

1. Culturally Responsive Classroom Management

Description:

Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning ([The Glossary of Education Reform](#)). Instead of handling disruptions after they have happened, it is more effective to set up conditions in which disruptions are less likely to occur. In this module you will learn strategies to support:

- Building a classroom community
- Setting clear expectations
- Proactive classroom management routines
- Ways to handle challenging behaviors in the classroom

Key Standards:

- Teachers work to foster a classroom culture that is caring, challenging, safe, and supportive.
- Teachers set clear classroom expectations that promote collaborative learning goals.
- Teachers develop effective strategies for responding to misbehavior.

Learning Tasks:

- Respond to a journal prompt & guiding questions to reflect on your own personal assumptions & dispositions around classroom management.
- Learn key concepts associated with classroom management techniques.
- Read through or watch curated videos, texts, and activities to support your understanding of culturally responsive classroom management.
- Start building a personal toolkit (“backpack strategies”) of resources that will support your learning in the field.

Module 1: Key Concepts:

Terms	Definition
Classroom Management	Classroom management refers to the wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during a class. When classroom management strategies are executed effectively, teachers minimize the behaviors that impede learning for both individual students and groups of students, while maximizing the behaviors that facilitate or enhance learning (The Glossary of Education Reform).
Child Development	Child development is a process every child goes through (The Educator's Room). This process involves learning and mastering skills. There are five main areas of development in which children develop skills: <ul style="list-style-type: none"> • Cognitive development • Social and Emotional development • Speech and Language development • Fine Motor Skill Development • Gross Motor Skill Development
Cognitive Development	Cognitive development means how children think, explore and figure things out. It is the development of knowledge, skills, problem solving and dispositions, which help children to think about and understand the world around them. Brain development is part of cognitive development (Bjorklund, David F. Children's Thinking: Cognitive Development and Individual Differences. Stamford, CT: Wadsworth Publishing, 2004).
Social and Emotional Development	Social and Emotional Development (SEL) is the process through which young people and adults acquire and apply the knowledge, skills, and attitude to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions (Collaborative for Academic, Social, and Emotional Learning (CASEL)).
Speech and Language Development	Speech and language are the skills we use to communicate with others. We form these skills during the first years of life. Speech is making the sounds that become words - the physical act of talking. Language is our system of using words to communicate. It includes using words and gestures to say what we mean, and understanding what others say (American Speech-Language-Hearing Association).
Fine Motor Skill Development	Fine motor skills refer to the child's ability to use small muscles, specifically their hands and fingers, to pick up small objects, hold a spoon, turn pages in a book, or use a crayon to draw (Encyclopedia of Children's Health).
Gross Motor Skill Development	Gross motor skills are the abilities required in order to control the large muscles of the body for walking, running, sitting, crawling, and other activities (Encyclopedia of Children's Health).
Norms	Norms are the agreements we make with each other. They represent community goals, and as such all classroom members should be given the opportunity to contribute to their creation (EL Education).
Responsive Classroom	Responsive Classroom is an approach to teaching based on the belief that integrating academic and social-emotional skills creates an environment where students can do their best learning (Responsive Classroom).
Restorative Practices	The aim of restorative practices is to develop community and to manage conflict and tensions by repairing harm and building relationships. This statement identifies both proactive (building relationships and developing community) and reactive (repairing harm and restoring relationships) approaches (International Institute for Restorative Practices).
Warm Demander	In the words of author Lisa Delpit, warm demanders are teachers who "expect a great deal of their students, convince them of their own brilliance, and help them to reach their potential in a disciplined and structured environment" (2013). Particularly when it comes to working toward equity, trust is the foundation of any warm demander interaction. The term was first defined by Judith Kleinfeld in 1975.