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**Los Angeles County
Office of Education**



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Office of Career Technical Education

**New CTE Teacher
Classroom Management Workshop
(Part One)**

Tuesday, September 28, 2021



Norms & Information

- This event is being recorded.
 - Please remain muted.
- Please use the monitored Chat for comments and questions.
- This recording, PowerPoint, CTE Newsletter, and a short survey will be emailed.

Objectives

1. Define classroom management.
2. Incorporate relevant classroom routines and procedures.
3. Identify effective elements of a classroom design.
4. Implement teaching strategies for effective classroom management.
5. Identify support resources.

LACOE

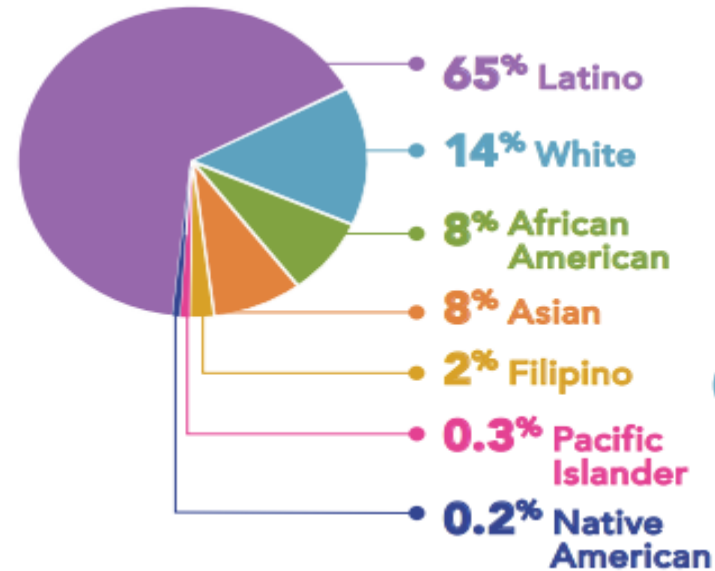
Los Angeles
County Office
of Education

9300 Imperial Hwy.
Downey 90242

lacoedu

Total K-12 Enrollment:

1.5 Million Students



 **70,545** Homeless

20,148 Foster Youth 

 **178,511** Special Education

3,439 Migrant Students 

 **305,310**
English Learners

 **1 Million**
Receive Free/Reduced
Priced Meals

Special populations

Source:

The Comprehensive Guide to the
Federal Role in Career & Technical
Education: Perkins V and the
Uniform Grant Guidance

1. Individuals with disabilities.
2. Individuals from economically disadvantaged families. Includes low income youth and adults.
3. Individuals preparing for non-traditional fields (25% or less of one gender).
4. Single parents, including single pregnant women.
5. Out of work individuals.
6. English learners.
7. Homeless individuals.
8. Youth who are in or have aged out of the foster care system (21).
9. Youth with a parent who:
 - a. Member of the armed forces
 - b. Is on active duty

Student Demographics

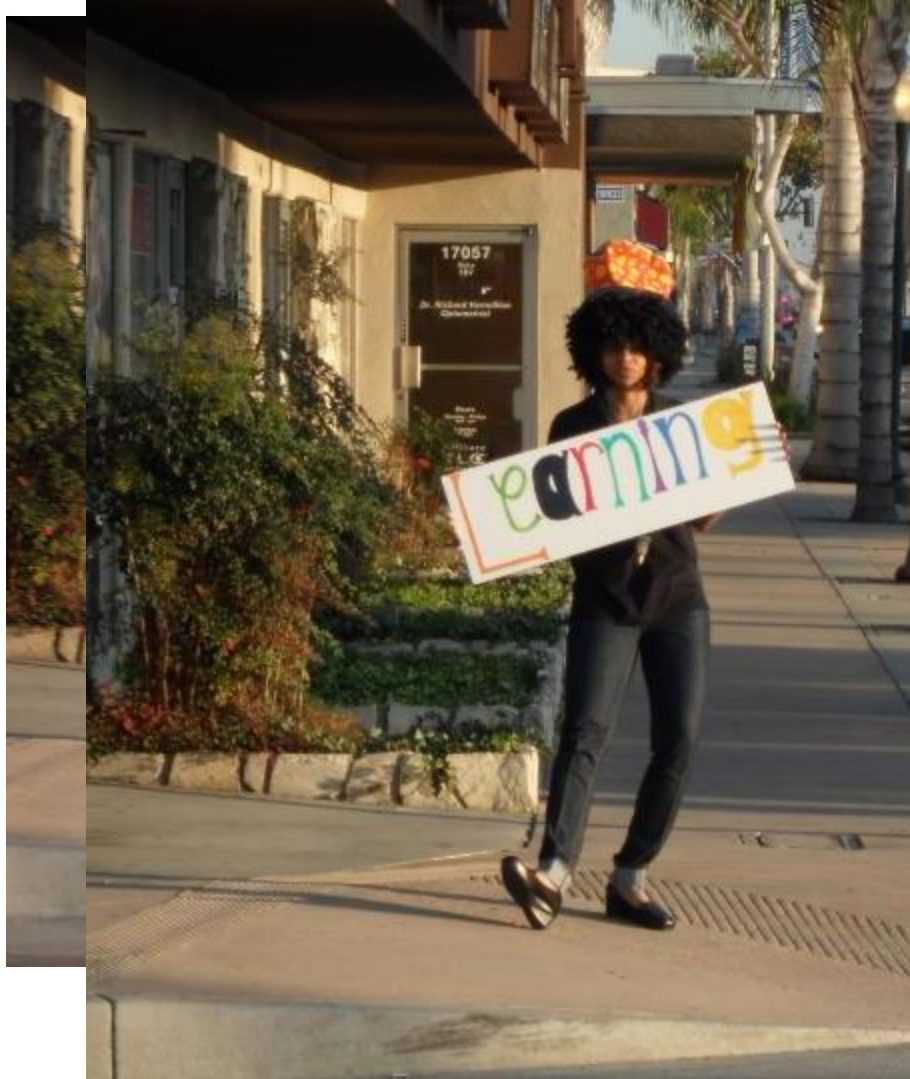
- Cultures
- Grade Levels
- Genders
- Social Class
- Beliefs
- Traditions
- Americans with Disabilities Act (ADA)
- Individualized Educational Plan (IEP)
 - a plan or program developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives *specialized instruction and related services*.
- 504 Plan
 - plan developed to ensure that a child who has a disability identified under the law and is attending an elementary or secondary educational institution receives *accommodations* that will ensure their academic success and access to the learning environment.

Difference between an IEP and 504? Not all students who have disabilities require specialized instruction.

What is Classroom Management?

A wide variety of skills and techniques that teachers use to keep students organized, orderly, focused, attentive, on task, and academically productive during class.

