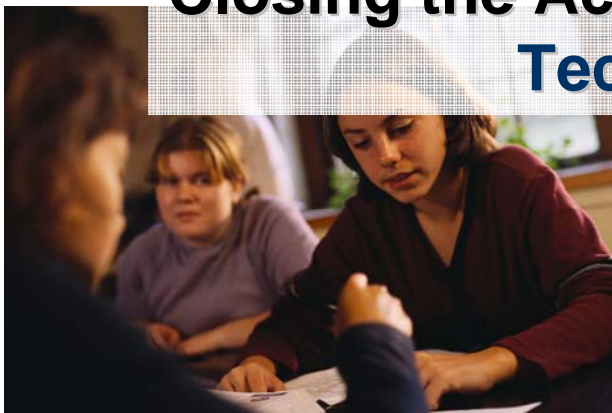


# Classroom Management and Technology

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**Closing the Achievement Gap with Technology**  
**Technology Conference**



# Little Introduction



- **Ladd M. Skelly**
  - **Sarasota, FL**
- **Lskelly@classroom.com**
  - **Classroom Connect**

# Conference Resources

<http://twi.classroom.com/workshops/lskelly>



@ Classroom Connect Connected Workshops

Welcome Workshops Conferences Online Resources

## Welcome

Welcome to my professional development website. I am a member of the Classroom Connect team. Since 1994 Classroom Connect has been the leader in helping teachers use technology to improve learning. The company's high quality professional development programs and online instructional materials meet the changing needs of K-12 school districts nationwide. This site provides access to my conference handouts and materials as well as links to teaching and learning resources on the Net. Enjoy.



**Ladd M. Skelly**  
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Classroom Connect  
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Contact Info  
Portal Sample

**QUOTE CORNER**  
The Internet is a great way to get on the Net.  
--Bob Dole  
If it's green, it's biology, If it stinks, it's chemistry, If it has numbers it's math, If it doesn't work, it's technology.  
--Unknown

**TOP 10 LIST**  
My Cartoons  
My Top Ten Lists

# Net Generation?

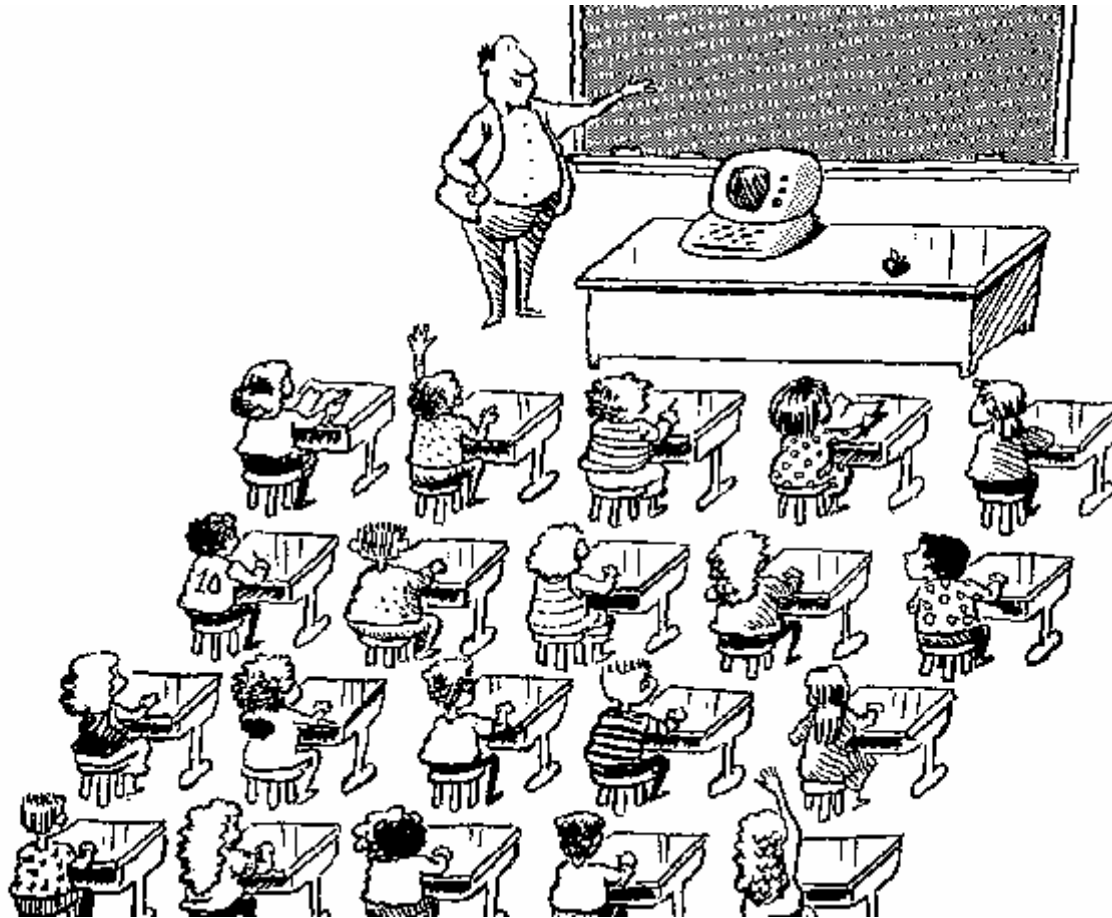


# Session Goal

- To examine the physical and instructional aspects of classroom management within the context of infusing technology into the daily curriculum.

