


SIMPLE SOLUTIONS

To Common Classroom Problems

*Student Management,
Motivation, and Engagement*

NEW MANAGEMENT *fair, firm, consistent*

home classroom tips download files book info seminar info order products



Hey, welcome to my web site.

Take a look around. You'll find all kinds of stuff to use in your classroom.

Rick

P.S. Make sure you check out the new Big Book.

- > Professional Development
- > Purchase Products
- > University Credit
- > Classroom Gestures
- > Download Files
- > Free Books
- > Classroom Tips
- > Music Central
- > BELLWORK™
- > Classroom Alarm Clock
- > Frequently Asked Questions
- > Thoughts on Teaching
- > Contact Information
- > Can't Find Something?

HOW TO GET RICK TO YOUR SCHOOL.

DOWNLOAD 14 MINI-POSTERS.

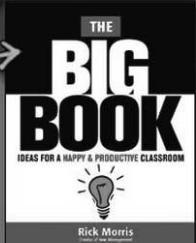
6 HOW-TO GUIDES IN PDF FORMAT.

PLAYLISTS, SONGS, AND SUGGESTIONS.


A HOW-TO VIDEO ABOUT THIS GREAT IDEA.

RICK'S RESPONSES BY TOPIC.


Click on the book for more information.




"It was so inspiring to finally get some concrete management techniques that really do work."




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Class Cards app
2-page quick guide




Class Cues app




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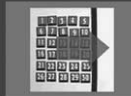
FreePlayMusic
video tutorial



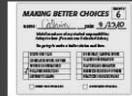
AS SEEN AT SEMINARS
quick links for some of the ideas shared




connect your iPad to your Apple TV




Magnetic Tiles




Choices Program



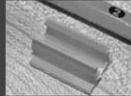
Credit Bank
Version 2.0
software for Windows and Mac



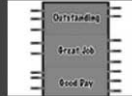
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Pencil Caddy



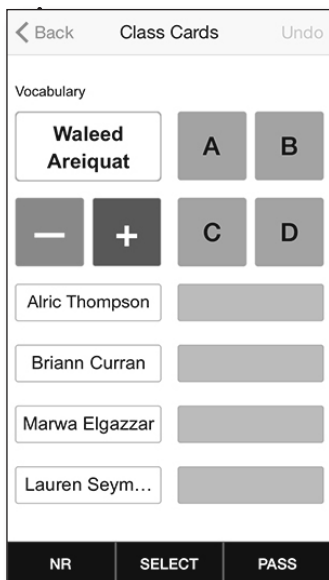
Clip Chart



Classroom Jobs

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Class Cards



Back Class Cards Undo

Vocabulary

Waleed Areiquat A B

— + C D

Alric Thompson

Briann Curran

Marwa Elgazzar

Lauren Seym...

NR SELECT PASS

Apps by Rick Morris

Keep your students engaged by calling upon them randomly. Six score buttons allow you to easily record the quality of each response. Overall grades are displayed as a percentage and can be emailed or exported.

Apple and Android
4.99

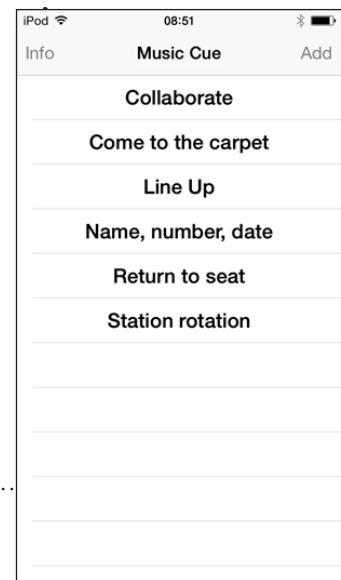
Music has never been easier to use in the classroom. Create cues and play them with just two taps.

1) Tap the cue and then 2) tap the Play button that appears.

Bonus Feature: Countdown timer allows you to delay the start of a cue.