Promote Learning



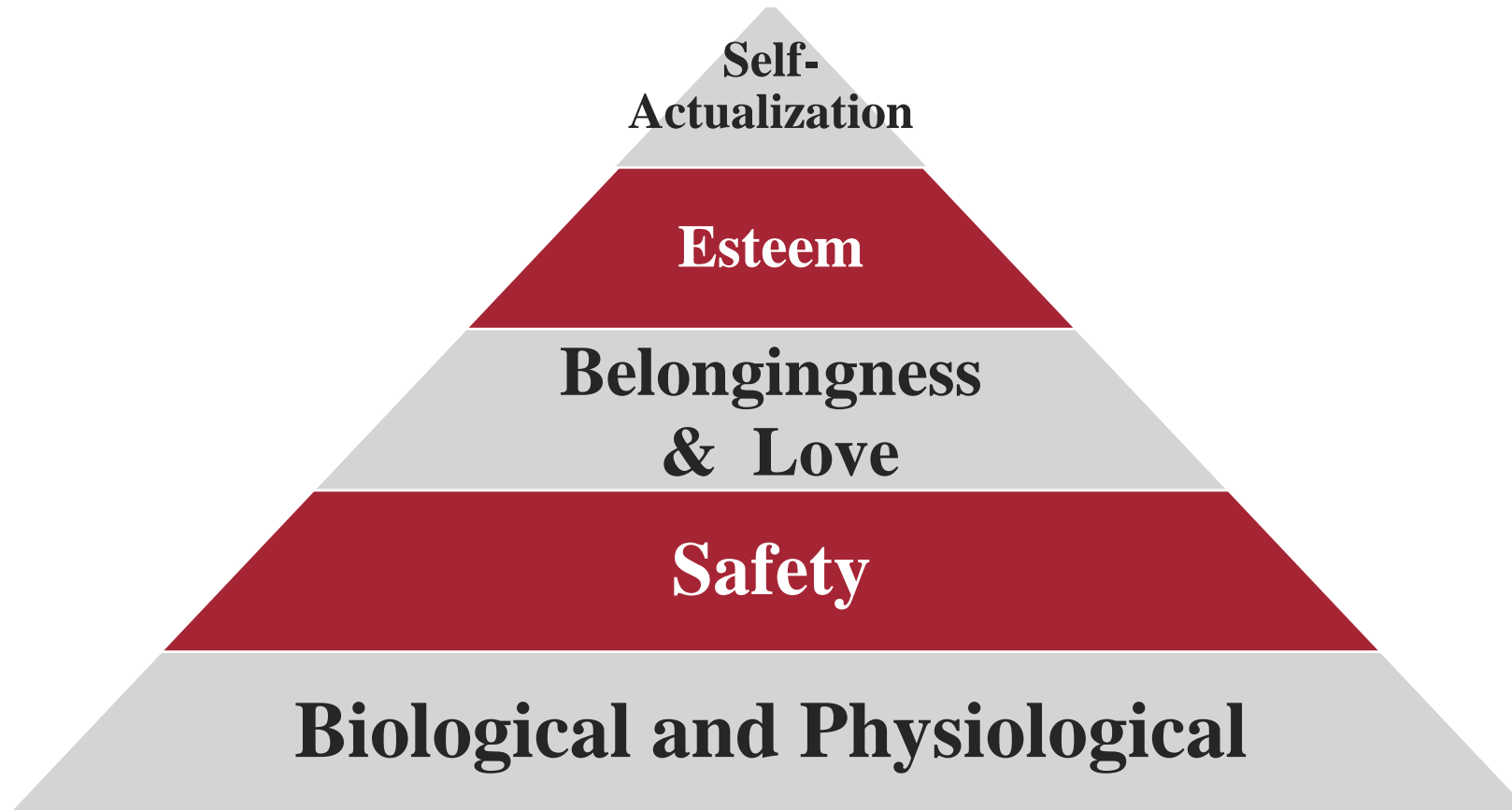
Responsibilities

- Counselor
- Mediator
- Hall Monitor
- Parent
- Nurse
- Cafeteria Manager
- Social Worker



Detective

Maslow's Hierarchy of Needs



Cause I Ain't Got a Pencil

by Joshua T. Dickerson

*I woke myself up
Because we ain't got an alarm clock
Dug in the dirty clothes basket,
Cause ain't nobody washed my uniform
Brushed my hair and teeth in the dark,
Cause the lights ain't on
Even got my baby sister ready,
Cause my mama wasn't home.
Got us both to school on time,
To eat us a good breakfast.
Then when I got to class the teacher fussed
Cause I ain't got no pencil.*

Consider for a Moment...

- ▶ We're stubbornly independent.
- ▶ We blame the student.
- ▶ The student is to blame.
- ▶ We close the conversation.
- ▶ We just don't know.

Ask...



Ask the student.



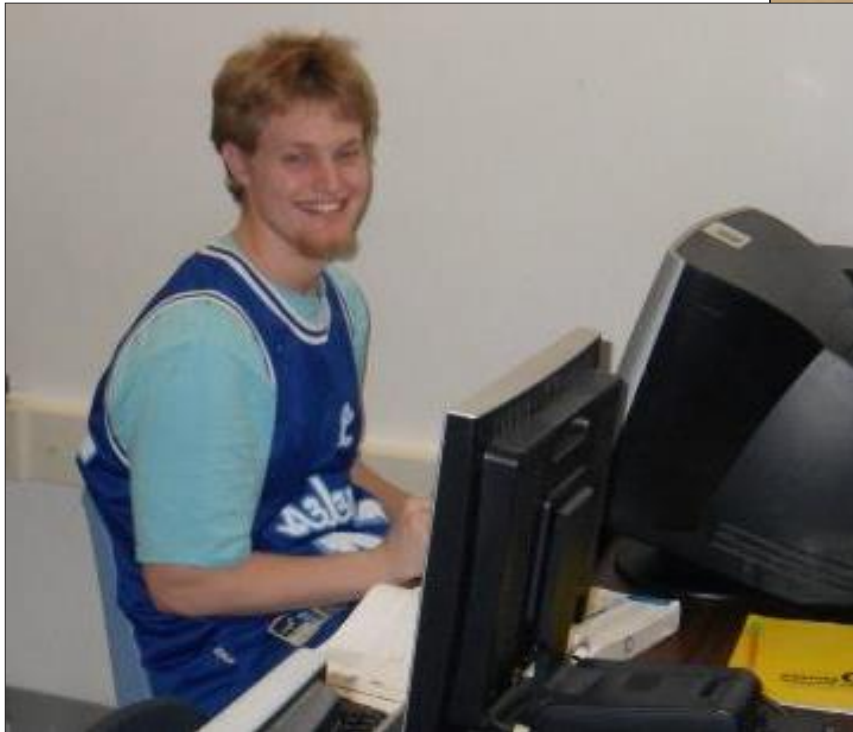
Most Challenging Learning Environments



Most Challenging Learning Environments?

- Students are messing around instead of working
- People are mean and make fun of you
- Bad temperature
- Class is talking while the teacher is talking
- Dirty
- Quiet (15)
- **Loud classroom (54)**

Best Learning Environments



Best Learning Environment?

- When the teacher comes around and helps
- Feel free to ask any question
- Everyone [is] listening to the teacher
- Clean room
- Able to use MP3, iPods
- Minimal or no distraction
- Students are peaceful, teachers are polite
- **Very quiet (25)**

Seven Things Students Want to Know

Am I in the right room?

Where am I supposed to sit?

What are the rules in this classroom?

What will I be doing this year?

How will I be graded?

Will the teacher treat me with respect?

Who is the teacher as a person?



Incorporate relevant classroom routines and procedures.

Routines and Procedures

- Smile and greet students entering the classroom.
- Know ALL your students names & pronunciations.
- Visible objective and agenda.
- Signaling for quiet and attention.
- Storage of backpacks.
- Beginning the class.
- Bell-work on the board.
- Taking attendance.
- Turning in homework.
- Collection and distribute papers.
- Asking questions.



