

USING STUDENTS TO MANAGE THE CLASSROOM

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My Management System

- ▶ Objective:

- ▶ Present my overall management strategy

- ▶ **Rules**

- ▶ What are my school rules and how do I enforce them?

- ▶ What are my classroom rules and how do I enforce them?

Classroom Management Escalation Plan

1. High Alert

1. Non-negotiable school rules
2. *Enforced by DBL*

2. Low Alert

1. Engagement requirements during class
2. *Enforced by teacher and students together*

3. DBL

4. Reminders, party points, participation points, Chuck Norris Points, and...

5. CLASSROOM ROLES



Levels of Management Alert

- ▶ High Alert (non-negotiable) - not enforceable by students

- ▶ Low Alert - enforceable by students

Non-negotiable School Rules

1. PUNCTUALITY and PRESENCE
2. MATERIALS
3. TECHNOLOGY
4. LANGUAGE
5. TEACHER INSTRUCTIONS

High Alert rules are enforced by the DBL (Daily Behavior Log)

- ▶ The DBL is a notebook with a log sheet that I use at the back of the class where I train students to write when they have broken one of the big classroom rules.
- ▶ The log includes their name, the infraction, and a list of the consequences.
- ▶ The consequences are daily, meaning that they start over every day.

Daily Behavior List Log Sheet



Low alert

- ▶ **L**ook at me
 - ▶ **I**nvolve yourself in the story
 - ▶ **S**how me when you get it or don't get it
 - ▶ **T**une back in if your mind wanders
 - ▶ **E**spañol only
 - ▶ **N**o talking over
- ▶ 1- reminder
 - ▶ 2- party point
 - ▶ 3- participation points
 - ▶ 4- Chuck Norris points
 - ▶ 5- classmates through roles

Reminder

“Lisa, what does the ‘L’ stand for?”

Party point

“Excellent question, Jenna!
!!!PUNTOOOOOO!!!

PARTICIPATION POINTS

based on the
Interpersonal Communication Rubric

“What did I just ask, Joe? Uh-oh. Stay focused, now.”

Interpersonal Communication

Points	0	2	4	6	8	10
Student Behaviors	<ul style="list-style-type: none"> • ABSENT WITHOUT EXCUSE 	<ul style="list-style-type: none"> • NOT ATTENTIVE • NO EYE CONTACT OR EFFORT • USE OF ENGLISH • BLURTS • SUCKS AIR OUT OF THE ROOM 	<ul style="list-style-type: none"> • ATTENTIVE BUT NO OBSERVABLE NON-VERBAL RESPONSES • DOESN'T USE STOP SIGNAL • USE OF ENGLISH • BLURTS • NOT CO-CREATORS OF STORIES 	<ul style="list-style-type: none"> • INCONSISTENT OBSERVABLE NON-VERBAL RESPONSES • INCONSISTENT USE OF STOP SIGNAL WHEN CONFUSED • LIMITED CO-CREATORS OF STORIES 	<ul style="list-style-type: none"> • CONSISTENT OBSERVABLE NON-VERBAL RESPONSES • CONSISTENT USE OF STOP SIGNAL WHEN CONFUSED • STRONG CO-CREATORS OF STORIES 	<ul style="list-style-type: none"> • RESPONDS AUTOMATICALLY IN TARGET LANGUAGE TO ALL INPUT USING ONE WORD ANSWERS • CONSISTENT USE OF STOP SIGNAL WHEN CONFUSED • NON-FORCED EMERGING OUTPUT

CHUCK NORRIS POINTS

Great attitude, Kiira!!! Chuck Norris point for you!!! (And you're my favorite student for the next five minutes!)

