

Classroom Management Strategies for Effective Instruction

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Workshop #59546

3rdGradeThoughts.com

Rule # 1



Listen when
your teacher is
talking.

Rule # 2



Follow
directions
quickly.

Rule # 3



Respect others,
respect yourself,
respect your school.

Rule # 4



Raise your
hand to speak
or stand.

Rule # 5



Be nice,
be kind,
be honest.

Goals and Objectives...

1. To identify the characteristics of effective teachers
2. To assist teachers in taking a look at their own classroom management style.
3. To identify techniques for organizing and managing effective learning environments



Responsibility

- **Definition:** The capacity to reflect on actions, to weigh choices, to make sensible judgements, and to act accordingly.

Responsible behavior
requires thinking.



Compliance requires
obedience.

16 Proactive Classroom Management Strategies

1. Organizing a productive classroom
2. Establishing positive relationships with all students in the class
3. Positive greetings at the door to pre-correct and establish a positive climate
4. Classroom rules/expectations and procedures are visible and known by every student
5. Transitions are managed well
6. Independent seatwork is managed and used when needed
7. Communicating competently w/ students
8. Teach, model, and reinforce prosocial skills
9. Teacher proximity
10. Motivation system to reward desirable behavior
11. Goal setting and performance feedback
12. Visual schedule of classroom activities
13. Effective cuing systems to release and regain attention
14. 5 to 1 ratio of positive: negative interactions
15. Smiling and being nice
16. Providing numerous opportunities to respond

Classroom management is...



Downloaded from
<https://fernandoexperiences.blogspot.com>

...all of the things that a teacher does to **organize** students, **space, time** and **materials** so that instruction in content and student learning can take place.

Two major goals...

1. To foster student involvement and cooperation in all classroom activities
2. To establish a productive working environment.

-First Days of School, Wong

Characteristics of a well-managed classroom



Characteristics of a Well-Managed Classroom...

- Students are deeply involved with their work
- Students know what is expected of them and are generally successful
- There is relatively little wasted time, confusion, or disruption
- The climate of the classroom is work-oriented, but relaxed and pleasant.

A well-managed classroom is...

- A **task oriented** environment
- A **predictable** environment
- Is **ready** and **waiting** for students

Building a Consistent Management Framework

Engaging Instruction

http://upload.content.pd360.com/PD360/media/video/PD360/2216/2216_PD_CM_OVERVIEW_5/2216_PD_CM_OVERVIEW_5_1552.mp4

Retrieved from School Improvement Network:

<http://www.schoolimprovement.com/classroom-management-videos/?b=classroom-management>

Vision and
High
Expectations

Clear
Procedures

Relationships
and Support

Engaging
Instruction

Intervention
and
Redirection

“Together these components contribute to an environment in which all students can succeed.”

Putting systems in place that empower students to be successful!

Classroom Management

School Improvement Network

Brainstorming Activity...

Think of as many responses to the following statement as you can...

An effective teacher is.....



Activity:

Use the envelopes provided and make two columns on your table with headings of “**Effective Teacher**” and “**A Dangerous Educator**”. Place the statements under the appropriate heading.

A Dangerous Educator...

- Believes that this job is not about relationships
- Believes that this is just a job, and when the school day is over, the work's all done.
- Believes that he/she can handle any situation, alone.
- Believes that, “It was good enough for me, by golly, it oughta’ be good enough for them.”
- Believes that all these kids need is “a good whippin’.”

A Dangerous Educator...

- Believes that what he/she does outside of here has no bearing
- Believes that anger shouldn't be part of the curriculum
- Never makes time to just sit and listen
- Believes that this kids have no right to be mad
- Believes that he/she can't make a difference
- Believes that punishment is more effective than discipline

A Dangerous Educator...

- Thinks you shouldn't smile until Thanksgiving.
- Believes that morality and values should only be taught at home
- Sees the act, not the young person behind it.
- Believes that strict adherence to the rules is the most important goal of any child's day.
- Forgets he/she is modeling.
- Is a "structure monster".

-Malcolm Smith

The Effective Teacher...

- Establishes good control of the classroom
- Does things right, consistently
- Affects and touches lives
- Exhibits positive expectations for ALL students
- Establishes good classroom management techniques

The Effective Teacher...



- Designs lessons for student mastery
- Works cooperatively and learns from colleagues
- Seeks out a mentor who serves as a role model
- Goes to professional meetings to learn
- Has a goal of striving for excellence

The Effective Teacher...

- Can explain the district's, school's, and department or grade level's curriculum
- Realizes that teaching is not a private practice
- Is flexible and adaptable
- Listens, listens, listens
- Understands the research process

The Effective Teacher...