Routines & Procedures

- Addressing tardies.
- Moving around the room.
- Emergency drills & procedures.
- Forming groups.
- Going to the restroom.
- Getting materials.
- Project clean-up.
- Grading and homework policies (including make-up work).
- Finishing an assignment early.
- Dismissal.

Routines & Procedure Don'ts

- Promise something and not deliver.
- Always stand behind the podium.
- Always sit at the desk.
- Talk to the board.
- Underestimate students.
- Tell students, “This is easy”.
- Tell students they must read or do “X” then not follow up.
- Rely too much on all the current pedagogical advice rather than instinct.



FACT:

If you give a student nothing to do, they will find something to do, and it sometimes...it won't be what you had in mind!



Class Management is a process.

Gather.....tools.

Assess..... situations.

Determine....best course of action.

Gather Tools

- Pencil/Pen
- Food/Beverage
- Sweater/Jacket
- Bell Schedule
- Watch/Clock
- Daily Bulletin
- Student/Parent Handbook



Tools

- ❑ Lesson Plan
- ❑ Phone List & Phone
- ❑ Seating Chart
- ❑ Campus Map
- ❑ Emergency Procedures
- ❑ Copier Paper
- ❑ Teacher Assistant(s)



Assess Situations



Situations

- Bathroom requests
- No materials
- Cheating
- Eating & drinking
- Personal questions
- Chaotic chatter
- Cussing
- Sleepers
- Back-talk
- Electronic devices
- Dress Code Violations



Vandalism Stealing Drugs
Defiance Threats Weapons Fighting



Situations

Zero Tolerance





**Please, don't.
Just don't.**

ALWAYS!
keep the door OPEN
when alone with a student

Do NOT
offer/give rides

Do NOT
allow/offer use of your cell phone

Do NOT
get too “familiar” with students

ALWAYS
address the mandates in the IEP

And please, do not...

- Make all students pay for the misbehavior of a few.
- Yell at students.
- Tell students, “I don’t care”.
- Use a student to demonstrate something negative.
- Make incorrect assumptions about student engagement.
- Take “it” personally.



Suggested Remedies

- Demonstrate active listening
- Demonstrate mutual respect
- Give good eye contact
- Address students by name
- Be the example
- Smile
- Breathe



Greet students at the door



Utilize Teacher Assistants



- Begin when tardy bell rings
- Work the room
- Write *and* verbalize the lesson
- Ready electronics *prior* to use
- Say what you mean - mean what you say
- Stick to the script - Repetition is key

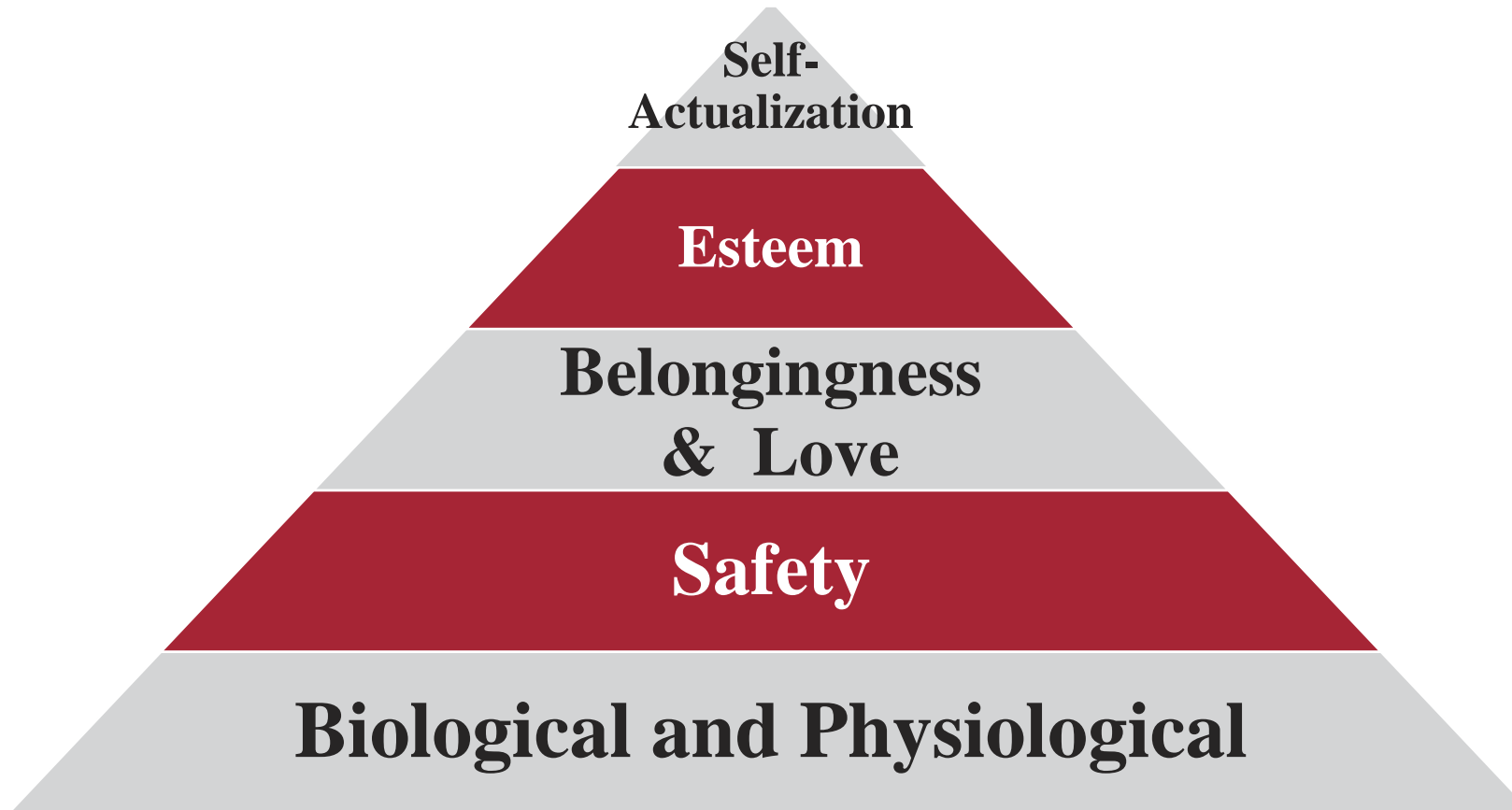
Suggested Remedies



Please remember this...

- ▶ Don't take anything personally.
- ▶ Document everything.
- ▶ Be realistic.

Maslow's Hierarchy of Needs



Promote Learning



Identify effective elements of effective classroom design.

3



Important Elements of Classroom Design

- ▶ Americans with Disabilities Act (ADA) compliant
- ▶ Safe (wires, outlets, etc.)
- ▶ *Space*
- ▶ Accommodation-friendly
- ▶ Learning levels
- ▶ Behavior
- ▶ Instructional work areas for materials, tables and/or labs
- ▶ “In” boxes for student work
- ▶ Well-organized files, bookcases, worktables, and a designated teacher area
- ▶ Cleaning Station(s)

Utilizing Proximity to Manage Classroom Discipline and Behavior

<https://www.youtube.com/watch?v=9KPihoCVnvE>

Proximity refers to the location of students in the classroom and the distance between the student and the teacher.

Red Zone – STOP! Teacher is near
Yellow Zone – Alert teacher may see
Green Zone – Free for all



San Bernardino USD, Professional Development Series

Promote Learning



10 Minute Mindfulness Break



Teaching strategies for effective classroom management

4

- ❑ High level of engagement.
- ❑ Clear expectations.
- ❑ Little wasted time, confusion, or disruption.
- ❑ Work-oriented, but relaxed and pleasant climate.



