

- A whole bunch!!!!!!!!!!!!!!!!!!!!!!!!!!!!!!

# GJ's Four Cs

## They Are the Foundation:

- Clear
- Creative
- Consistent
- Communication

# Clear?

- **It's about a commitment to clarity.**
  - *Mr. McGruder didn't get it. He didn't come to school every day with his own personal plan to minimize the clouds.*
- **It's about a commitment to purposeful intentions.**
  - *Jeremy to Alicia: "What exactly does Ms. Arriga want?"*

# Clear? (Cont.)

- **It's about matching the message to the intended audience.**
  - *Mr. Jones believed a teacher should never talk down to a student; his “talking up.” however, provided evidence that he wasn't too sure about the balance.*
- **It's about deliberate organization.**
  - *Principal DuPont highly valued the state standards and wanted his teachers to excel. Want alone, unfortunately, is not a strategy. “How do we get from Point A to Point B, Monsieur DuPont?”*

# Clear? (Cont.)

- **It's about celebrating the “I get it!” in a child's eye.**
  - *Monica, a 4th grader, will get “it” when the path to the “it” is uncluttered.*

# Creative?

- *The house was large.*



# Creative? (Cont.)

- *Please write your name on the paper.*

# Creative? (Cont.)

- Creative *linguaging* involves playful but rigorous work with language that engages the listener.
- To produce engaging language, the language needs to be thought about, correct, and it needs to be purposeful.
- (Creative linguaging is not about an *anything goes* approach.)

## Creative? (Cont.)

- Yes, creative languaging requires greater precision in expression. In order for teachers and students to say precisely what they mean, all have to be very careful in their use of vocabulary and idioms.
- Is it easier to just say what you mean and be done with it? Yes, but where's the fun in that? (Is the fun factor important in education?)

# Creative? (Cont.)

- Creative languaging can lead to a more profound appreciation of communication exchanges.
- How we communicate is as important as what we communicate.
- Enhanced communication skills can enhance life, which is filled with a series of communication exchanges.

# Creative? (Cont.)

An Exercise:

# Creative? (Cont.)

- “Languager” beware: some students can readily *outlanguage* the adults in the room especially one who is visiting.
- Poor readers are often creative talkers.
- When wit goes wrong... Remember, the adult is the guide for this adventure.

# Creative? (Cont.)

- You must be true to you!
- Creative languaging is a way to breathe new life into every day communication exchanges.
- Creative languaging requires precision and accuracy not necessarily frequency.
- It's not out of reach for most of us especially when we see the value.
- It's not a replacement for direct communication when deemed necessary.

# Consistent?

- Inconsistencies at any level can cause mixed messages and miscommunication.
- Do the adults standing before students get to have bad days filled with mood swings? (Not if consistent behavior is the expectation for students.)
- It is important to know classroom routines and procedures. Be sure to dialog with the teacher if your expectations are not in sync. (Review the expectations with students.)



# Consistent? (Cont.)

- Positive reinforcement goes a long, long way.
- If teachers want students to raise their hands to be acknowledged, for example, they need to *want* this to be the classroom procedure every day.
- If there are exceptions to the rules, add these to the overview to clearly provide the students with the expectations.

## Consistent? (Cont.)

- Is it unfair to treat students differently? Nope! It is unprofessional to treat all students the same; they are indeed individuals. Discuss this with the classroom teacher.
- Remind students in the overview that they are all individuals with special skills and talents. Sometimes, different methods are needed to respond to different needs.

# Consistent? (Cont.)

- Appropriate consequences must be provided for each person if optimal results are to be achieved. In advance, discuss these with the teacher.
- Appropriate reinforcers must be used as well. All students don't respond equally to the same kind of praise.
- Beware of contrived reinforcers.

# Consistent? (Cont.)

- Consistent messages provided in a consistent environment can make all the difference in the world.
- When classroom discipline falls apart, the origins of the initial problem can often be connected to a high level of unintentional inconsistencies.
- Work closely with the teacher to be in sync.

# Communication?

- The classroom teacher does indeed get to sing, “My Way!” However, skillful communication could result in deliberate rethinking.
- Do teachers with poor classroom management skills know this is the problem? Not always...

# Communication? (Cont.)

- The ability to communicate effectively does not come easily to many people, and it is a skill that requires practice.
- Organize thoughts in your mind before sharing them with others.
- Communication is collaborative, not competitive.

# Communication? (Cont.)

- Communication is a two-way process involving an exchange of ideas.
- Communication is key!!

# Communication? (Cont.)

What are your real world experiences in classrooms?

Let's talk:



# Resources

See:

*Classroom Management*

*A California Resource Guide for Teachers  
and Administrators of Elementary and  
Secondary Schools*

- <http://wwwstatic.kern.org/gems/schcom/ClassroomManagement.pdf>

## Resources (Cont.)

Feel free to contact me at:

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