

<b>Website:</b> <b>The Danielson Group</b>	<b>Blog:</b> <b>Stop Disciplining, Start Diagnosing</b>	<b>Video:</b> <b>Classroom Management Strategies to Take Control of Noisy Students</b>
<a href="http://danielsongroup.org/framework/">http://danielsongroup.org/framework/</a>	<a href="http://blogs.edweek.org/teachers/coach_gs_teaching_tips/2012/01/stop_disciplining_start_diagnosing.html">http://blogs.edweek.org/teachers/coach_gs_teaching_tips/2012/01/stop_disciplining_start_diagnosing.html</a>	<a href="http://www.youtube.com/watch?v=u086rr7SRso">http://www.youtube.com/watch?v=u086rr7SRso</a>
<p>Charlotte Danielson is an educator that developed the <i>Framework for Teaching</i>, an instrument used by many school districts across United States to standardize the evaluation of teachers. This framework divides the areas of observation into four main domains:</p> <ol style="list-style-type: none"> <li><b>1. domain 1 – planning and preparation</b></li> <li><b>2. domain 2 – classroom environment</b></li> <li><b>3. domain 3 – Instruction</b></li> <li><b>4. domain 4 – Professional Responsibilities</b></li> </ol> <p>From all four domains, domain two has a special significance in addressing classroom management procedures a teacher can develop with their students. The directions followed by domain 2 are:</p> <ol style="list-style-type: none"> <li><b>2a)-Creating an Environment of Respect and Rapport</b></li> <li><b>2b)-Establishing a Culture for Learning</b></li> <li><b>2c)-Managing Classroom Procedures</b></li> <li><b>2d)-Managing Student Behavior</b></li> <li><b>2e)-Organizing Physical Space</b></li> </ol>	<p>In the EdWeek blog: <i>Stop Disciplining, Start Diagnosing</i> David Ginsburg advises teachers to first identify the causes of students’ misbehavior in class and then decide about which coercive measures to apply, similarly with how doctors and coaches deal with their clients.</p> <p>Per Rudolph Dreikurs research, four main motives of children misbehavior where identified:</p> <ol style="list-style-type: none"> <li><b>1. attention</b></li> <li><b>2. power</b></li> <li><b>3. revenge</b></li> <li><b>4. avoidance of failure</b></li> </ol> <p>Once teachers identify correctly the right cause of students’ misbehavior, they can focus on finding the cure for it, just as doctors and coaches do.</p>	<p>In this video, Rob Plevin explains an effective classroom management strategy for preventing unwanted behavior in classes with challenging students. This strategy and others can be also found at: <a href="http://www.noisyclass.com">www.noisyclass.com</a></p> <p>The strategy explains the “WHY” and finds solutions as “HOW” students can be made to enter the classroom in teachers, or “YOUR” terms.</p> <p>Plevin reminds teachers that classroom management starts outside the classroom and teachers should take control of students’ behavior and present themselves as authoritative leaders starting with the class entry door.</p> <p>The key of achieving the best results in controlling students’ behavior from the moment they enter in the classroom is:</p> <ol style="list-style-type: none"> <li><b>1. by making non-confrontational statements</b></li> <li><b>2. by doing informal chit-chat</b></li> </ol>