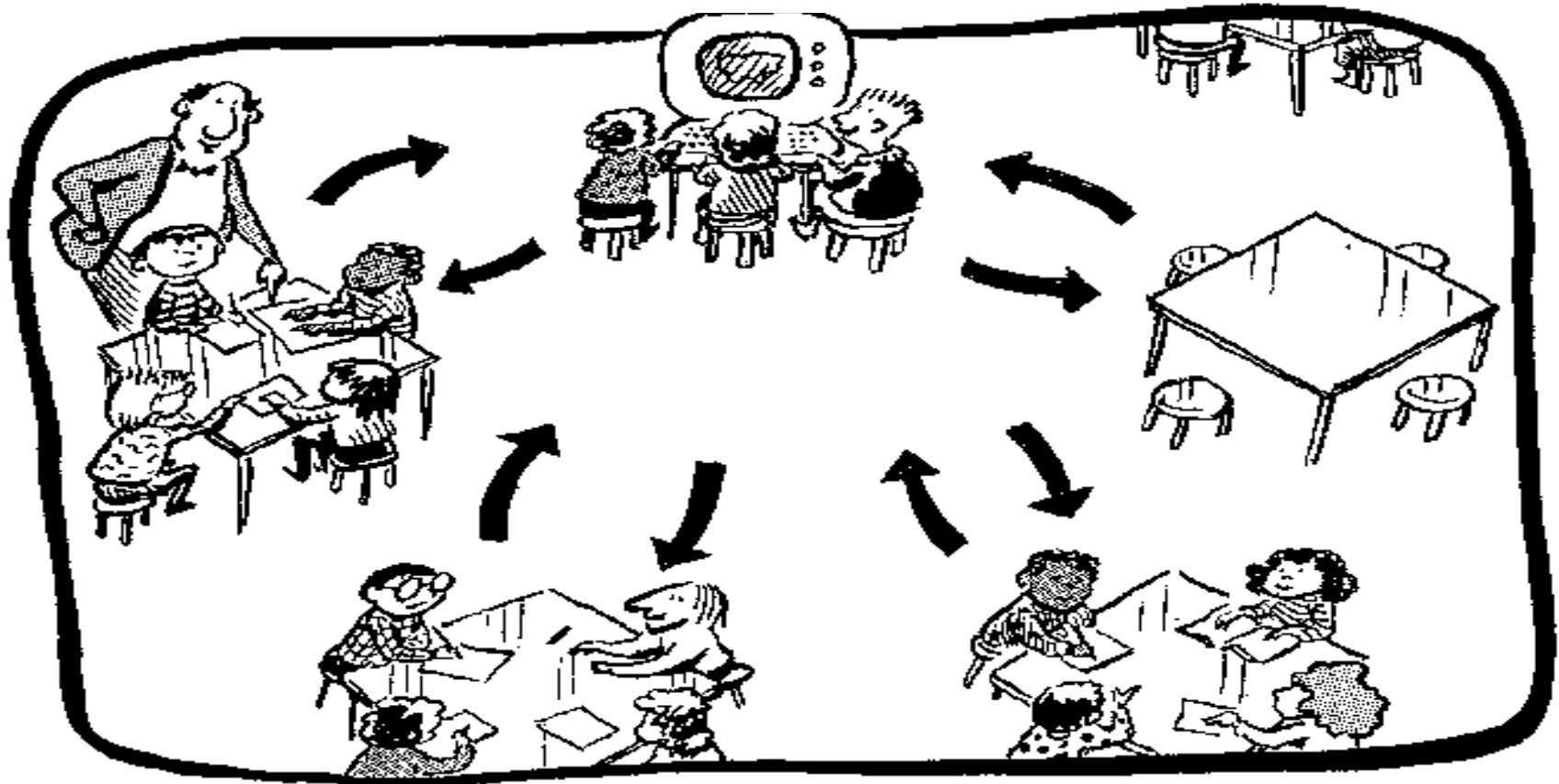


# Moving from this...





**To this...**



**...takes some time, preparation, and practice.**

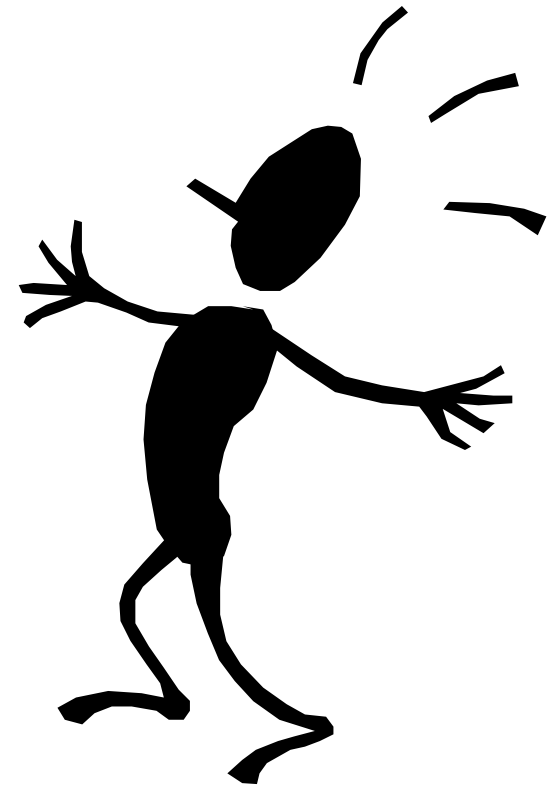
# Five Principals of Tech Integration

- Identify learning objectives
- Determine what technology can enhance learning objectives
- Review underlying tech skills needed
- **Organize classroom environment**
- Set student expectations and define outcomes



