

SIMPLE SOLUTIONS

To Common Classroom Problems

Classroom Management



NewManagement.com

HOW TO GET RICK TO YOUR SCHOOL.

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RICK'S RESPONSES BY TOPIC.

Class Cards

How a Simple App Can Put Your Students in the Palm of Your Hand

This app will run on an iPhone, iPod Touch, or iPad.
(iOS 4+ required)
4.99

Mobile-friendly user guide:
ClassCardsApp.com/mobile



Now available in the Google Play Store for Android devices.

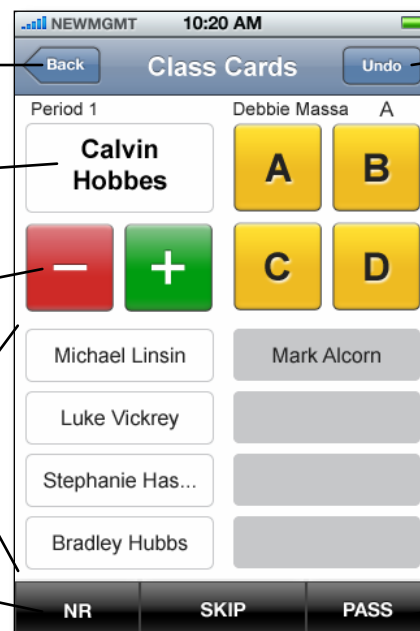
Back
Returns to Start Screen for class selection or to view scores.

Current Student
The student to call upon.

Objective scoring
True/False; Yes/No; Multiple Choice
+ = 100%
- = 12.5%

Next Queue
The next four students to be called upon.

NR/SELECT
NR = no response
SELECT = you choose who to call upon from a roster of names



Undo
Recall previous student in order to change the score.

Subjective scoring
Opinions, observations, etc.
A = 95%
B = 85%
C = 75%
D = 65%

Hold Queue
Current Student's name is tapped if he asks for more time. Later, a tap on the name will return the student to the Current Student spot so that a response can be given. The other five students move down one position.

Pass
Use for calling upon students without scoring responses.

The Secret to New Management

Assign each student in your class a number to use for identification. That's it.

Twenty-two kindergarteners? Number them from 1 to 22. Twenty-nine fifth graders? Number them from 1 to 29. Thirty-eight seniors in your fourth period math class? You guessed it. Number 'em.

Although the number concept may seem impersonal at first glance, experience has shown that this is not the case. Teachers never think of their students as numbers. They make sure that all of their interactions are named-based. However, the use of students numbers will enable you and your students to take care of class business like never before.

Note: If you currently team-teach or redeploy some of your students, start by numbering just your core group. You'll be able to expand the system to include other students with just a bit of practice and experience.

Using student numbers will prove to be the single most powerful step you can take toward effective student management and classroom organization.

Simple Ways Numbers Help

Inventory Control

- > number the books students will be given to keep track of them
- > number rulers, scissors, crayon boxes

Disaster Drills/Field Trips

- > have students line up in numerical order to verify that everyone is present and accounted for

Grade Keeping

- > recording grades will be a simpler process because your stack of assignments will match the order of your grade book

Numbering Your Students

Alphabetical Order

- > based on first name (makes it easier to remember names and numbers)
- > based on last name

Random Order

- > write numbers on pieces of paper; put papers in separate film canisters; have students select a canister
- > maybe offer students an opportunity to switch numbers after selecting

Student Choice

- > allow them to choose their own

Take Your Time

As you and your students adjust to the number system, think about making some number-based tools and toys. You'll find some suggestions on my website. You'll also find a bunch of them in the book, *Tools & Toys*.

Magnetic Tiles (website) Collating Folders (Tools & Toys) Pick-A-Student (website)

Bonus: Anything you make that is based upon numbers will be good every year. That's a nice thought.

Student Numbers at the Secondary Level

Although it may seem a bit overwhelming to contemplate numbering five or six different groups of students, it's actually easier to do than you may think. The keys? Colors and 3-digit numbers.