Career Technical Education



Credentials



CTE Funding



Curriculum



CTE Resources



Apprenticeship
Information



11 Elements-
Best Practices



Video Library



College &
Career
Indicator



Center for
District Capacity Building
STUDENT DRIVEN + EVIDENCE BASED

Chanel Young-Smith

Project Director III

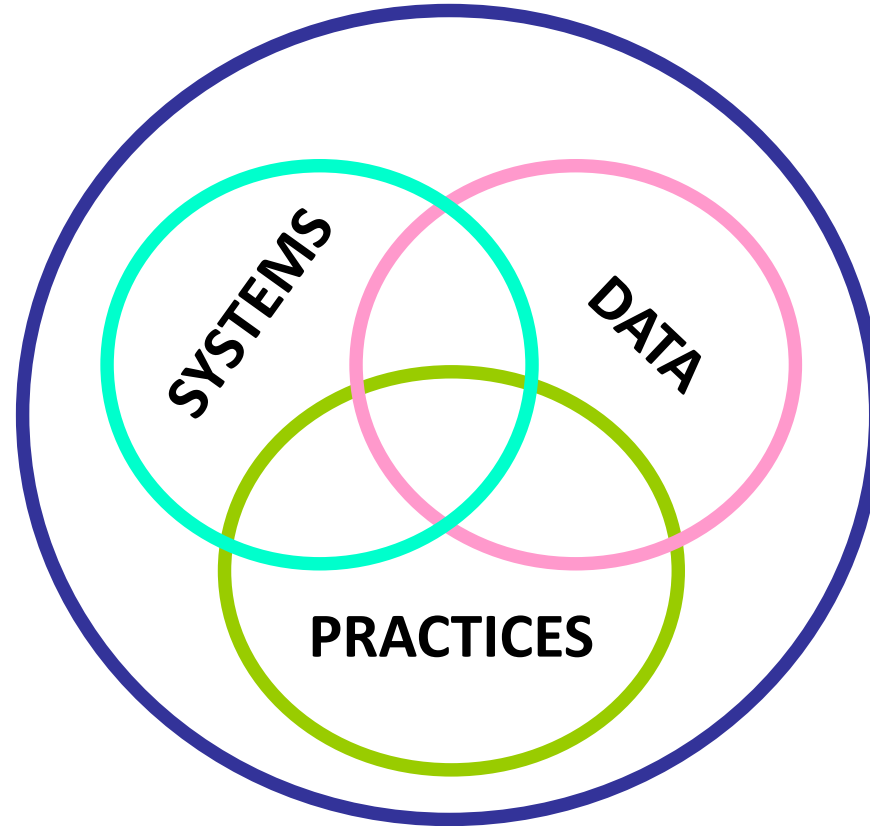
Center for District Capacity Building

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Teaching Strategies within an MTSS Lens

Improving Meaningful Outcomes

Supporting
Staff
“The How”



Supporting
Decision-Making
“The Why”

Supporting Students
“The What”



California MTSS Continuum of Support

Universal Design for Learning and differentiated instruction are integrated and implemented at all levels of the continuum of support to ensure the academic, behavior, social-emotional, and mental health development of ALL students in the most inclusive and equitable learning environment.



ALL STUDENTS

UNIVERSAL SUPPORT

Evidence-based practices are accessible by ALL students where the integration and implementation of Universal Design for Learning and differentiated instruction support academic, behavior, social-emotional, AND mental health development.



SOME STUDENTS

SUPPLEMENTAL SUPPORT

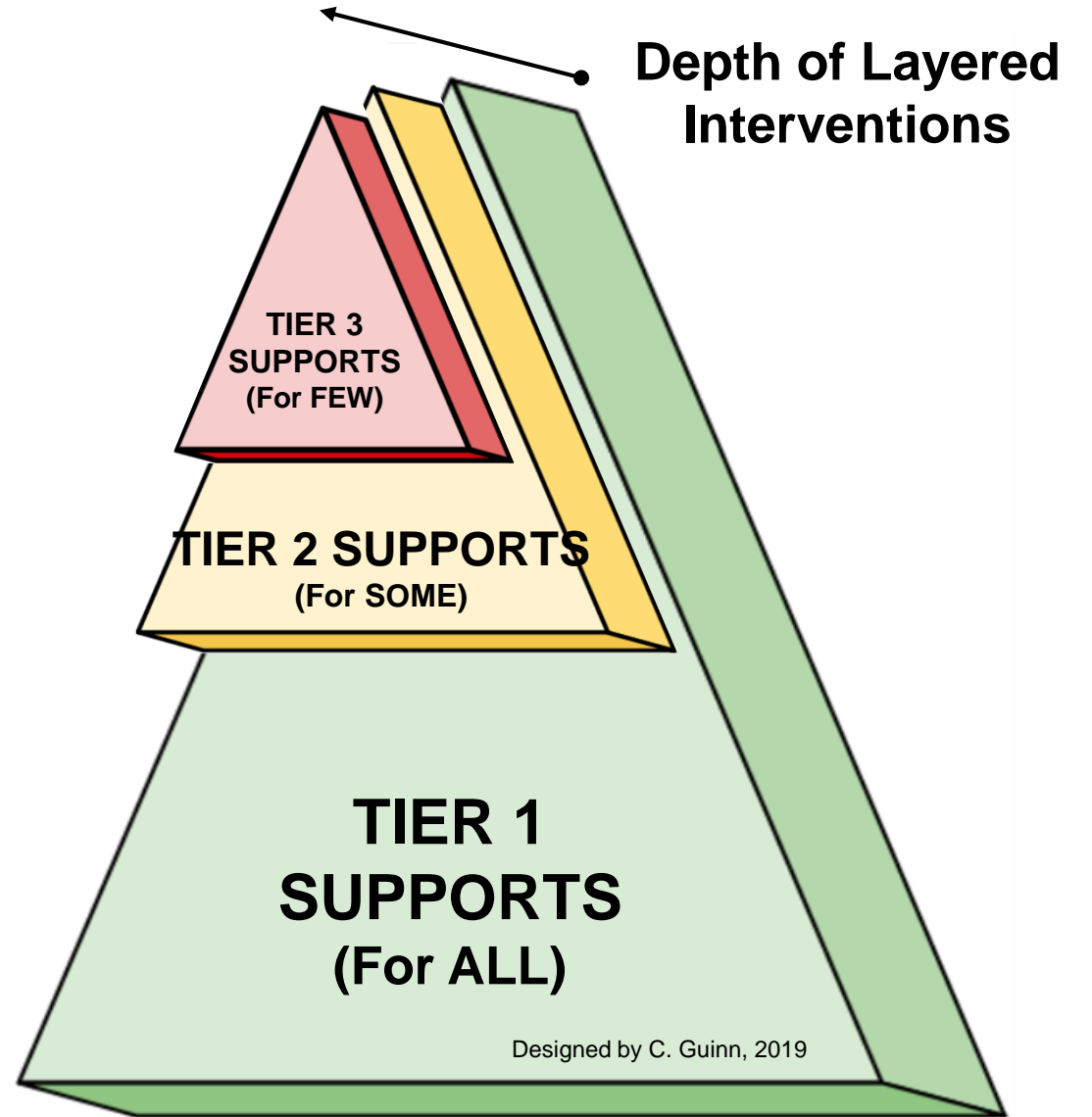
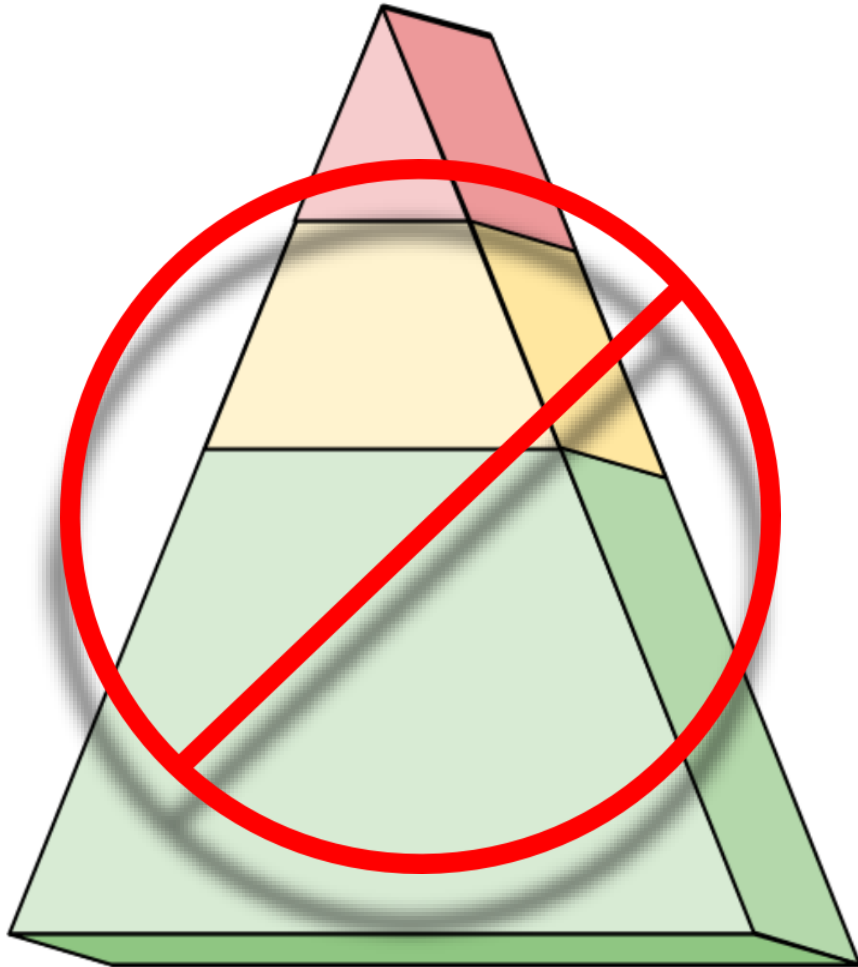
Additional services are provided to some students to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Supplemental supports are provided in addition to, not in place of universal supports, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.