# What is Classroom Management?

- Physical
  - Layout
  - Designing spaces
- Instructional
  - Grouping
  - Cooperative learning
  - Flow of instruction



# Physical Aspects

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## of Classroom Management

# Dealing With Students

## TechToon



The School Tech Club Was Making Its Daily Rounds

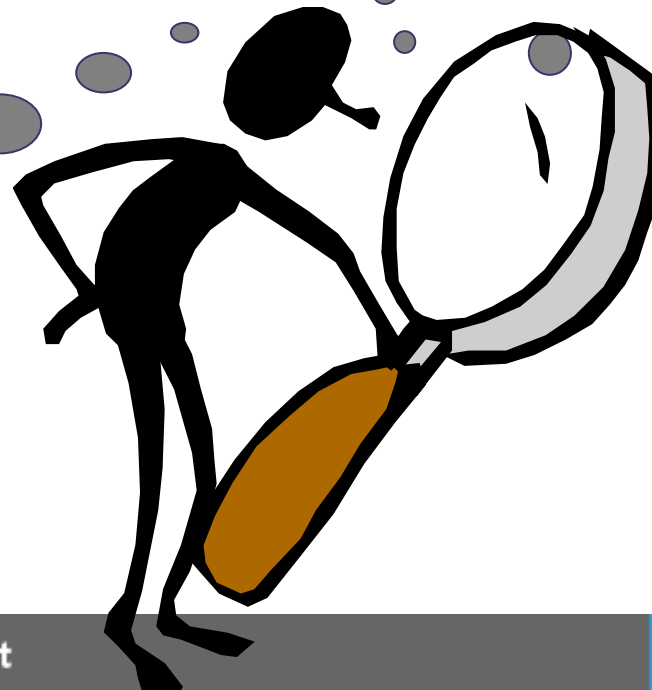
# Things to Keep in Mind

the size  
of the  
room

the  
contents  
of the  
room

location of  
objects  
within the  
room

health  
and  
safety



# Instructional & Constructional

	<b>Instructional</b>	<b>Constructional</b>
<b>Instruction</b>	Teacher- centered	Learner- centered
<b>Teacher Role</b>	Fact teller	Collaborator
<b>Student Role</b>	Listener	Collaborator
<b>Instructional Emphasis</b>	Memorize facts	Relationship through inquiry and invention

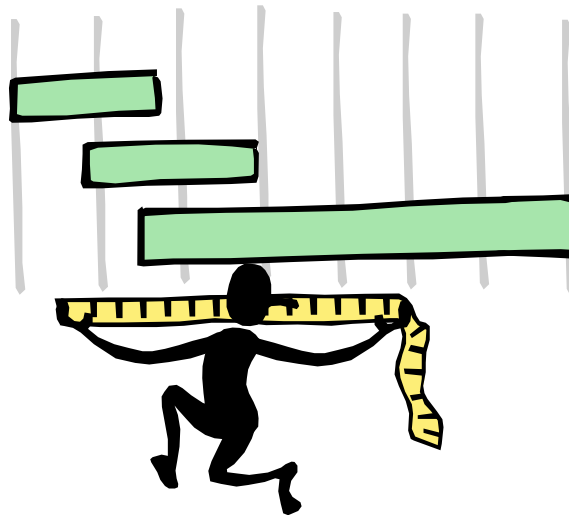


# Instructional & Constructional

	<b>Instructional</b>	<b>Constructional</b>
<b>Concept of Knowledge</b>	<b>Accumulation of facts</b>	<b>Transformation of facts</b>
<b>Demo of Success</b>	<b>Quantity</b>	<b>Quality of understanding</b>
<b>Assessment</b>	<b>Norm-referenced</b>	<b>Performance/ portfolios</b>
<b>Technology Use</b>	<b>Drill and practice</b>	<b>Communications</b>



# Classroom Layout



# Issues in Layout

- Multiple classroom use
- Enforced ergonomics
- Access to technology
- Increased security for equipment
- Increased privacy for testing and individualized instruction



# Student/Instructor Interface

- A classroom of students, not monitors
- Increased interaction between students
- Opportunity to offer more traditional educational materials without distraction
- Easier one-on-one instruction



