

If You Can't Manage Them,  
You Can't Teach Them!



## Creating a Culture of Learning

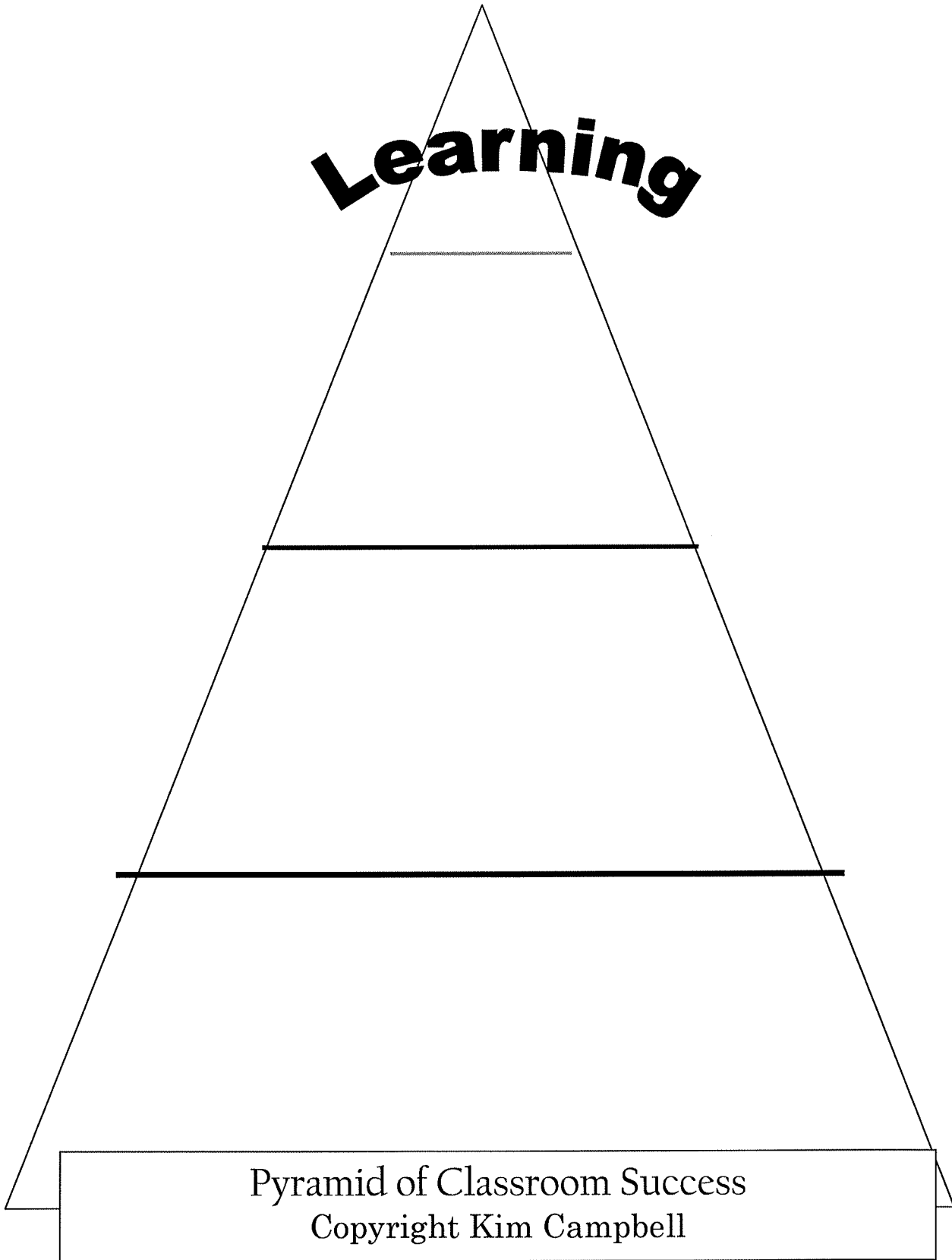
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# Learning



## Setting the Stage

In order to better understand ourselves as classroom managers, let's explore various situations and how we have handled them in our personal lives.

1. Growing up as a child how did your parents discipline you? Were they direct, were they passive/aggressive, was it only Mom or Dad who disciplined you, etc.?
  
2. When you manage your own children or your students, what strategies or techniques do you use that you learned from your parents? Or what do you do differently from how your parents disciplined you?
  
3. When you have conflict in your life, which style of communication do you have a tendency to use?
  - a. Avoider (Avoid the situation for several days before addressing the conflict)
  - b. Assertive (You address the situation soon after the event has happened. You are calm and able to discuss what happened.)
  - c. Peace-Maker (You do everything possible to avoid conflict, even if it means you do not address the situation)
  - d. Aggressive (You confront the situation right as it is happening. If people get angry, that's ok, as long as you have a chance to say your piece.)
  - e. Passive-Aggressive (You do not directly confront the situation but find yourself avoiding the person or making sarcastic comments.)
  