FEW STUDENTS

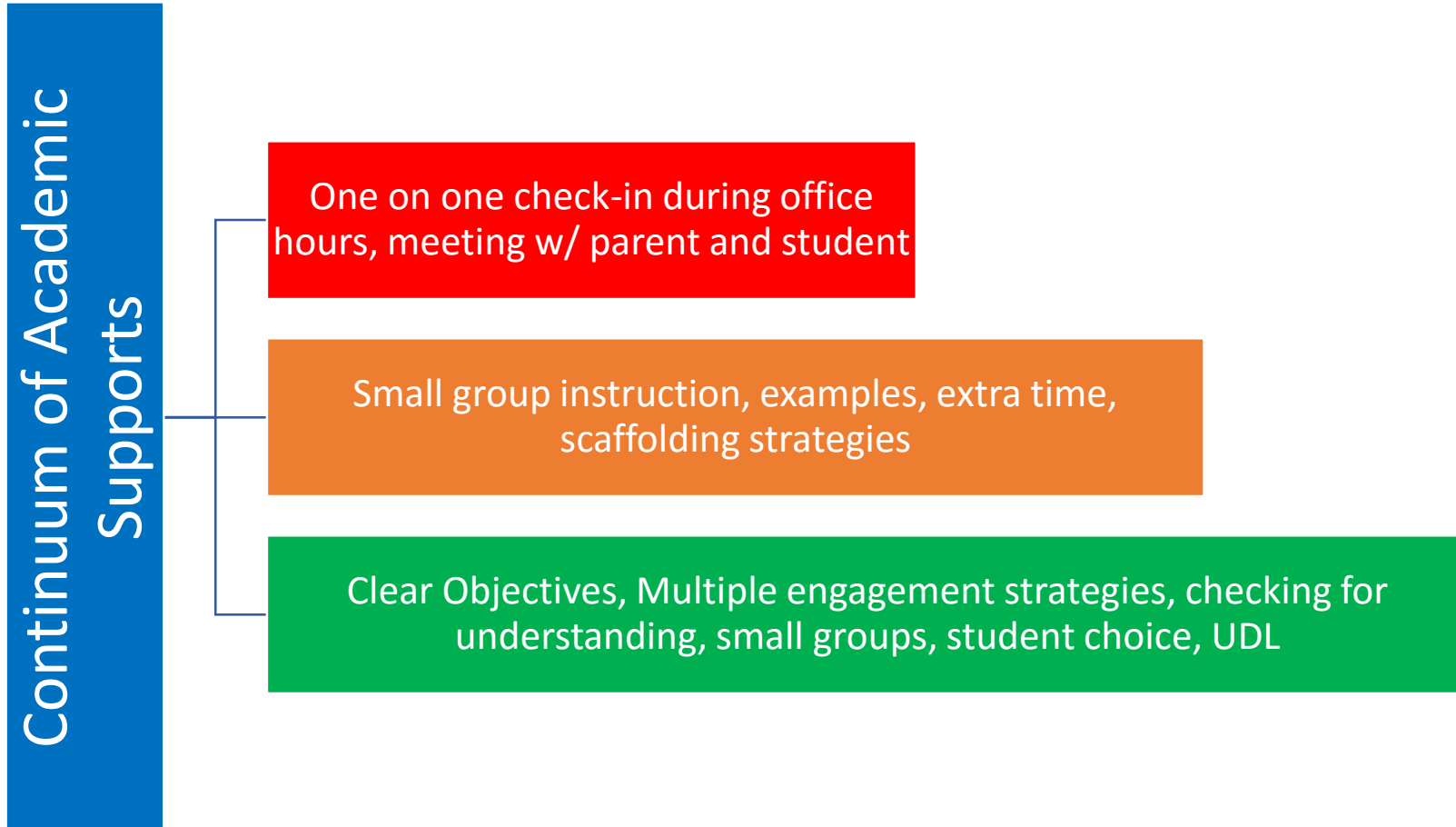
INTENSIFIED SUPPORT

Targeted supports are provided to students with greater needs to support academic, behavior, social-emotional, and/or mental health through the integration and implementation of Universal Design for Learning and differentiated instruction. Intensified supports are provided in addition to, not in place of universal supports, via specialized service providers, and available to all students regardless of identification for specialized services based on need through the use of diagnostic and progress monitoring assessments.