# Sample Layouts

- Desks in rows
- "L" configurations
- "U" configurations
- Clusters of 4 desks



# Sample Layouts



More  
Classroom  
Configurations

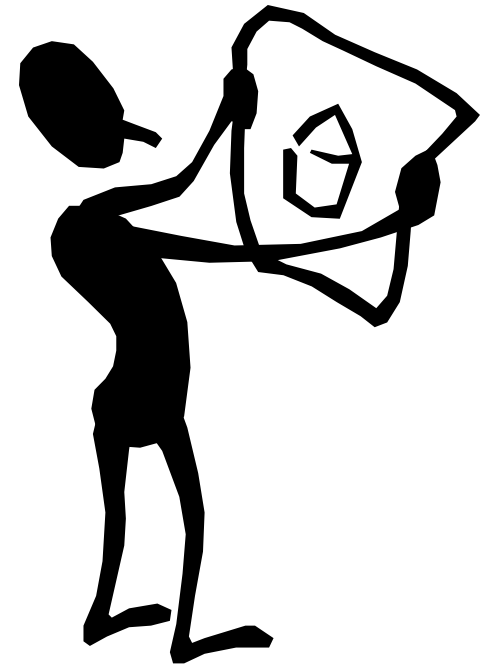


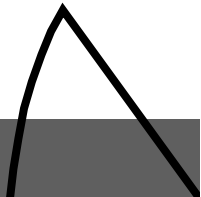
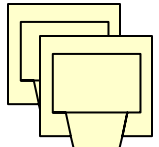
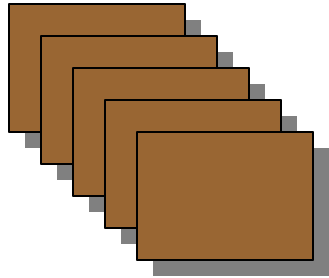
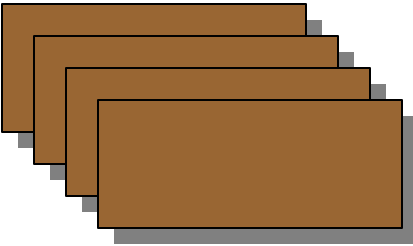
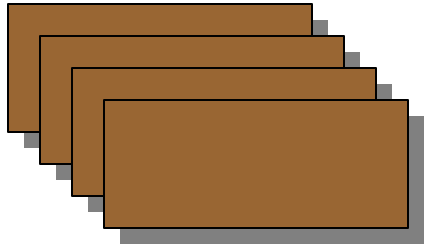
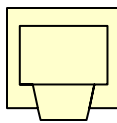
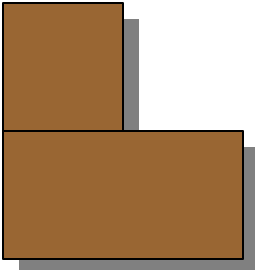
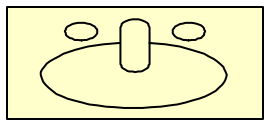
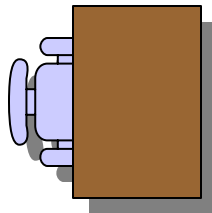
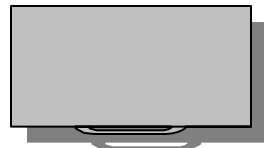
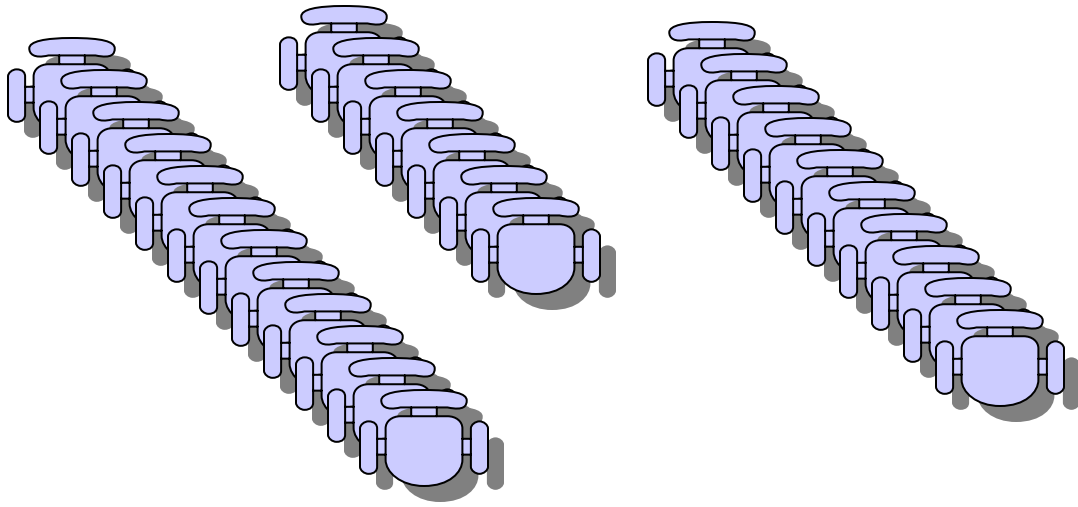
# Classroom Layouts



# Activity: Classroom Layout

- Using the PowerPoint template, design your own classroom layout.





# Designing the Space



# Three Zones

- Presentation Zone
- Station Zone
- Laptop Zone



# Presentation Zone

- Purpose
- Considerations
- Equipment
- Size



# Station Zone

- Purpose
- Station Zone Considerations
- Station Zone Equipment
- Station Zone Size



# Station Zone

- Station Examples:
  - Multimedia Productions
  - Administrative Station
  - Learning Stations
  - Information Stations



# Use of Stations

Station #1



Download  
and Edit



Station #2



Enhance



Station #3



Import &  
Compose



# Computer Station Tips

- Post directions
- Give parameters
  - Set time
  - Limit tasks
    - Add two special effects
    - Compose one paragraph
- Use checklists
  - Monitor progress



Each station has a specialty.