CHUCK NORRIS



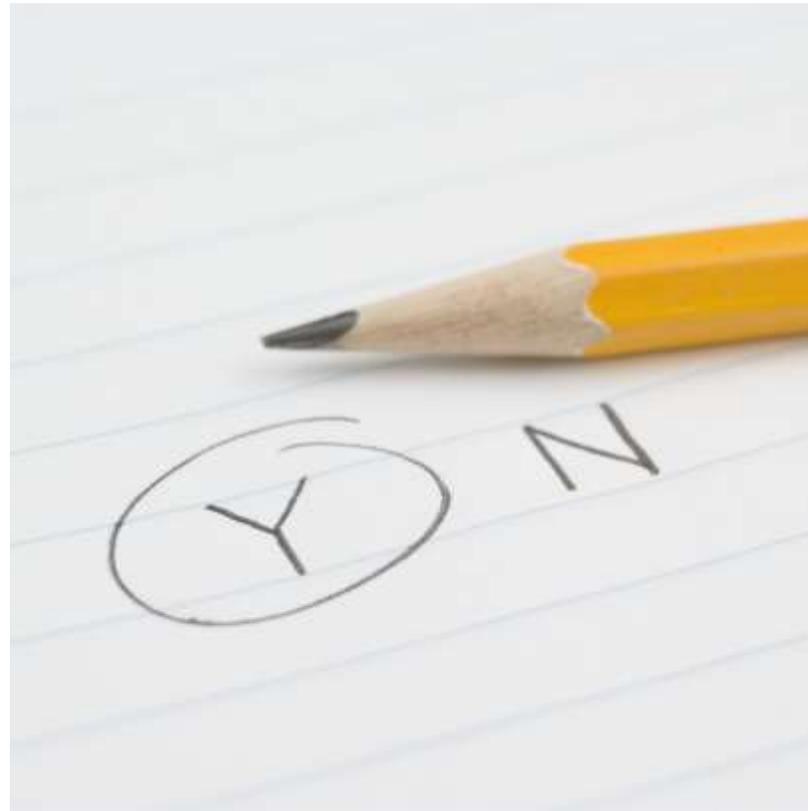
1. Chuck Norris set fire to the rain.
2. When Alexander Bell invented the telephone he had **3** missed calls from Chuck Norris
3. Fear of spiders is arachnophobia, fear of tight spaces is claustrophobia, fear of Chuck Norris is called **Logic**
4. There used to be a street named after Chuck Norris, but it was changed because nobody crosses Chuck Norris and lives.
5. Chuck Norris died 20 years ago, Death just hasn't built up the courage to tell him yet.

DAY ONE - PQA

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. The shapes are primarily triangles and polygons, creating a dynamic, layered effect. The overall composition is clean and modern, with the text 'DAY ONE - PQA' positioned on the left side of the frame.

Quiz Writer

- ▶ Writes a 12 questions quiz based on the structures and the information presented in class