Classroom Tiered Supports Example





Teacher- Centered Learning

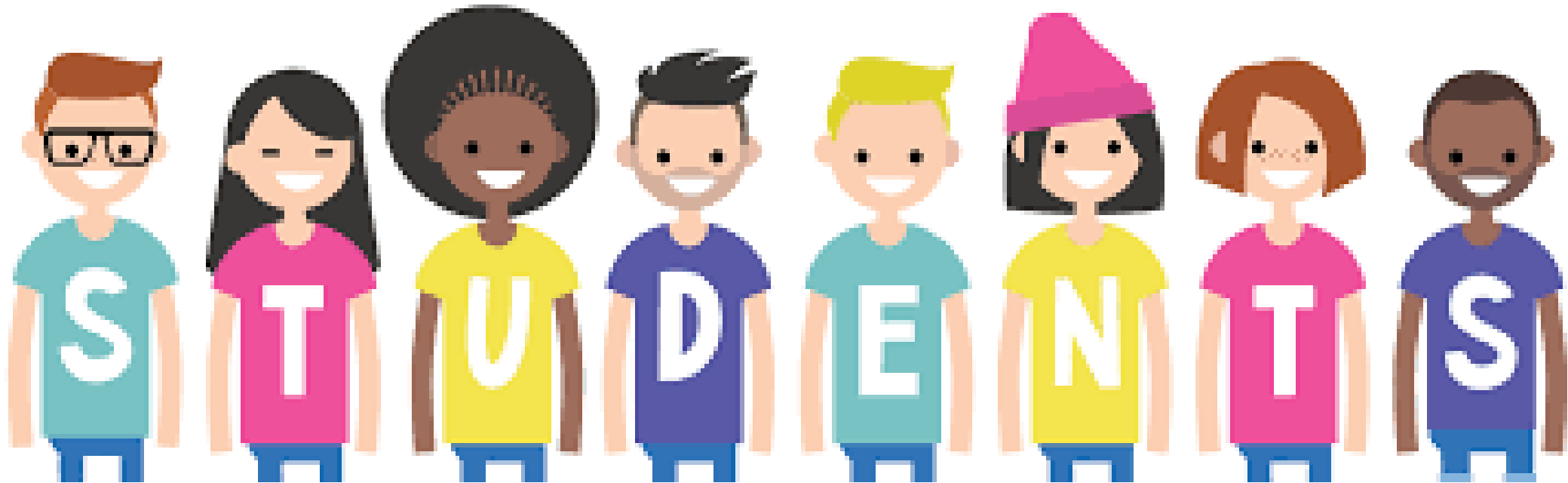
- Teachers are the main authority figure
- Students are viewed as empty vessels
- End goal is testing and assessment
- Primary goal of teacher is passing knowledge to students
- Student learning is measured through objectively scored tests





Student Centered Learning

- Teachers and students play an equally active role in the learning process
- Teachers are coaches and facilitators of learning
- Student learning is measured through authentic assessments using summative and formative tools





Provide multiple means of
Engagement →

Affective Networks
The "WHY" of learning



Provide multiple means of
Representation →

Recognition Networks
The "WHAT" of learning



Provide multiple means of
Action & Expression →

Strategic Networks
The "HOW" of learning



Provide options for
Recruiting Interest (7) →

Provide options for
Perception (1) →

Provide options for
Physical Action (4) →

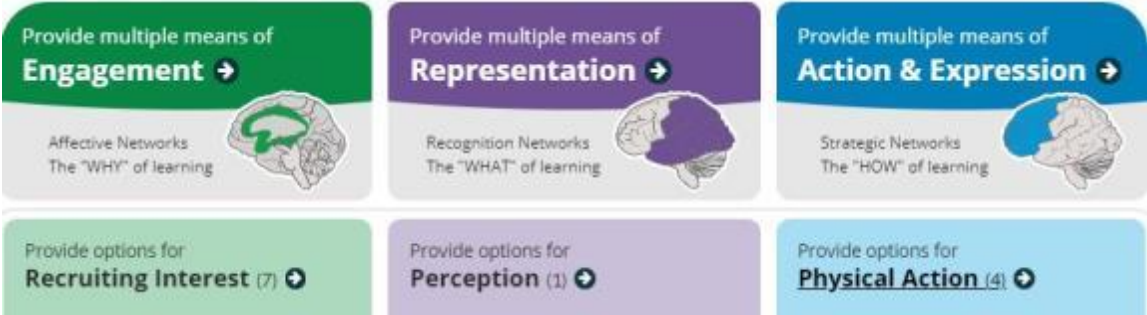
Educational
Pedagogy: 3
Teaching Styles

DIRECT INSTRUCTION

INQUIRY- BASED LEARNING

COOPERATIVE LEARNING

Direct Instruction



Inquiry-Based Learning



Provide multiple means of
Engagement →

Affective Networks
The "WHY" of learning



Provide multiple means of
Representation →

Recognition Networks
The "WHAT" of learning



Provide multiple means of
Action & Expression →

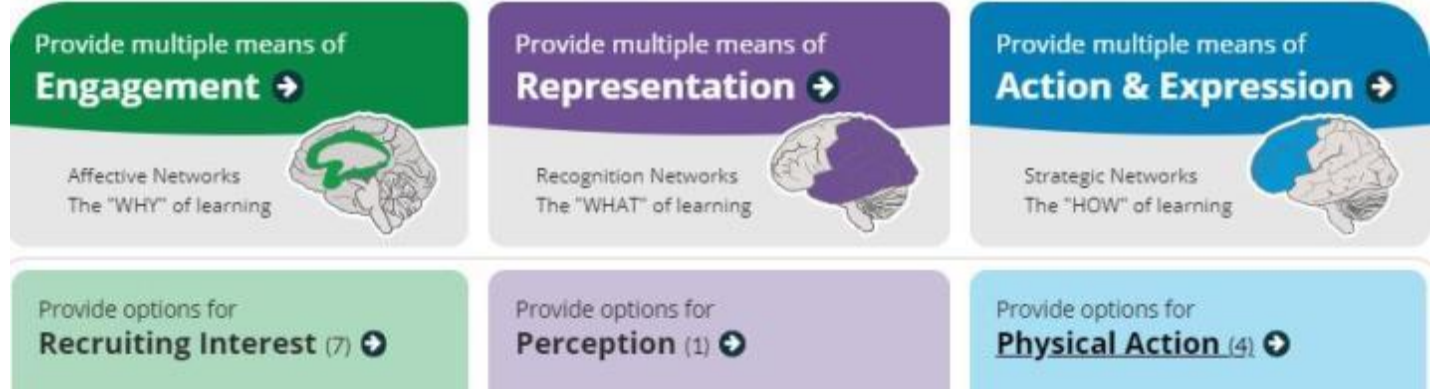
Strategic Networks
The "HOW" of learning



Provide options for
Recruiting Interest (7) →

Provide options for
Perception (1) →

Provide options for
Physical Action (4) →



Cooperative Learning

Synchronous vs Asynchronous

What is it?