Apple only (iPad-native)
2.99

Class Cues



iPod 08:51 Add

Info Music Cue Add

Collaborate

Come to the carpet

Line Up

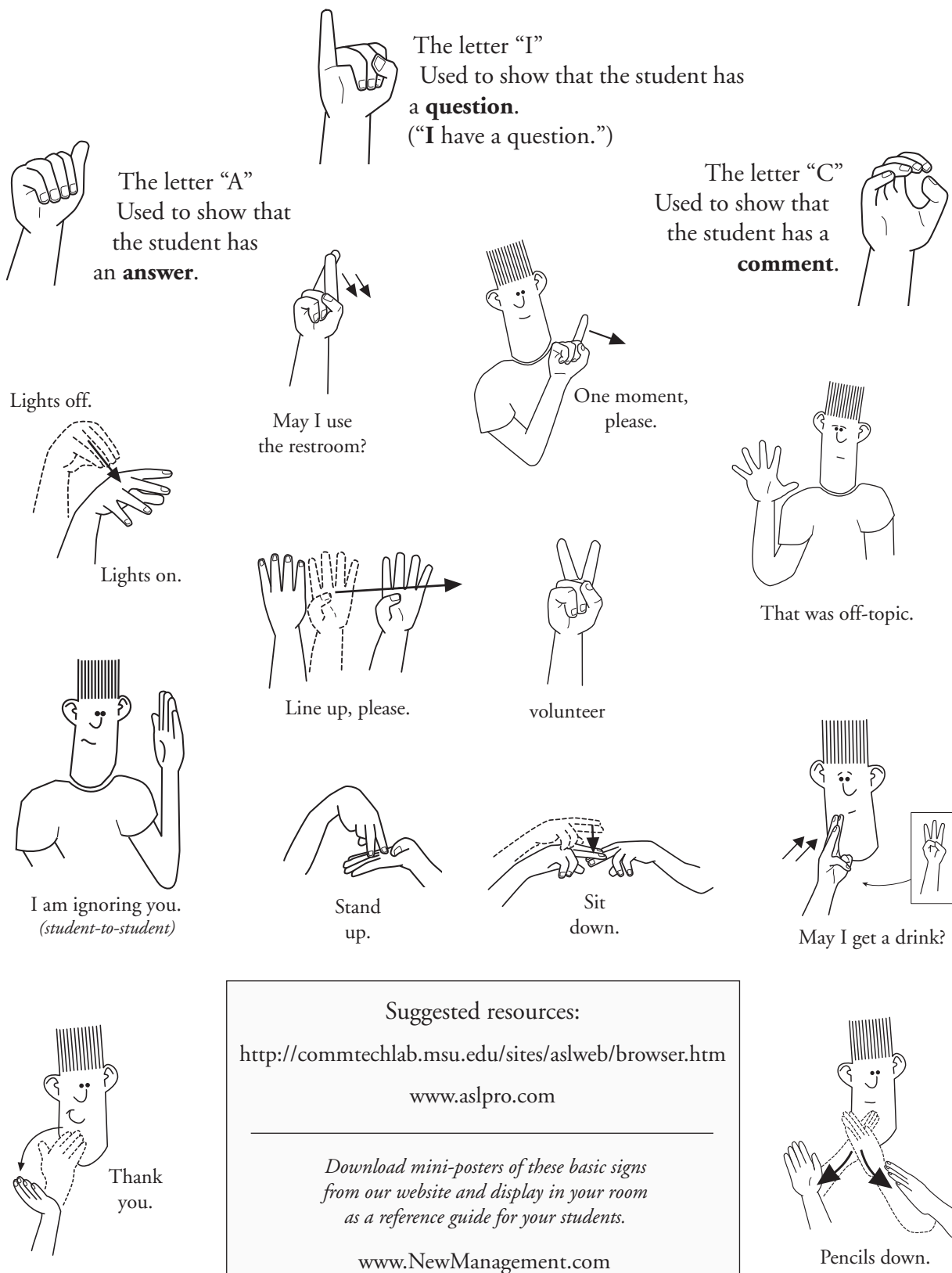
Name, number, date

Return to seat

Station rotation

Classroom Gestures

(From the book, *Tools & Toys: Fifty Fun Ways to Love Your Class*)



Suggested resources:

<http://commtechlab.msu.edu/sites/aslweb/browser.htm>

www.aslpro.com

Download mini-posters of these basic signs from our website and display in your room as a reference guide for your students.

www.NewManagement.com

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.