4. In your opinion, do you handle conflict with males in the same manner as you handle females?
  
5. When you are in a disagreement, what do you fear most?
  
6. Do you handle conflict differently depending on the ethnic or racial background of the person?

**Do you have high behavior expectations for all your students?**

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On a scale of 0-5, rate yourself on completing the following tasks. 0 = this is not a part of your classroom. 5 = this is always a part of your classroom.

1. \_\_\_\_\_ I start class on time. Bell rings and I am ready to begin class.  
(I send a clear message that this class is so important that we start on time)
2. \_\_\_\_\_ I redirect students who blurt, talk when someone else is, or speak in a tone that would be considered disrespectful. (Nonverbal, Verbal Warning, Consequence)
3. \_\_\_\_\_ I do not use "sh" to quiet or redirect class. Instead I use the student's name, proximity, and "I need" statements.
4. \_\_\_\_\_ I teach appropriate behavior instead of using, "knock it off," "stop that." (For example, eyes on me, pencils down, mouths closed, knees facing me)
5. \_\_\_\_\_ I am deliberate in building relationships with all my students.  
(For example, greet students at door, smile, laugh, share personal tidbits, ask students about things they have shared)
6. \_\_\_\_\_ I walk around the classroom, monitoring students as they work in groups or work independently.
7. \_\_\_\_\_ I recognize that managing a classroom is my number one priority, and I am willing to make changes to ensure all students have an opportunity to learn.
8. \_\_\_\_\_ I do not allow students to sleep in my class and redirect when necessary.

9. \_\_\_\_\_ I recognize that students of all ages need to move around at times during the lesson. (Research says, students can only listen for as many minutes as their age)
10. \_\_\_\_\_ I avoid power struggles with students. I choose my battles wisely. I use "You can do \_\_\_\_\_ now, or if not, \_\_\_\_\_ is going to happen."
11. \_\_\_\_\_ I am willing to discuss classroom issues with my colleagues to gather advice, support, and encouragement.
12. \_\_\_\_\_ I follow through with what I say I am going to do with my students and colleagues.
13. \_\_\_\_\_ I create ways to involve and communicate with the parents of my students. (For example, a weekly email, monthly newsletter, parent volunteers)
14. \_\_\_\_\_ I follow-up with the student when a major discipline issue has happened and I have had to send the student to the office, etc. (This way the student knows that you still care and want them to be in your class)

## **How Having Low Expectations Can Be Detrimental**

Adapted and modified from Asa G. Hillard, III

Research has shown that many teachers.....

- Have a tendency to demand less from low-expectation students than from high-achieving students.
- Have a tendency to give less wait time when a low-expectation student is answering a question.
- Have a tendency to give a low-expectation student the answer or call on someone else rather than repeat the question, provide clues, or ask a new question.
- Have a tendency to accept more incorrect responses from low-expectation students.
- Have a tendency to pay less attention to low-expectation students and interact with them less frequently.
- Have a tendency to call on low-expectation students less often.
- Have a tendency to sit low-expectation students further away from the teacher.
- Have a tendency when grading assessments to give high-achieving students, but not low-expectation students the benefit of the doubt in borderline cases.

Culturally competent teachers have a tendency to....

- Use games, simulations, community building activities to get students to “buy” into their classroom, which many times leads to “choosing” academic excellence.
- Allow students’ home language to be incorporated into the classroom (In other words allow students to review concepts in their native language).
- Discuss issues in class that students find meaningful.  
(Current Events)
- Involve the parents. (Bring in volunteers, email parents, create newsletter)
- Be passionate about their subject area.
- Create positive relationships with their students.
- Have high expectations with HIGH support for ALL students.
- Make sure their classroom has pictures that represent their students.
- Be aware of the influence of his/her own culture within the classroom.
- Recognize that NOT all students have access to the same resources at home to create and deliver quality projects.  
(For example, color printer, binders, etc.)



# **TOP 10 STRATEGIES TO HELP COOPERATIVE GROUPS SUCCEED & ACCOMPLISH THEIR GOALS**

DEVELOPED AND MODIFIED BY KIM CAMPBELL

## **10. CREATE A RUBRIC THAT INCLUDES A BEHAVIOR COMPONENT.**

- For example:

\_\_\_\_\_ Student remains with group at all times.

\_\_\_\_\_ Student is on task at all times.

\_\_\_\_\_ Student followed instructions and did not ask questions already discussed or presented in class.

## **9. GIVE IMMEDIATE FEEDBACK REGARDING GROUP BEHAVIOR THE NEXT DAY OR THE SAME DAY IF POSSIBLE.**

- Students need to be taught how to function in a group and clearly need to understand your expectations.
- Immediate feedback allows students an opportunity to change their behavior and earn points back the next day.