		Range of Numbers	Sample Student
RED	Period 1	100 - 136	1 2 1
ORANGE	Period 2	200 - 236	2 1 8
YELLOW	Period 3	300 - 336	3 2 0
GREEN	Period 4	400 - 436	4 1 5
BLUE	Period 5	500 - 536	5 1 9
VIOLET	Period 6	600 - 636	6 2 2

You'll be able to remember the order of the colors by thinking of the name of the guy who invented the rainbow: ROY G. BIV.
(Note: Although indigo is a rainbow color, we don't use it.)

The numeral in the hundred's column will make it easier for students—and their teachers—to remember which number goes with which period.

If it helps, think about how hotel rooms are numbered. Each room of the hotel has the floor number as a part of the room number.

This makes Room 117 unique and prevents it from being confused with Rooms 217, 317, 417, 517, and 617.

If the floor numbers were not included as part of the room number, the uncertainty would create conflict.



If you are lucky enough to be in the same room throughout the day, make computer-generated class charts on letter-sized paper. These could be posted on a single bulletin board. If you decide to color-code the periods, frame each roster with colored construction paper.

Period 1		Period 2		Period 3		Period 4		Period 5	
101 First Last	121 First Last	201 First Last	221 First Last	301 First Last	321 First Last	401 First Last	421 First Last	501 First Last	521 First Last
102 First Last	122 First Last	202 First Last	222 First Last	302 First Last	322 First Last	402 First Last	422 First Last	502 First Last	522 First Last
103 First Last	123 First Last	203 First Last	223 First Last	303 First Last	323 First Last	403 First Last	423 First Last	503 First Last	523 First Last
104 First Last	124 First Last	204 First Last	224 First Last	304 First Last	324 First Last	404 First Last	424 First Last	504 First Last	524 First Last
105 First Last	125 First Last	205 First Last	225 First Last	305 First Last	325 First Last	405 First Last	425 First Last	505 First Last	525 First Last
106 First Last	126 First Last	206 First Last	226 First Last	306 First Last	326 First Last	406 First Last	426 First Last	506 First Last	526 First Last
107 First Last	127 First Last	207 First Last	227 First Last	307 First Last	327 First Last	407 First Last	427 First Last	507 First Last	527 First Last
108 First Last	128 First Last	208 First Last	228 First Last	308 First Last	328 First Last	408 First Last	428 First Last	508 First Last	528 First Last
109 First Last	129 First Last	209 First Last	229 First Last	309 First Last	329 First Last	409 First Last	429 First Last	509 First Last	529 First Last
110 First Last	130 First Last	210 First Last	230 First Last	310 First Last	330 First Last	410 First Last	430 First Last	510 First Last	530 First Last
111 First Last	131 First Last	211 First Last	231 First Last	311 First Last	331 First Last	411 First Last	431 First Last	511 First Last	531 First Last
112 First Last	132 First Last	212 First Last	232 First Last	312 First Last	332 First Last	412 First Last	432 First Last	512 First Last	532 First Last
113 First Last	133 First Last	213 First Last	233 First Last	313 First Last	333 First Last	413 First Last	433 First Last	513 First Last	533 First Last
114 First Last	134 First Last	214 First Last	234 First Last	314 First Last	334 First Last	414 First Last	434 First Last	514 First Last	534 First Last
115 First Last	135 First Last	215 First Last	235 First Last	315 First Last	335 First Last	415 First Last	435 First Last	515 First Last	535 First Last
116 First Last	136 First Last	216 First Last	236 First Last	316 First Last	336 First Last	416 First Last	436 First Last	516 First Last	536 First Last
117 First Last	137 First Last	217 First Last	237 First Last	317 First Last	337 First Last	417 First Last	437 First Last	517 First Last	537 First Last
118 First Last	138 First Last	218 First Last	238 First Last	318 First Last	338 First Last	418 First Last	438 First Last	518 First Last	538 First Last
119 First Last	139 First Last	219 First Last	239 First Last	319 First Last	339 First Last	419 First Last	439 First Last	519 First Last	539 First Last
120 First Last	140 First Last	220 First Last	240 First Last	320 First Last	340 First Last	420 First Last	440 First Last	520 First Last	540 First Last