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 the NewManagement.com website. You'll also find a bunch of them in the book, *Tools & Toys*.

Student Numbers at the Secondary Level

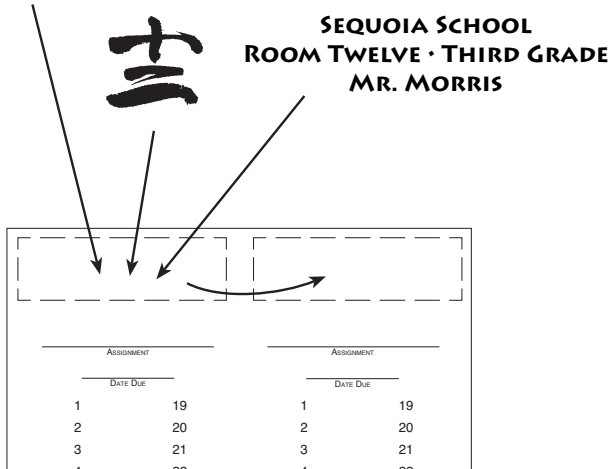
Although it may seem a bit overwhelming to contemplate numbering five or six different groups of students, it's actually easier to do than you may think. The keys? Colors and 3-digit numbers.

		<i>Range of Numbers</i>	<i>Sample Student</i>
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.

The Check Off List



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.*

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.

**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

Timers

(From the book, *New Management Handbook: Creating a Happier, More Productive Classroom*)

I used a variety of timers—some digital, some analog—to keep track of activities and independent work so that I didn't have to worry about things running too long. The problem with an activity running longer than you had said it would is that your students will begin to ignore your stated deadlines. Not good.



My First Timer

1. Better than the clock on the wall.
2. Difficult to set for less than five minutes.
3. The one-time ding sound was hard to hear.



My Current Favorite (shown in actual size)

1. Counts up or down.
2. Resets automatically to the previously set time.
3. The beep is loud enough to be heard by students.
4. Time remaining can be seen from twenty feet away.

Sound Makers

(From the book, *New Management Handbook: Creating a Happier, More Productive Classroom*)

In certain situations, using a sound maker to communicate with your students can be much more effective than your voice. This is especially true when your students are working on an activity and their left-brains are occupied.[†] Sound makers are right-brain signals that will send an easy-to-hear, easy-to-understand message.

I start the year with just two sound makers.



Call bell

1. Send a student from your team to request materials.
2. Student returns to team and disseminates.
3. Materials are put down and attention is given to Mr. Morris.



clicker or squeak toy

Your attention, please.



[†] According to the research, 95% of what students do independently is left-brain dominant. Thus, as they work on an activity, their left-brains are not receptive to left-brain inputs such as spoken words. During this time, though, the doorway to the right-brain will be wide open.

Using Music for Management

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

Although I've found that a sound maker—such as a dog squeak toy—can be extremely effective in sending a non-verbal message to students, using a song[†] actually takes the concept to an entirely different level.

Basically, a song can be used to:

- 1) initiate a procedure or routine,
- 2) time a transition, or
- 3) remind your students about something.

The list of songs below can be found on the CD of TV theme songs that comes with the book, *Eight Great Ideas*.

1. N-B-C (0:03)

Reminder: don't forget to write your name, number, and date on your paper.

2. Jeopardy (1:03)

Transition: getting ready for a new activity.

3. Andy Griffith (0:13)

Procedure: return to your seat.