Counters

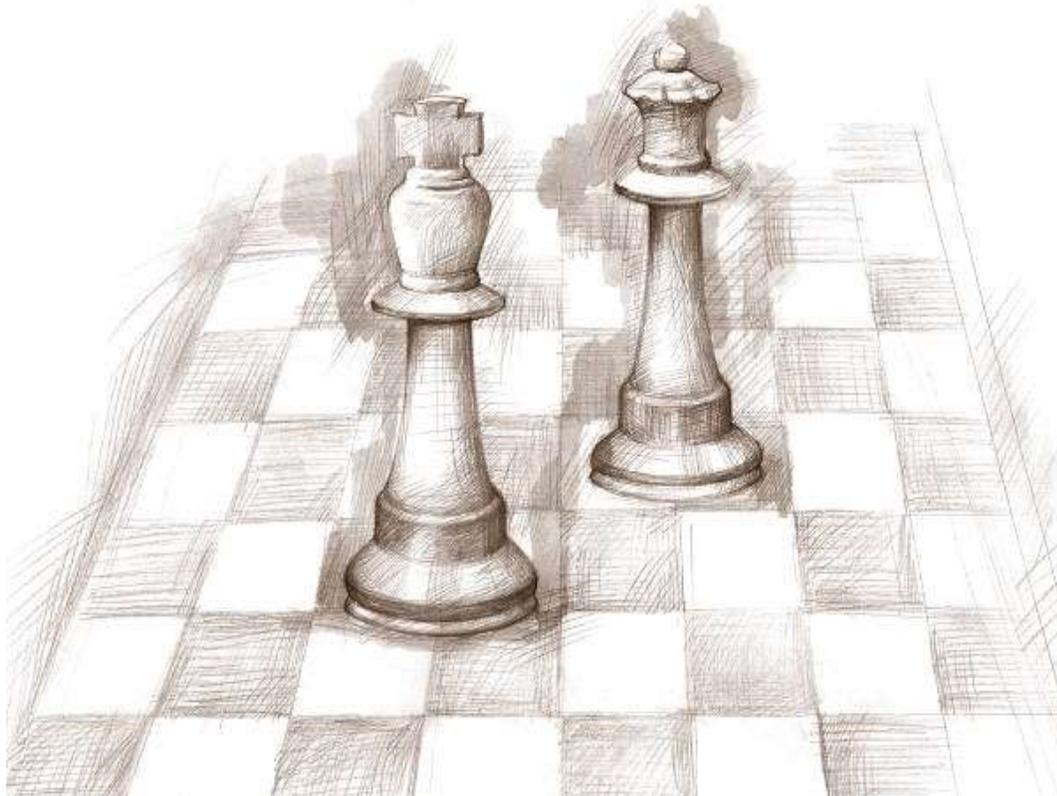


Each counter counts the number of times you use their assigned structure

Goal is (50-75) times/class period

King/Queen of Gestures

- ▶ Decides the final gesture used for a structure



Captain Dictionary



- ▶ Looks up words that we want to use that the teacher doesn't know

Cheerleaders

- ▶ Jumps up at random times during the lesson and says the structure while performing the gesture with cheerleader-like enthusiasm



Timer



- ▶ Is in charge of timing the number of minutes that the class stays in the target language appropriately
- ▶ For every 8 minutes, the class gets a “Party Point”

Lights

- ▶ Turns the lights on or off for videos or other reasons



Mail Carriers



- ▶ This person collects and distributes the work from each student in their group

Notetaker for MIA's

- ▶ Takes detailed notes for missing students



English Abuser



- ▶ Sounds a drum when the teacher takes too long (more than 15 seconds) to explain something about the language in English

English Police

- ▶ Rings a bell when the student hears English spoken inappropriately in class
- ▶ This saves the class from losing a “Party Point”