Making A Class Chart

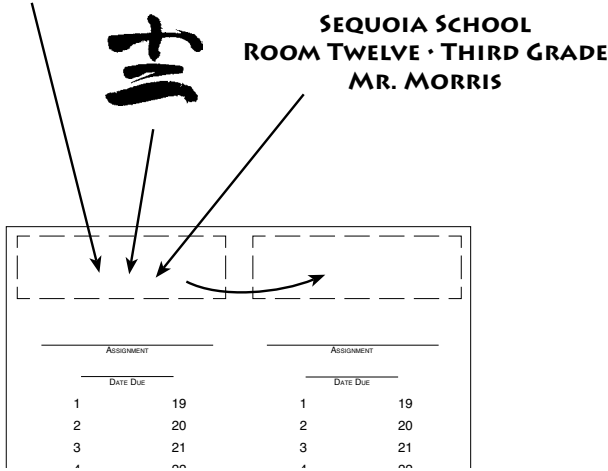
ROOM TWELVE CLASS OF '92					
1	ROBYN	13	RICH	25	RICHARD
2	THOMAS	14	CARRIE	26	SHAWNA
3	TRICIA	15	WOOD	27	CESAR
4	CRYSTAL	16	GABE	28	MIKE
5	TERESA	17	CALVIN	29	PAUL
6	JENNI	18	DAVID	30	JENNIFER
7	LISA	19	DYLAN	31	MARIO
8	RACHEL	20	SABRINA	32	ANNA
9	SERGIO	21	NICOLE	33	DANNY
10	FISH	22	VAN	34	LUIS
11	MICHELLE	23	JOHN	35	
12	STEPHIE	24	MELANIE	36	

One of the first number tools you will need to create will be a Class Chart. This bulletin board-sized chart will display the names and numbers of your students. Having a Class Chart in your room will serve two purposes.

1. It will help to establish the importance of the student number system. You'll be more inclined to rely upon students numbers if you have a visual reminder of who's who.
2. As students begin to help you manage the classroom, they will be able to use this chart as a reference tool. If, for example, someone is arranging a stack of assignments so that they are in numerical order and comes upon a paper without a student number, your helper will be able to refer to your Class Chart instead of having to ask you for the information.

Suggestion: Make your first one simple so that you can get it up on the wall quickly. Use a large piece of tag board or butcher paper and a Crayola watercolor felt pen. Post it prominently in the classroom. Now smile. Here's one bulletin board you won't need to worry about all year.

The Check Off List



What to do:

1. Add a header of some type.
2. Xerox 20 or 30 copies.
3. Cut 'em in half.
4. Put your new COL's in easy-to-get-to locations.
5. Grab one and label it.
6. Start collecting stuff.

Related Tool...Blackline Marker, page 3

SEQUOIA ELEMENTARY SCHOOL ROOM TWELVE THIRD GRADE MR. MORRIS		SEQUOIA ELEMENTARY SCHOOL ROOM TWELVE THIRD GRADE MR. MORRIS	
ASSIGNMENT		ASSIGNMENT	
DATE DUE		DATE DUE	
1	19	1	19
2	20	2	20
3	21	3	21
4	22	4	22
5	23	5	23
6	24	6	24
7	25	7	25
8	26	8	26
9	27	9	27
10	28	10	28
11	29	11	29
12	30	12	30
13	31	13	31
14	32	14	32
15	33	15	33
16	34	16	34
17	35	17	35
18	36	18	36

*Note:
Numbers 32 through 36 were "whited out" before I made xerox copies of the Check Off List. I did this because we weren't using those numbers at the time.*