## **8. CONSTANTLY MONITOR GROUP BEHAVIOR.**

- You can NOT sit at your desk while students are working in groups. You need to be visible and constantly reminding students what your expectations are while they are in groups.

## **7. DIRECTIONS SHOULD BE VERBAL AND WRITTEN.**

- Verbal directions should be NO longer than 1 minute.
- You must include written directions for students to refer to.
- Put directions into a list. (Boys work much better with a list)
- Deduct points if group asks any question that was either written or said in the verbal portion of the directions.

## **6. USE A VARIETY OF WAYS TO REPORT OUT, RATHER THAN EACH GROUP PRESENTING.**

- Use CAROUSEL, TEACHER CIRCULATING ASKING QUESTIONS, SCAVENGER HUNT, ETC.
5. EXPLAIN THAT YOU WILL NOT ANSWER GROUP QUESTION UNLESS ALL MEMBERS OF THE GROUP HAVE THEIR HAND UP.
- THIS ELIMINATES GROUP MEMBERS NOT RELYING ON EACH OTHER TO FIGURE OUT THE ANSWER.
4. HAVE INDIVIDUAL ACCOUNTABILITY/GROUP ACCOUNTABILITY WITHIN THE GROUP.
- EACH MEMBER OF THE GROUP MUST HAVE A RESPONSIBILITY THAT CAN BE ASSESSED BY YOU AS THE TEACHER.
  - FOR EXAMPLE: MEMBER 1: PRESENT, MEMBER 2: WRITE PARAGRAPH, MEMBER 3: CREATE POWERPOINT
  - GROUP ACCOUNTABILITY COULD FOCUS ON HOW WELL THEY DID WHAT WAS EXPECTED.
3. MAKE SURE GROUPS FACE EACH OTHER.
- NEED TO TEACH STUDENTS HOW TO FUNCTION IN A GROUP.
  - GROUP MEMBERS MUST BE IN A CIRCLE. KNEE TO KNEE... EYE TO EYE.
  - INITIALLY AVOID STUDENTS SITTING ON THE FLOOR UNTIL STUDENTS LEARN HOW TO BE IN GROUPS.
  - PRACTICE GOOD LISTENING SKILLS BY DOING ACTIVITIES WITH PARTNERS, SUCH AS TAP (THINK ALOUD PROBLEM SOLVE).
2. CREATE GROUPS NO LARGER THAN 3!!
- ANYMORE THAN 3 AND THERE IS NOT ENOUGH FOR EACH TO DO WITHIN THE GROUP.
1. TAKE THE TIME TO CREATE THE GROUPS.
- TIME UPFRONT TO CREATE THE GROUP HELPS TREMENDOUSLY IN EVERY ASPECT OF GROUP DYNAMICS.
  - IF YOU ALLOW STUDENTS TO CHOOSE, SOME STUDENTS WILL NOT HAVE A GROUP OR PARTNER AND THAT CREATES DISENGAGEMENT.

- Forces students to work with those students they do not know as well. . .BUILDS RELATIONSHIPS AND COMMUNITY WITHIN YOUR CLASS.
- CLUSTER YOUR GROUPS: GIFTED WITH GIFTED, HOMOGENOUS, HETEROGENEOUS, ETC.

Most students need and want to work with their peers, however they need to be taught how to function as a student within those groups. Taking the time to teach students how to work in a group will help make your class more engaging, less disruptive, and most importantly, more productive.

### Behavior Rubric

Name: \_\_\_\_\_

Class Period: \_\_\_\_\_

\_\_\_\_\_ I did not blurt. (3 pts)

\_\_\_\_\_ I did not talk when someone else was talking. (3pts)

\_\_\_\_\_ I did not get out of my seat unless directed by the teacher. (3pts)

\_\_\_\_\_ Total

Comments:

If you received 6 points or less please give write down your phone number:

\_\_\_\_\_

### **Books to Consider Reading on Classroom Management:**

If You Can't Manage Them, You Can't Teach Them, Kim Campbell with Dr. Kay Wahl, World Book Publications

Managing the Madness: A Practical Guide to Middle Grades Classrooms, Jack Berkemeyer

Teach Like a Champion 49 Techniques That Put Students on the Path to College, Doug Lemov

"The Teacher as Warm Demander," Elizabeth Bondy/Dorene D. Ross, Educational Leadership, September 2008

SOAR: A Handbook for Closing the Achievement Gap, Kim Campbell & Dr. Kay Wahl World Book Publications

Bibliography:

*If You Can't Manage Them, You Can't Teach Them*, Kim Campbell with Kay Herting Wahl, Incentive Publications, pages 1-24, 2012.

*Teaching/Learning Anti-Racism: A Developmental Approach*, Asa G. Hillard, III, Teachers College Press, 1234 Amsterdam Ave, New York, NY 10027, 1997.