Flip your
Classroom to
stimulate
Deeper
Discussion



Always
Remember
“The Why”

Open Discussion Time





Career Technical Education



Credentials



CTE Funding



Curriculum



CTE Resources



Apprenticeship
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11 Elements-
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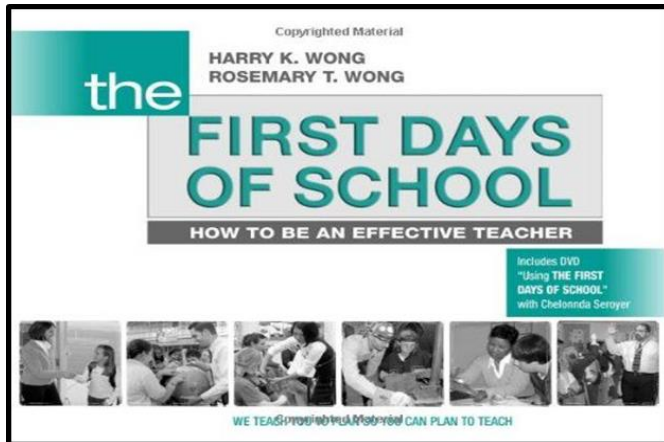
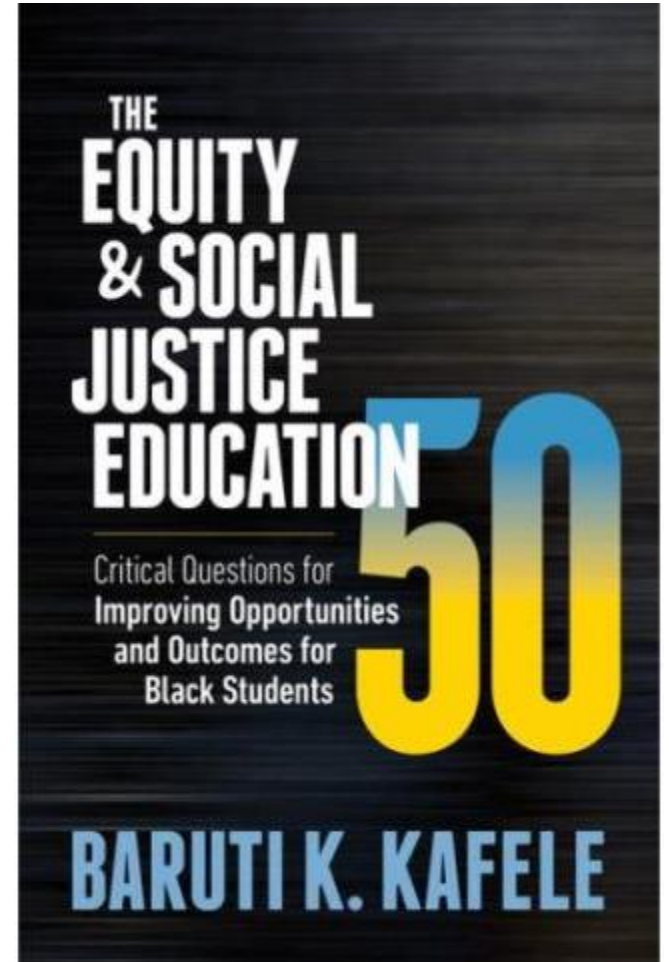
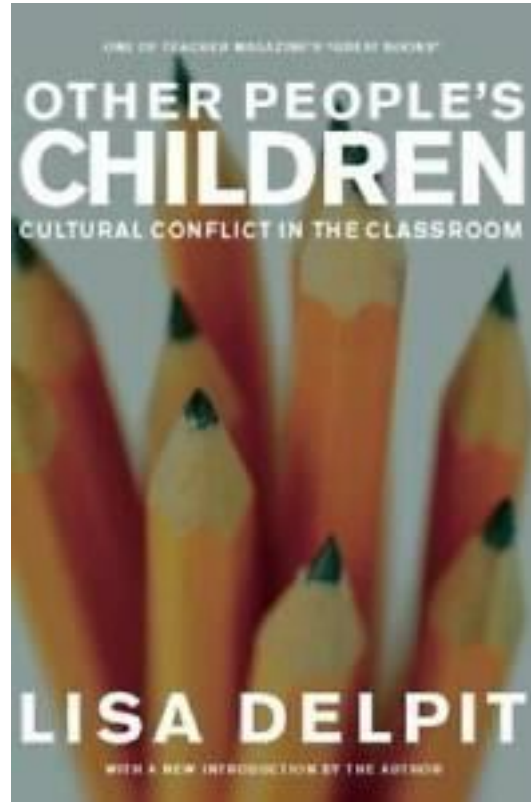
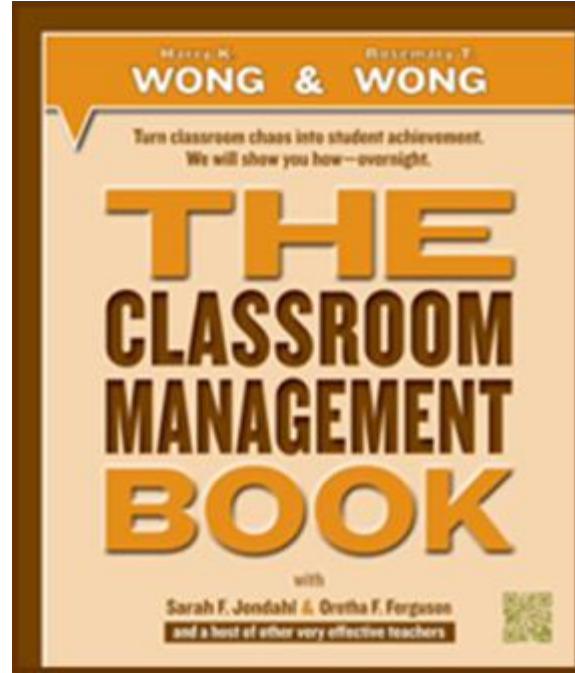
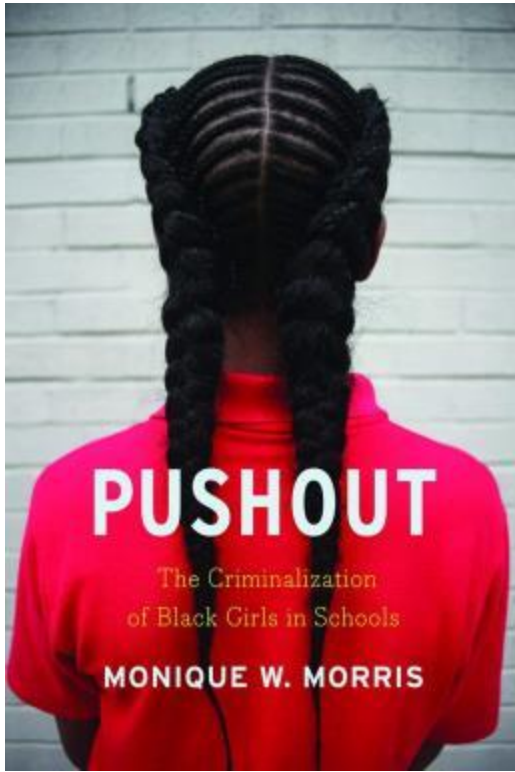
Center for District Capacity Building

young-smith_chanel@lacoed.edu

Teaching Strategies within an MTSS Lens



Identify support resources



Suggested Resources

- [Los Angeles County Office of Education \(LACOE\)](#)
- The Center for District Capacity Building [System of Support - Thursdays at 3 \(Th@3\)](#)
- [CTE Online](#)
- [“Career Technical Education Course Code Definitions by Sector and Pathways”](#)
- [LACOE Office of Career Technical Education](#)
- [Addressing Anti-Asian Racism and Discrimination: Resources for Educators](#)
- [Supporting the African American Learner. A Guide to Transforming Beliefs, Systems, and Practices for Black Students](#)
- [LACOE Resources for Unaccompanied & Recently Arrived Children](#)

2021/2022 CTE Professional Development Series

Thursday, Oct. 7, 2021

Focus on the College &
Career Indicator (CCI):
Data Literacy – Session One

Thursday, Oct. 14, 2021

It's About Time CTE Webinar Series
Equity and a CTE High Quality
Curriculum

Wednesday, Oct. 20, 2021

21st Century Careers Symposium:
Industry Sectors: Energy, Environment,
and Utilities;

Building & Construction Trades

[NetZero Plus Electrical Training Institute](https://youtu.be/yGRsXrUOdO4)

<https://youtu.be/yGRsXrUOdO4>



CTE Newsletter

- Student Opportunities
- Lights! Camera! Action!
- “Spotlight”
- Coordinator’s Corner
- K-12 Strong Workforce
- LACOE Staff
- CTE Professional Development Calendar



Page 2 Volume 2, Issue 1

Coordinator's Corner
Gina M. Newton, Ph.D., CTE Coordinator II
2021/2022 CTE Professional Development Series

We are honored to introduce and invite you to attend our 2021/2022 CTE Professional Development Series. These events consider several factors that directly affect your CTE pathway as well as professional and student opportunities that will strengthen your journey with another year of impactful learning.