# Laptop Zone

- Purpose
- Station Zone Considerations
- Station Zone Size



# Classroom Placement Considerations

- Grouping computers together
- Spread out around room
- Integrated at seats (wireless)



# Grouping



# Spread Out



# Integrated at Seats



# Instructional Aspects

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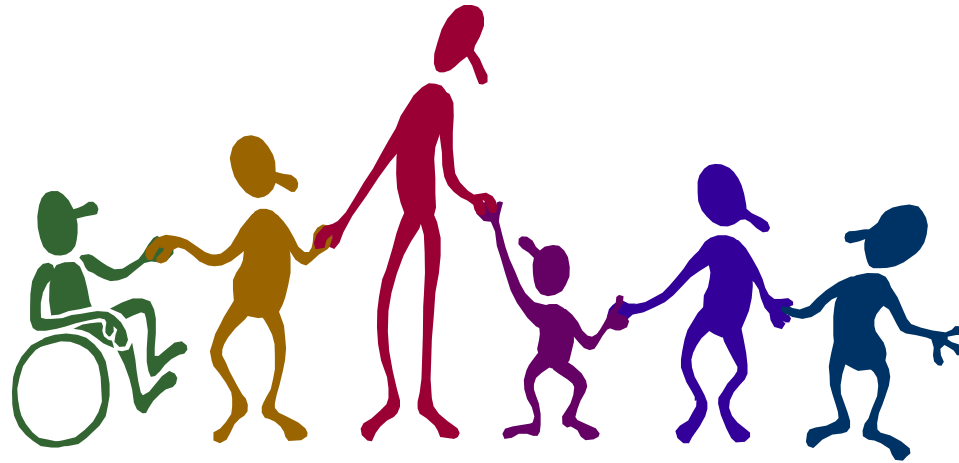
## of Classroom Management

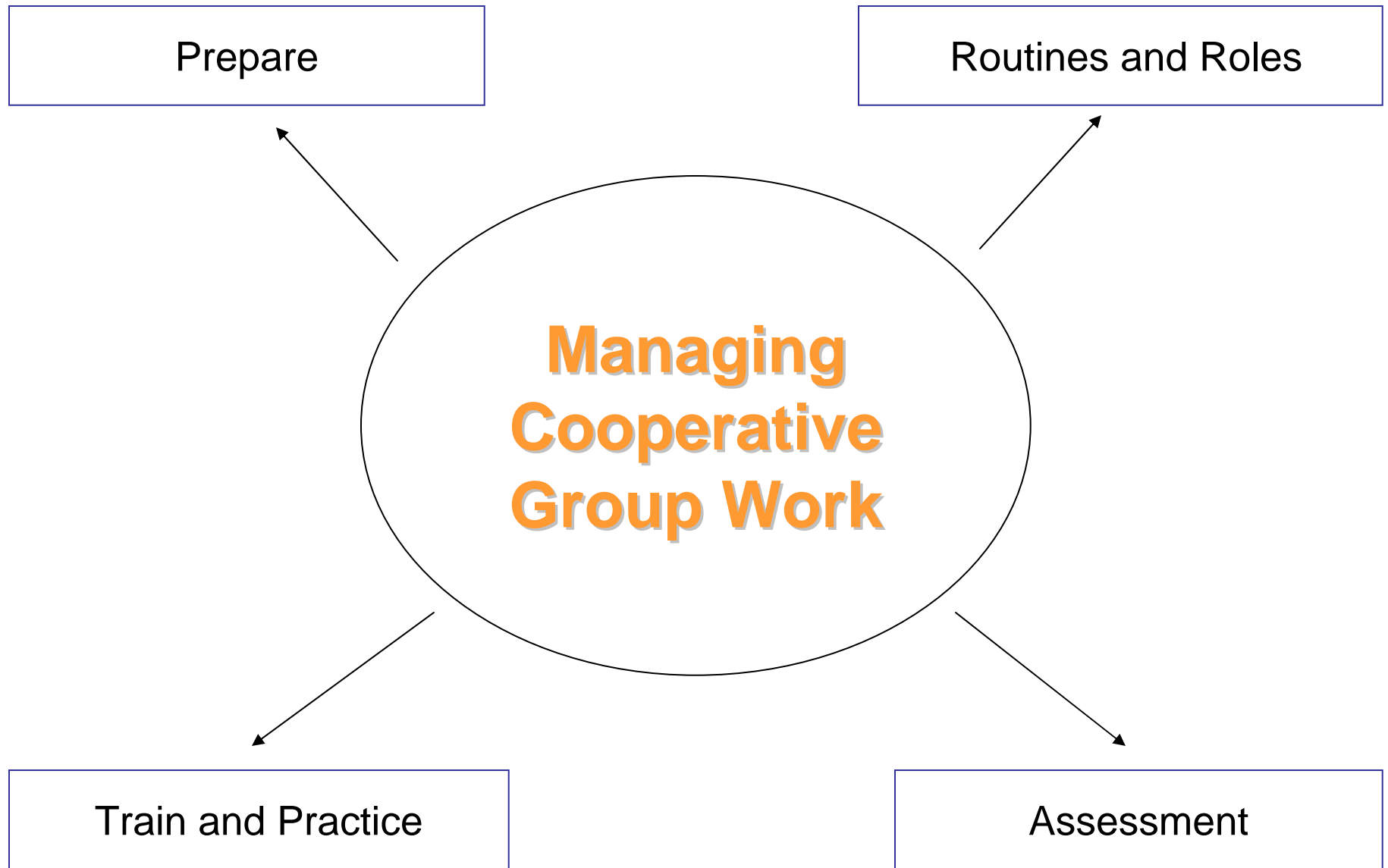
TechToon

Mr. Wilkins, Do you have any extra batteries? My handheld device just died.