Transition: wrap up your partner/group discussion and come to attention.

4. Bill Nye, the Science Guy (0:29)

Procedure: come to the carpet.

5. Mission Impossible (0:49)

Procedure: end-of-the-day pack-up.

Check out "Classroom Alarm Clock" on NewManagement.com to learn how to make a song play automatically at the exact time you want to hear it.

6. Cagney & Lacy (0:25)

Transition: get ready for BELLWORK.

7. Card Sharks (0:55)

Procedure: clean-up routine.

8. Password (0:56)

Procedure: discussion timer.

9. Dating Game (0:49)

Procedure: students will be randomly partnered with another student.

10. Bonanza (0:52)

11. The Price is Right (1:03)

12. Sponge Bob Squarepants (0:40)

13-18. Test Timers: 60- and 90-seconds; 2 min.; 3 min.; 4 min.; 5 min.

[†] My favorite site for classroom music is FreePlayMusic.com. A great place to find all kinds of theme songs is TelevisionTunes.com.

Class Cards

(Excerpted from *Class Cards: How to Put Your Students in the Palm of Your Hand.*)

Level 1

When you begin to use a set of Class Cards with your students, it will be important to patiently teach and reinforce the concept of having an answer or opinion ready. You will need to state this expectation quite clearly and then be prepared to encourage and nurture its development.

Your expectations can be stated in many ways.

“Have an answer ready, please.”

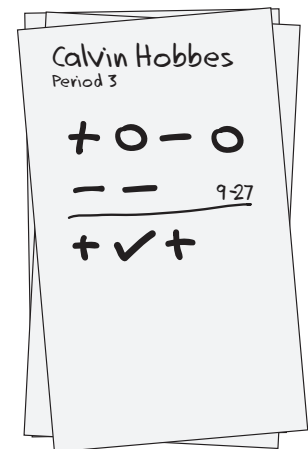
“Don’t wait for me to call your name before you begin to think.”



Level 2

Once your students have become comfortable with the idea of being called upon randomly—which may require more time than you would have thought—you’ll be able to take Class Cards to the next level: recording the quality of their responses on their cards with a pencil. Keeping a record of responses will enable you to hold your students more accountable during lessons and discussions.

Safety: Since responses are now being scored, you might want to allow your students the option of asking for more time. When someone does make this request, merely set the card aside so that you’ll remember to get back to him after a couple of other students have been called upon.

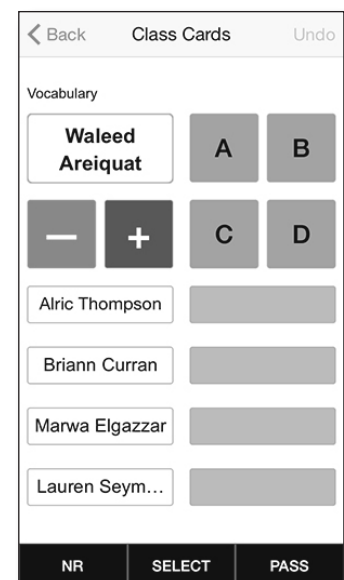


Level 3

With the Class Cards app—compatible with an iPhone, iPod Touch, iPad, and Android phones—you’ll be able to kick things up a notch.

This app, which can be purchased from the Apple app store or Google Play for \$4.99, will do it all.

1. Generates a randomized list of students to call upon.
2. Provides you with a preview of the next four students.
3. Allows you to place a student in the holding area—gray boxes—for more time. A tap on the name sends it the holding area; a second tap returns it to the top.
4. Displays scores in the app or on-line if you’ve archived them to our secure server. (Archived scores can be viewed, printed, and even downloaded as Excel spreadsheets.)