**Sequoia Elementary School
Room Twelve
Third Grade
Mr. Morris**

FEDERAL SURVEY CARD
ASSIGNMENT

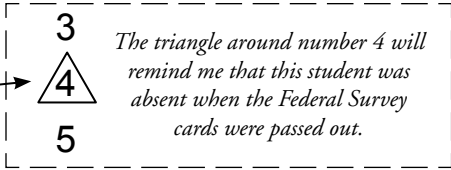
SEPT. 21
DATE DUE

1	19
2	20
3	21
④	22
5	23
⑥	24
⑦	25
8	26
9	②⑦
10	②⑧
11	29
12	30
13	31
14	
15	
16	
①⑦	
18	

finished # not finished # excused # absent

Using A Check Off List

Federal Survey Card (Collected by teacher)

1. Pass out survey cards.
2. State expected outcome.
3. Label Check Off List. (See sample page 6.)
4. Indicate absent students with a triangle. 
5. Clip Check Off List to any extra cards.
6. Set aside.
7. Remind students at the end of the day to return their cards.
8. Collect survey cards and mark off student numbers the next day.
9. Keep returned cards clipped to COL.
10. Reinforce expectations by “reminding” those who have not complied that you are in need of their cards.
11. Keep collecting and marking until you have them all.

Today Folder, page 16, Tools & Toys

Red Basket, page 17, Tools & Toys

Reward Tube, pages 34-35, Tools & Toys



Field Trip Permission Slips (Collected by student)

1. Give a COL and a large manila envelope to a student (Calvin.)
2. Direct the others to give their completed permission slips to Calvin.
3. Calvin marks his COL just the way you mark it when you use one.
4. Check with Calvin every few days or so to see how he’s doing.
5. Have Calvin track down any stragglers.
6. When all forms have been collected, have Calvin take them to the office.

Clip ‘Em, Danno, page 70, Tools & Toys

Manila Envelope Check Off List, page 72, Tools & Toys

Book Reports (Honor System)

1. Announce in the morning that one of their assignments is due later in the day.
2. Fill out assignment header, triangle absent students, and attach COL to a folder.
3. Place folder in a handy location.
4. Students then turn in their assignments as they finish.

Return to Sender, page 7, Tools & Toys

Neon Necklace, page 33, Tools & Toys

The Check Off Sheet

ASSIGNMENT:											
Mon	Tue	Wed	Thur	Fri	_____	DUE BY _____					
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT:											
Mon	Tue	Wed	Thur	Fri	_____	DUE BY _____					
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT:											
Mon	Tue	Wed	Thur	Fri	_____	DUE BY _____					
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT:											
Mon	Tue	Wed	Thur	Fri	_____	DUE BY _____					
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT:											
Mon	Tue	Wed	Thur	Fri	_____	DUE BY _____					
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

The Check Off Sheet is similar in use to the Check Off List. The motivation for making it came from having to deal with Daily Oral Language.

We used to put out a new COL each day. By putting five “mini-Check Off Lists” on one sheet of paper, we had an improved tool for dealing with all five assignments during the week.

Progress!

Although the Check Off Sheet that we used for Daily Oral Language (right) shows the spaces being assigned a specific day of the week, the blackline master is generic enough to be used as needed.

All you have to do is circle the day you are using it and then write the actual date on the blank line after Fri. (The sample that is shown on page 9 for handling math assignments demonstrates this technique.)

ASSIGNMENT: Sentence #											
Mon	Tue	Wed	Thur	Fri	_____	DUE BY 11:30					
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT: Sentence #											
Mon	Tue	Wed	Thur	Fri	_____	DUE BY 11:30					
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT: Sentence #											
Mon	Tue	Wed	Thur	Fri	_____	DUE BY 11:30					
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT: Sentence #											
Mon	Tue	Wed	Thur	Fri	_____	DUE BY 11:30					
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

DAILY ORAL LANGUAGE											
----------------------------	--	--	--	--	--	--	--	--	--	--	--

Using a Check Off Sheet

As you can see by the example on page 8, the Check Off Sheet works just like a Check Off List. You label the section with the appropriate assignment/time due information and then allow your students to use it when turning in their assignments. The sheet, though, has an added advantage: it allows for tracking and documentation of individual students in specific subjects.