# Grouping





# Things to Consider

- Size of group
- Type of group
- Role of student



# Size of Group

Type of project/activity

- Time
- Level of collaboration
- Skill level of students



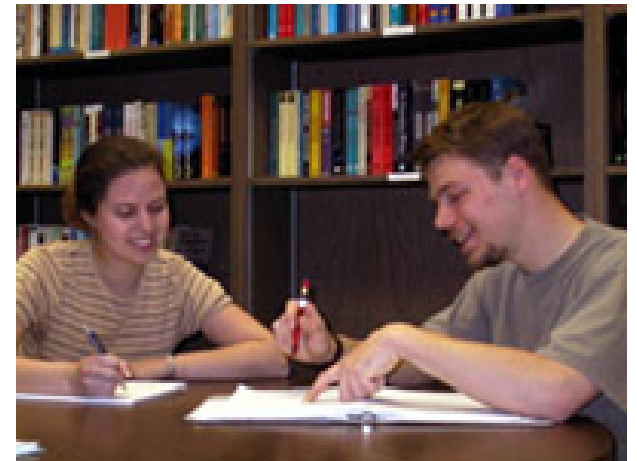
# Type of Groupings

- Flexible Student Grouping
  - Ability level
  - Interest
  - Student role
  - Skill-based



# Type of Group

- Skilled with skilled?
- Reader with non-reader?
- Leader with non-leader?



Potential leader with helper

# Role of the Student

- Software Expert
- Keyboarder
- Questioner
- Reflector



# Working with Groups

- Individual activities
  - Work in groups of two
    - Worker (left side)
      - On task
    - Assistant (right side)
      - Observes and assists
      - Signs off on checklist



# Teamwork

- Listening
- Helping
- Respecting
- Questioning
- Sharing
- Participating
- Persuading



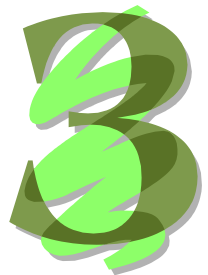
# Cooperative Learning



Prepare Students for Cooperation



Train for Cooperation



Establish Groups, Routines, Rules, and Roles



# First

## Prepare Students for Cooperation



# Classroom Management

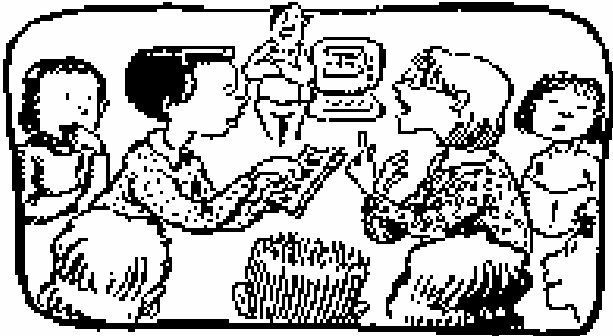
➔ Divide students into groups and prepare for cooperative group work

➔ Establish Roles:  
Writer, Reader, Facilitator, Materials Organizer, Typist

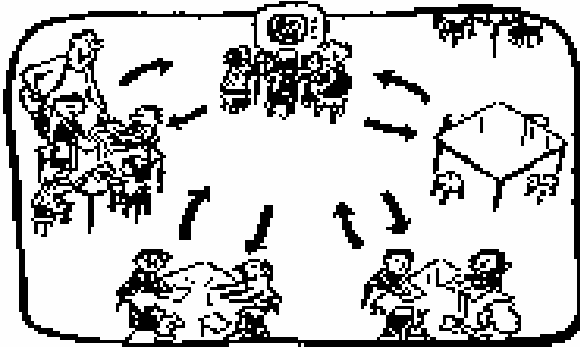
➔ Arrange desks to serve as group activity centers.



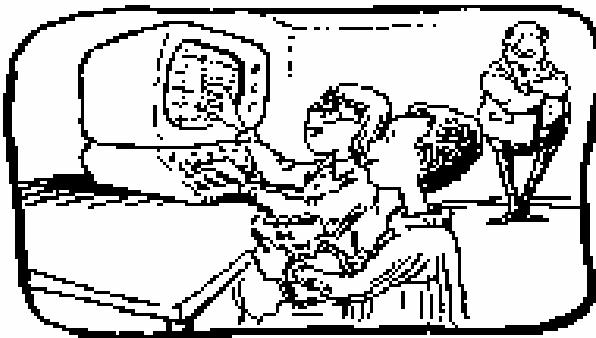
# Classroom Management



**Each student has a job**



**Computers and desk areas  
serve as activity centers**



**Students go to computers with  
specific objectives**



# First Day

- Describe the project to the students
- Write the project title on the board
  - K-W-L chart:
    - What do you know?
    - What do you want to learn?
    - What did you learn?
- Discuss the importance of cooperation when working in groups (Basic Rules)
  - 12-inch voice
  - Stay in your group
  - Ask 3 before me
  - Talk one at a time



# Before going to the computer:

- Websites are bookmarked
- Hard copy research is complete
- Students agree on content
- Students completed graphic organizers
- Students completed “sloppy copy”



# Students use computers to...

- Research information from bookmarked sites and/or CDs
- Organize information
- Analyze data
- Write reports
- Complete projects
- Make presentations



# Graphic Organizers

- Inquiry-based
- Focuses student learning
- Requires organization
- Eliminates PowerPointlessness
- Guarantees intended results
- One per group



# Graphic Organizers

- Inspiration: <http://www.inspiration.com>
- Online graphic organizers
  - EduPlace Graphic Organizers: <http://www.eduplace.com/graphicorganizer/>
  - Graphic.org: <http://www.graphic.org/goindex.html>



# The rules have changed!

- **Traditional Classroom**

- Do your own work.
- Don't pay attention to what other students are doing.
- Keep your eyes toward the front of the room and on the teacher.
- Be quiet.