Included in this 2021/2022 series are collaborations with LACOE Data Literacy to reinforce our approach to challenges from both the affective and effective domains, industry partners to showcase emerging features of these series, and LACOE partners to address the needs of some of our most vulnerable and adversely impacted student populations (female, special education, migrant, and African American learners).

Returning are the *1/2, Aisle Time* series beginning monthly in October, the Annual CTE Symposium, the 5th Annual Middle School College & Career CTE Symposium, and the DEIA Symposium. Yes, it's in there!

September and October PDs are shared on Page 4 while the full calendar series can be found by clicking [2021/2022 CTE Professional Development Series](#).

We look forward to seeing you again, sharing conversations, and working together to serve students and support communities.

CTE Credential Update!
Linda Matzek, CTE Coordinator II
Credential Fee Waiver & CCTC Basic Skill Requirement

The Credential Fee Waiver for Designated Subjects CTE Preliminary Credentials:

The 2021-22 California state budget includes \$30 million to provide a credential fee waiver between July 1, 2021 and June 30, 2022 for individuals entering the PK-12 education workforce. The funds can be applied to an applicant's initial application for the credentials and permits, see CCTC Coded Correspondence 21-04 for Credentials and Permits eligible for fee waiver.

CCTC Basic Skill Requirement (CL-907) Meet the Basic Skills Requirement by Competency.

Individuals may meet the requirement by providing official transcripts to a Commission-approved preparation program or submit them with their application packet to the Commission. The transcripts must show passage of courses in reading, writing, and mathematics as outlined below. Courses must have been taken at a regionally-accredited college or university for credit, passed with a grade of B or better, be degree applicable, and be either 3 semester or 4 quarter units. Qualifying coursework does not include professional development, continuing education units, or in-service training or workshops. Qualifying coursework includes the following:

Reading proficiency: A course covering critical thinking, literature, philosophy, reading, rhetoric, or formal analysis.

Writing proficiency: A course in composition, English, rhetoric, written communication, or writing.

Mathematics proficiency: A course in algebra, geometry, mathematics, quantitative reasoning, or statistics.

For more information about CTE Credential Specialist **Linda Matzek**, CTE & Adult Education Credential Specialist (562) 922-6798.

September/October 2021
Volume 2, Issue 1
Inside this issue:

- Coordinator's Corner 2
- K-12 Strong Workforce 2
- Spotlight 3
- CTE Summer 2021 PD 3
- CTE Staff Directory 4

CTE-Related Links

- Middle School Foundation
- Academics (MSFA) Planning and Implementation Grants
- PA-2016-08 Specialized Secondary Program (SSP) Grant
- LEGISLATIVE PLAN

Career Technical Education (CTE) programs are becoming increasingly essential for our community. CTE programs have proven to increase student

Page 4 Volume 2, Issue 1

LACOE Office of CTE Staff

The Los Angeles County Office of Education (LACOE) Office of Career, Technical Education (CTE) is here to assist you with your technical assistance, credentialing, professional development, and program needs.

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CTE Professional Development Series 2021/2022 Calendar

Tuesday, Sept. 28, 2021
New CTE Teacher Classroom Management Part I

Thursday, Oct. 7, 2021
Focus on the College & Career Indicators (CCI): Data Literacy – Session One

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1/2, Aisle Time CTE Webinar Series
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Wednesday, Oct. 20, 2021
21st Century Careers Symposium: Industry Sectors: Energy, Environment, and Utilities, Building & Construction Trades

The September 15th, 2021 New CTE Teacher Survival (Part One) Workshop

[Click here to view archived LACOE CTE events.](#)

Please share your views, celebrations, professional development events, and student opportunities:
Email: Gina.M.Newton,PhD, Subject Line: "New-letters".

Volume 2, Issue 1 Page 3

SPOTLIGHT: LA Metro Transportation Careers Academy Program (TCAP) Summer 2021 Student Internship
Gina M. Newton, Ph.D., CTE Coordinator II

Summer 2021 marks the second successful annual student internship opportunity under the direction of **Reina Flores-Hansen, M.Ed.**, Director, Career & Organizational Learning of Transportation Equity/Next Generation Educator Programs at LA Metro.

Present at the graduation ceremony was LA Metro's newly appointed CEO, **Stephanie Wagner**, who shared her personal journey, and offered words of encouragement and wisdom regarding career, education, and character. Many thanks to LA Metro for their industry/education partnership with LACOE's Office of CTE.

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9 CTE Scholarship Awardees: Where Are They Now?

LACOE CTE Newsletter will feature a 2019 LA County Office of Education CTE graduate's current journey received a \$1,000 scholarship sent to the school of their choice: acceptance into **Yesto Ortiz-Zamora, Class of 2019, Gladstone High School, Azusa USD** for State: **Junior, University of Southern California, Los Angeles** for Mechanical Engineering (Petroleum Engineering) Minor: **Digital Entrepreneurship**

Enesto Ortiz-Zamora is our first recipient 2019 CTE Scholarship recipient in this series. While a student at Gladstone High School in Azusa USD, Enesto was lead in Information Technology Graphic Arts. He credits his school CTE teachers, **Mr. and Mrs. Rieger**, for being his "angels" for his HS graduation endeavors and students students take CTE to "build valuable technical skills in an ever-changing, innovative job market".

\$1,000 CTE scholarship fund Enesto in paying for his books during his first and second semesters of college, which he said, "went a long way as a first-generation, minority student enrolled in a cost-intensive major. Along this journey, Enesto persevered through hardships that included being felled one of his freshmen dorm and forced to relocate during his lowest semester, attending a Gabriel course, struggling consistently with impostor's syndrome, depression, loneliness, and anxiety attacks, as well as a fear of letting down his loved ones. Each of these obstacles, trials, and tribulations seem served to strengthen his resolve as a student in STEM, his self-confidence, and above all, his humanity.

When asked what he wished he had learned in high school that might have better prepared him for college, he stated: "Being better prepared for the SAT subjects tests as well as more opportunities to develop my understanding of physics, calculus, and computer science".

The next steps in Enesto's educational journey are to continue the pursuit of his Bachelor's degree in mechanical engineering while developing the next great application as a digital entrepreneur. In addition to teaching his academics, Enesto is employed at **Ventech Center of Engineering Diversity**.

We salute, encourage, and congratulate Enesto on his continued success!



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Nancy Wagner, Ed.D.

Contract Consultant
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The Los Angeles County Office of Education Office of Career Technical Education is here to assist you with your credentialing, professional development, and program needs.
We look forward to continued opportunities to collaborate.

~The LACOE CTE Team

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