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
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13	31
14	32
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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 _____					
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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 _____					
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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 _____					
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25	26	27	28	29	30	31	32	33	34	35	36

ASSIGNMENT:

Mon	Tue	Wed	Thur	Fri	_____	DUE BY _____					
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25	26	27	28	29	30	31	32	33	34	35	36

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Stretching Exercises

Using Student Numbers:

Lining up

- # Have them line up by number.
- # Vary the procedure by having them line up by date. *Example:* Today is the 12th. That means that student number 12 will be at the head of the line. Numbers 1 through 11 will line up behind student number 31.

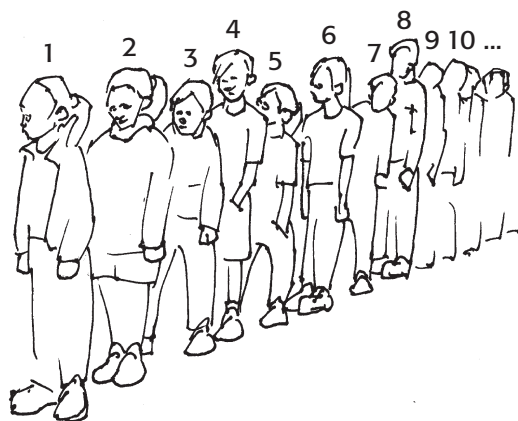
Lining Up After Recess, pages 18-19, Tools & Toys

Physical Education

- # Use numbers for choosing teams.
 - > odds vs evens
 - > 1-16 vs 17-31
- # When I begin working with the sixth grade students at my school for the annual Teacher/Sixth Grade softball game, the first step I take as coach of the sixth grade team is to assign them numbers for batting order. This eliminates the mad rush to be first in line behind the backstop. Order reigns supreme.

“Number order, please.”

- # Have the students get into numerical order to verify that everyone is present. This technique is especially helpful during field trips or disaster drills



Using a Check Off List:

Alternatives to paper

- ✓ numbered clothespins and box
- ✓ golf tees and a numbered pegboard

Clothespin Check Off List, page 74, Tools & Toys

Combination classes (see sample to the right)

- ✓ On your blackline master, make a small dot in front of the numbers of the students who are in the same grade. Don't dot the numbers of the students who are in the other grade. (Thanks to Tracy Petti, combo teacher.)

Mini-COLs for small group collection

- ✓ Make a Check Off List that shows just the numbers of the students in a reading group and you'll be able to target just those students for specific assignments.

• 1
2
• 3
4
5
• 6
• 7
• 8
9
10
• 11

In this example, the numbers of the third graders have been dotted. The fourth grade numbers are left unmarked.

If the teacher wanted something from just her third graders, she merely checked to see if all of the dotted numbers were marked off.

Brilliant.

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The quickest way to order and receive products is to order on-line with our secure shopping cart. Just go to the NewManagement.com website and click on the "order products" link at the top.

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3. Total the COST column and write the amount next to SUB-TOTAL.
4. California residents add appropriate sales tax.
5. Calculate the shipping cost and write the amount next to S & H.
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7. Complete the section for shipping address.
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4079 Governor Drive, Suite 330 San Diego, CA 92122

Questions? Contact Michelle Adams
858-800-7329
michelle.newmanagement@gmail.com

#	ITEM	PRICE	COST
	<i>New Management Handbook</i>	24.00	
	<i>Tools & Toys</i>	12.00	
	<i>Class Cards</i>	6.00	
	<i>Eight Great Ideas (with CD)</i>	18.00	
	<i>FOUR BOOK SET (with CD)</i>	50.00	
	<i>THE BIG BOOK (4 books & CD in 1 volume)</i>	45.00	
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	"Attention" clicker	3.00	
	Desk bell	6.00	
	Page pen bell (mini-cow bell on rubber band)	1.00	
	Dog squeak toy	3.00	
	Pick-A-Student	6.00	
	Magnetic Tiles (numbered 1-36)	9.00	
	Magnetic Tiles (set of 3)	25.00	
	Laser pointer	8.00	
	Vinyl Clip Chart	20.00	
	Wooden clothespins (pack of 40)	3.00	
	Digital Timer	15.00	
<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p><i>CA residents, please add 7.5% for sales tax or local rate if it is greater than 7.5%</i></p> </div> <p>up to \$50.....\$8.00 \$51 to \$75.....\$9.00 \$76 to \$100.....\$11.00 \$101 to \$125.....\$13.00 \$126 to \$160.....\$16.00 over \$160, add 10% of SUB-TOTAL</p>		SUB-TOTAL	
		SALES TAX	
		SHIPPING	
		TOTAL	