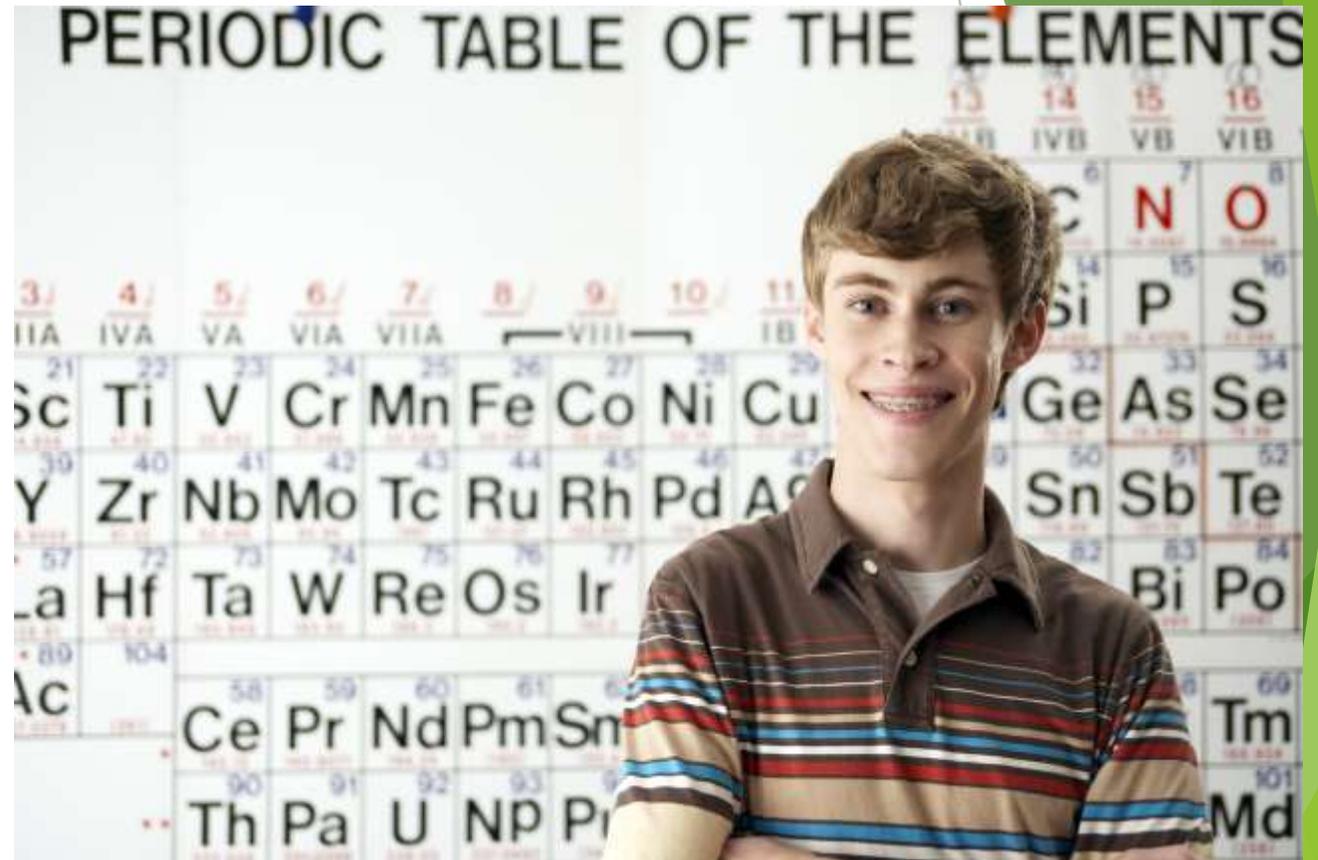
“But” da-dah



- ▶ Says “da-da-daaah” when teacher says “but”

Expert/Professor

- ▶ Gets to decide certain facts of the story when necessary



DAY 2 - ASK A STORY

The background features abstract, overlapping geometric shapes in various shades of green, ranging from light lime to dark forest green. These shapes are primarily located on the right side of the slide, creating a modern, layered effect. The rest of the slide is a plain white background.

Sound Fx Guru



- ▶ Makes the sound effects necessary in the story (car, cow, etc.)
- ▶ This job could be separated into more categories
 - ▶ Transportation effects
 - ▶ Animal effects (farmer)

Artist

- ▶ Draws the story in a 6-box “comic strip”



Door Knocker



- ▶ Makes the sound when a door needs to be knocked or when a doorbell needs to be rung

Actors

- ▶ These are students who act out exactly what I, the director, tell them to do (or they will be fired!)



English Writer



Shakespeare

- ▶ Writes the story in detail into English during the ask a story

Spanish Writer

- ▶ Writes the story in detail in Spanish during the ask a story



Story Ender Fairy / Wizard



- ▶ Stands up and waves a wand and makes a noise indicating that there are only 10-15 minutes left in class and that I need to wrap up the story quickly

DAY 3 - READING



Reader Leader

- ▶ Gets to lead the class in reading or choosing who gets to read next



Es (it) gab (gave)
ein Mädchen
There was a girl

Sie war
She was

Sie heißt
She was named

Was?
What?

Wer?
Who?

Wie?
How?

THANK YOU FOR THE BEST CONFERENCE
I HAVE EVER ATTENDED!!!