ASSIGNMENT: p. 118 #1-20 Mon <u>10/24</u> DUE BY <u>1:45</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31											
ASSIGNMENT: p. 119 #1-20 Mon <u>10/25</u> DUE BY <u>1:45</u> 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31											
ASSIGNMENT: ACTIVITY SHEET #7 Mon Tue Wed <u>4</u> Thur <u>10/28</u> DUE BY <u>1:45</u> 1 2 3 <u>4</u> 5 6 7 8 9 10 <u>11</u> 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31											
ASSIGNMENT: Mon Tue Wed Thur Fri _____ DUE BY _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31											
ASSIGNMENT: Mon Tue Wed Thur Fri _____ DUE BY _____ 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31											
MATH											

Based upon the information shown here, which student should I seek out for intervention as we begin Friday's independent practice?

Suggestions:

- Color-code the sheets for different subjects.
- Save these sheets until report card time. Use them to evaluate their study skills and work habits, especially "Completes Work on Time."
- *Related Tool...*
Islands, page 73,
Tools & Toys

Looking at the Math COS above, you can see that by the third assignment for this group of students, Marshall, student #19, is in need of some intervention. He turned in nothing on Monday and Tuesday; therefore, I should see him ASAP on Friday. I might not have been alerted to this situation if I had used a Check Off List to collect Monday's assignment and then a separate Check Off List to collect Tuesday's.

ASSIGNMENT

DATE DUE

1	19
2	20
3	21
4	22
5	23
6	24
7	25
8	26
9	27
10	28
11	29
12	30
13	31
14	32
15	33
16	34
17	35
18	36

ASSIGNMENT

DATE DUE

1	19
2	20
3	21
4	22
5	23
6	24
7	25
8	26
9	27
10	28
11	29
12	30
13	31
14	32
15	33
16	34
17	35
18	36

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~~#~~ finished not finished excused absent

~~#~~ finished not finished excused absent

ASSIGNMENT:

Mon	Tue	Wed	Thur	Fri	_____	DUE BY	_____				
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT:

Mon	Tue	Wed	Thur	Fri	_____	DUE BY	_____				
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT:

Mon	Tue	Wed	Thur	Fri	_____	DUE BY	_____				
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT:

Mon	Tue	Wed	Thur	Fri	_____	DUE BY	_____				
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT:

Mon	Tue	Wed	Thur	Fri	_____	DUE BY	_____				
1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36



1											1
2											2
3											3
4											4
5											5
6											6
7											7
8											8
9											9
10											10
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27											27
28											28
29											29
30											30
31											31
32											32
33											33
34											34
35											35
36											36

Glasser's Five Basic Student Needs

New Management strategies are designed to meet the five basic student needs Bill Glasser identified in his book, *The Quality School Teacher*. By meeting these needs in a fair, firm, and consistent way, you'll be creating an environment that promotes the number one ingredient for effective education: a high-quality teacher/student relationship. (Peart & Campbell, 1995)

Core Principles

(From the book, Eight Great Ideas: Simple Ways to Transform Your Teaching)

I've been sharing teaching strategies for over twenty years at schools and districts around the country. It wasn't until recently, though, that I came up with what I call Core Principles of effective teaching. So far I've identified six of them. And the more I've shared these six principles with teachers, the more convinced I've become that they are vital to our overall success and effectiveness.

1. **You have safe relationships with your students.**
Strive to maintain a "slow to speak, slow to anger" style of interaction.
2. **Your words equal your actions.**
When your words equal your actions, students will learn to trust what you say.†
3. **You are fair, firm, and consistent.**
Develop strategies and procedures that manifest these three traits.
4. **You can focus your attention.**
Don't speak to everyone about the actions of a few.
5. **Your classroom is manageable for you and your students.**
Break things down into simple, easy-to-accomplish steps.
6. **Your students are problem solvers.**
The ability to solve problems is a life-long gift you can give to your students.

"Everything should be as simple as possible."
—ALBERT EINSTEIN

† A must-read: *Setting Limits in the Classroom* by Robert MacKenzie.