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Name

Telephone number

Address

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City State ZIP

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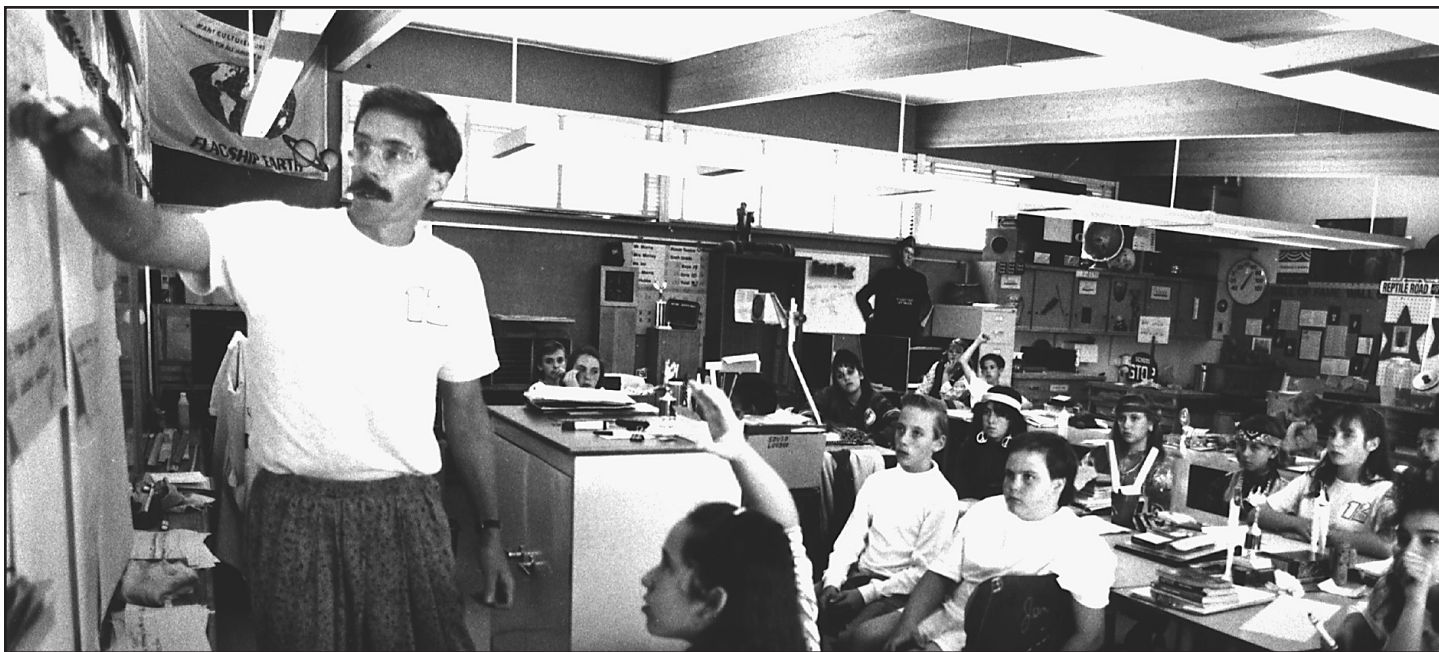


Photo by BOB GRIESER / Los Angeles Times

Sequoia Elementary sixth-graders have written a book for teachers, with the help of their instructor, Rick Morris, above.