# The rules have changed!

- **Cooperative Classroom**

- Depend on classmates.
- Be responsible for yourself and others.
- Keep your focus on your group and listen to each other.
- Talk to each other.



# Second Train for Cooperation



# Training Includes

*but is not limited to:*

- Importance of working in groups
- Specific discussion skills
- Disagreement skills
- Responding to the needs of the group
- Establishing roles and practicing them
- Establishing routines and practicing them

# Importance of Group Work

- We are all teachers and learners.
- You will need to work with people who are not your friends throughout life.
- It is more active.
- We share responsibility.
- We get to try out ideas before presenting them to the class or the teacher.
- We have more brain power!



# Discussion Skills

- Listening
- Reflecting
- Rephrasing
- Allowing everyone to contribute (talk one at a time)
- Pulling ideas together (Everybody Helps)

# Responding to the Needs of the Group

- Required of any cooperative task
- Without an awareness of problems peers' have:
- The group will not function properly.
- Students will not take responsibility for each other
- The product will be inferior.
- The cooperative activity will not meet the learning goals

# General Roles

- Reader
- Writer
- Materials Organizer
- Facilitator
- Wildcard
- Assumes the role of any missing member
- Timekeeper
- Typist
- Artist
- Internet Pilot
- URL Tracker

# Third

## Establish Groups, Routines, Rules, and Roles



# Grouping

- Size ( 2 to 4 members)
- Mixed academic achievement, sex...
- Think about problematic students
- Far behind in grade level
- Disruptive
- ESL
- Where each group will work?

# Routines for:

- Moving Into and Out of Groups
- Sharing Materials
- What to Do While You are Waiting for Help
- Storing Group Work
- Quieting the Class



# Classroom Rules

- Use a “12-inch” Voice
- Stay With Your Group
- Ask-Three-Before-Me
- No Put-downs
- Do Your Job
- Share Materials



# Benefits of Cooperative Group Experience



## Mutual Respect

Discover the value of  
delegating responsibilities

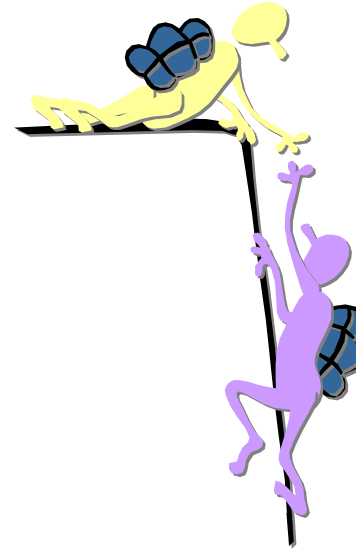
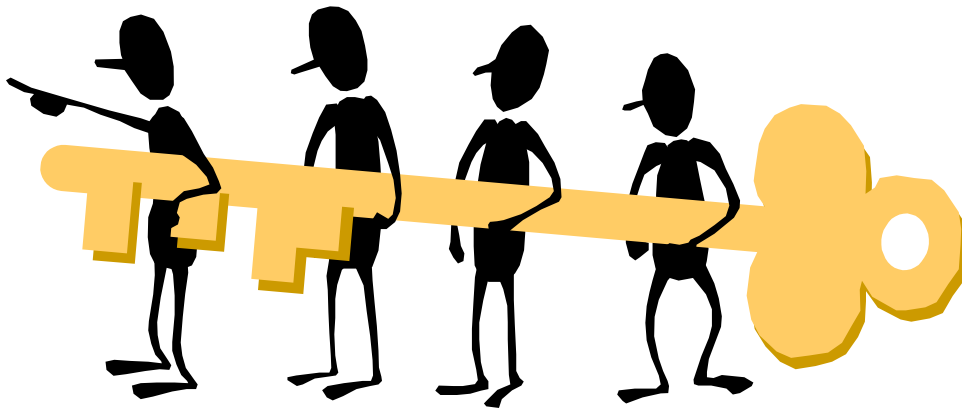
## Group Problem Solving

Learn to communicate  
with others

# Benefits of Cooperative Group Experience

## Trust

Interdependent team



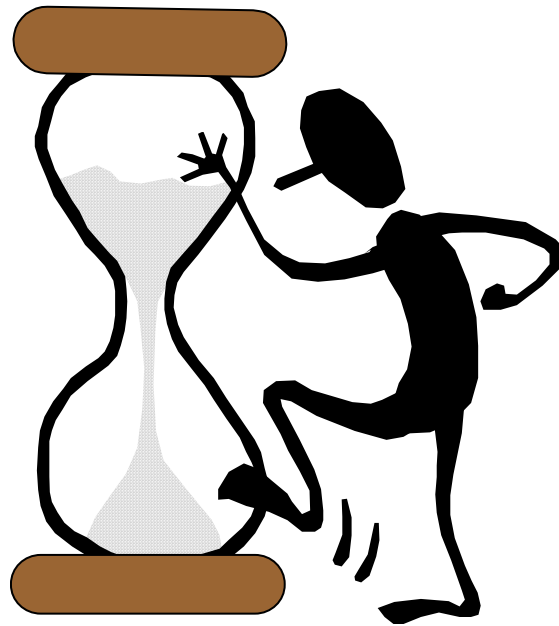
## Shared

## Responsibility

Learn how to work with those of varying abilities



# Scheduling



# Equity of Access

- Not everyone needs the same amount of time to accomplish a given task
- Not everyone need necessarily use the same software
- Better to have fewer, longer periods than more frequent, shorter periods where little is accomplished
- Divide class into five groups; assign computer access one day per group per week
- Avoid allowing those who finish work first to have computer access first