Psst! Some Insider Information

■ **Education:** Some sixth-graders have written a book for teachers, after battle-testing what methods help them do better in school.

By DAVID SMOLLAR
TIMES STAFF WRITER

SAN DIEGO—The next time teachers scour the literature for ways to help their students learn, they might want to pick up a new book written by students for teachers.

If they do, they'll find out about Starburst Math, about the Rainbow Handwriting Award, about Max and E. T., the Minute of Silence, and a host of other tricks, activities, and strategies that the students "battle-tested"—with the result that they study more and enjoy education more.

The book, "School Our Way," is a product of teacher Rick Morris's sixth-grade class at Sequoia Elementary School in Clairemont and will be on sale for \$3 this week at the annual Mentor Teachers Conference in downtown San Diego.

In its introduction, the class says its illustrated guide is chock-full of "20 terrific techniques for a happier, more productive class."

As part of a two-month writing project, the students picked their favorites from the many ideas that Morris uses to create a more exciting class. Those ideas are geared toward involving students in routine teacher chores as well as stimulating them to go beyond the rote recitation still common in many schools.

Not many classrooms, for example, feature "Educational Reserve Notes" in the form of paper money—with Morris's picture smack in

the middle—which students receive for a chore well done or an answer well reasoned. The "notes" are redeemable in a student-run classroom store for snacks and supplies.

Nor do most classes have a "Come-and-Get-It-Chuck-Wagon" musical triangle that students clang anytime a peer is reading aloud with too little expression.

Morris, well known among county educators for the enthusiasm and creativity he brings to teaching, has long wanted to write a book about all the classroom management techniques he has cooked up for children over the years and presented at teacher training seminars.

"Why not have the students do it?" Morris asked. "After all, they can tell you what really works and what doesn't."

The book's selections include the simple, such as "Max," the name given to the class digital timer they use instead of the classroom clocks, which are broken most of the time.

Then there's Starburst Math, named after the popular candy. The teacher dons a white lab coat with a fistful of Starburst squares in the right pocket and a name tag on the lapel—except that in place of a name, there's a math problem drawn in bright colors.

The teacher, transformed into Dr. Starburst, solicits students to come up with an answer to gain a candy reward.

The book even promotes "Classroom Clean-Up." Student Richard Padilla explains: "There's a jar full of jobs written on paper that are handed out randomly and which we have three minutes to do...it's our way of helping out the custodian."

Morris is a legend among Sequoia students for his energy, excitement, and caring attitude—and fifth grade students routinely pray to be assigned to his classroom the following year, students Gabe Legaspi and

Sergio Enriquez said.

"He's firm, but he doesn't ever raise his voice," student Mario Vasquez said. Mike Fisher added, "We learn a lot of stuff without just using our books."

Morris used the book-writing project to push creative thinking, writing, cooperative learning, and art into one integrated learning project.

"Early on I picked 'Max' as an example for students to think about how to describe," Morris said. "We talked about it for a while, then I gave everyone twenty minutes to write down their thoughts."

Morris took home the papers, made notes for the students, and solicited a student editor who had turned in a colorful description for that article. That student was paired with a classmate to look over all the papers and come up with a final version.

"Overachiever, underachiever, it doesn't matter," Morris said. "The key is to get kids involved, to give them power in a positive way."

Morris had the final product copyrighted by the district and printed using his own desktop publishing system.

For Morris, the only real surprise came in looking over some of the students' selections, such as "Clay Sculpting." It's an idea that's new this year to mesh art, listening skills, and creativity. While students work with modeling clay in the afternoon, Morris reads aloud from a novel.

Morris wasn't sure how it would go over. The class, though, embraced it.

"The purpose is to see how creative you can be as you listen to a story," students wrote. "After we are finished, we walk around the room to see what other students have created."

Morris said, "That inclusion was great because it shows that students really can pick up on the fun of learning."

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, 1999)

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.**
Students may doubt what you say but will always believe what you do.[†]
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. (Check out half.ebay.com for a great price.)