# Types of Schedules

- **Block schedule**
- **Checklist**
- **Subject rotation**



# Block Schedule

- |             | <b>Computer Activity</b>  | <b>Group Meetings</b>     | <b>SSR Reading Log</b>    |
|-------------|---------------------------|---------------------------|---------------------------|
| 9:00-9:45   | <b>Teams 1, 2, 3, 4</b>   | <b>Team 9, 10, 11, 12</b> | <b>Team 5, 6, 7, 8</b>    |
| 9:45-10:30  | <b>Team 5, 6, 7, 8</b>    | <b>Teams 1, 2, 3, 4</b>   | <b>Team 9, 10, 11, 12</b> |
| 10:30-11:15 | <b>Team 9, 10, 11, 12</b> | <b>Team 5, 6, 7, 8</b>    | <b>Teams 1, 2, 3, 4</b>   |



# Checklist

	<b>Computer 1</b>	<b>Computer 2</b>	<b>Computer 3</b>	<b>Computer 4</b>
9:00- 9:45	Teams 1, 2	Team 7, 8	Team 13, 14	Team 19, 20
9:45- 10:30	Team 3, 4	Teams 9, 10	Team 15, 16	Team 21, 22
10:30- 11:15	Team 5, 6	Team 11, 12	Team 17, 18	Teams 23, 24



# Subject Rotation

## Online Activity

## Offline Activity

Computer  
1

Teams 1, 2  
www-research

Teams 3, 4  
storyboard

Computer  
2

Team 5, 6  
www-research

Team 7, 8  
storyboard

Computer  
3

Team 9, 10  
www-research

Team 11, 12  
storyboard

Computer  
4

Team 13, 14  
www-research

Team 15, 16  
storyboard



# The Flow of Instruction



# Planning is the key!

- Preparation
  - How do I prepare for the lesson?
- Delivery
  - What do I need to consider when delivering the lesson?
- Collection
  - How do I collect students' work?
- Assessment
  - How do I assess students' work?



# Preparation

- ❑ Check the readiness of the equipment
- ❑ Examine classroom configuration to foster the learning experience
- ❑ Assess student expertise for grouping purposes
- ❑ Self-assessment (rubric or checklist)
- ❑ Group students according to needs, abilities and project roles
- ❑ Locate and organize online resources (hotlist)
- ❑ Make online resources and materials (templates) readily available
- ❑ Create a schedule for student use of classroom learning technologies
- ❑ Create an assessment tool

# Beginning The Integration Process

- ✓ Start slowly
  - One activity...not a project
- ✓
  - Keep it simple
  - Ex. Pasting images into a document
- ✓ Limit number of participants (in large classes)
- ✓ Become familiar with procedures and class management issues
  - Teacher
  - Students

# Management Tips

- ✓ **Set up a tech squad**
  - Deal with tech issues
  - Downloading
  - Camera issues
- ✓ **Provide a schedule**
  - Camera usage
  - Downloading
  - Editing
- ✓ **DP integration**
  - Set reasonable goals



# Delivery

- ❑ Review classroom technology guidelines as they apply to the lesson
- ❑ Review lesson and project procedures
- ❑ Discuss student roles and groupings with the students
- ❑ Distribute and review assessment tool with your students



# Collection of Images/Projects

- There are a variety of ways to collect students' work which includes:
- Printing
- Saving to a floppy disk
- Saving to a folder on the desktop
- Saving to a shared folder on the network
- Emailing files
- Beaming files via infrared (laptops)
- Saving files to a USB drive
- Burn files to CD

# Collection of Images/Projects

- ❑ Create a saving procedure
  - ❑ Work process
- ❑ Create a collection procedure
  - ❑ Final projects
  - ❑ Save to hard drive, network, pen drives, etc.



# Assessment

- Periodically check progress by using a checklist
- Complete the assessment tool based on students' performance



# Assessment: Projects

- Rubrics
  - Rubistar
    - <http://rubistar.4teachers.org/>
  - Technology Rubrics
    - [http://www.teach-nology.com/web\\_tools/rubrics/](http://www.teach-nology.com/web_tools/rubrics/)
- Checklists
  - PBL Checklists:
    - <http://pblchecklist.4teachers.org/>

# Simple Management Strategies

- Use your computer as a presentation tool to review the purpose, roles, goals and outcomes of the lesson before using the laptops.
- Set expectations and times according to each lesson and project. By informing the students of what outcomes are expected and the times to be completed, students will be less likely to stray off task. Certain tools such as graphic organizers can be used to define roles, responsibilities and tasks.
- Create a help system that students can use when they have questions or need assistance. Common objects such as a piece of construction paper or a sticky note can be useful as flag signals. For example, a green flag could signify “Everything is okay.” while a red flag could signify “I need help.”

# Simple Management Strategies

- Keep in close proximity of the students by moving around the room. This will allow the teacher to answer questions while monitoring progress.
- Use a simple participation assessment system so that you can grade desirable behaviors in staying on task and working cooperatively. It can be in the form of a checklist or a rubric. Students respond more when they feel they are being evaluated for on task behaviors. This system can be used as the teacher moves around the room.
- Create a sign off sheet or checklist for each project-based lesson so that you can monitor progress easily while keeping students on task.

## TechToon



Cooperative Learning Gone Bad

# Thank you for attending



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