- Teaches with proven research-based practices
- Knows the difference between an effective teacher and an ineffective one

In summary...

An effective teacher...

- Has positive expectations for student success
- Is an extremely good classroom manager
- Knows how to design lessons for student mastery

Understanding Our Students

Dealing With Student Behavior in Today's Classrooms



This is not an easy time to work with children and youth...

- One in six youths (age 10-17) has seen or knows someone who has been shot (Children's Defense Fund)
- At least 160,000 students skip class each day because they fear physical harm (NEA)
- In the last 10 years, the likelihood that a child under 18 will be killed by guns rose almost 250% (FBI Uniform Crime Reports)*



- Every U.S. school day, 6,250 teachers are threatened with bodily injury (NEA)
- More than 150,000 school age children bring a gun to school each school day (Children's Defense Fund)
- More than 50% of children in the U.S. fear violent crime against themselves or a family member (Newsweek)*

- Every 10 seconds a crime occurs in a U.S. school (Children's Defense Fund)
- 70% of those arrested for hate crimes are under age 19 (U.S. News)*



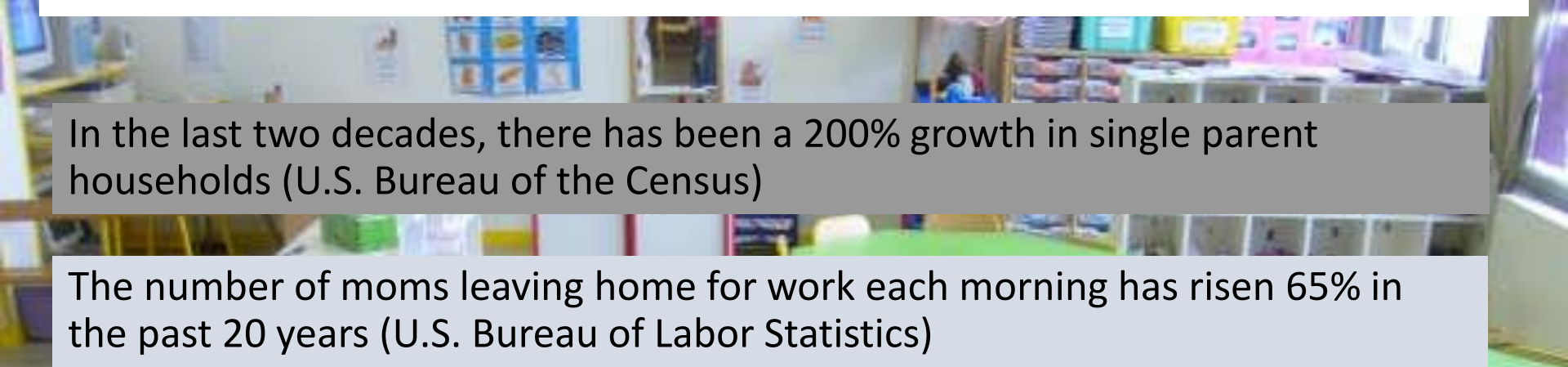
We can trace **out-of-control behaviors** to a variety of factors...

- The **physical** and **emotional** climate of the child's home and neighborhood
- The amount of **stability** and **consistency** in the child's family
- The **parenting styles** of the child's parents
- The **power** and **influence** of peers in a child's life*

We can trace out-of-control behaviors to a variety of factors...


- the **positive** and **negative** role models available to the child
- The child's exposure to **violent** media
- The child's **emotional** and **physical** health
- The child's **own attitude** toward his/her anger*

The Changing Family



In the last two decades, there has been a 200% growth in single parent households (U.S. Bureau of the Census)

The number of moms leaving home for work each morning has risen 65% in the past 20 years (U.S. Bureau of Labor Statistics)



Nearly 1 in 4 children in the U.S. are living below the poverty level (Children's Defense Fund)*

More than half of all American children will witness their parent's divorce (U.S. Bureau of the Census)



In the last 10 years, the estimated number of child abuse victims has risen by nearly 50% (National Committee for the Prevention of Child Abuse)

The average child has watched 8,000 televised murders and 100,000 acts of violence before finishing elementary school (American Psychological Association)*

Why Kids Misbehave

- Basic has several “Functions”:
 - Attention from peers or adults
 - Attain power/control
 - Revenge or Retaliation
 - Feels Good/Play
 - Fear of Failure
 - Getting something (Sensory Input)
 - Imitation

Proactive Intervention Strategies

- Classroom Rules
- Classroom Schedule
- Physical Space
- Attention Signal
- Beginning and Ending Routines
- Student Work
- Classroom Management Plan

❖ *adapted from the Tough Kid series, and CHAMPs*



Classroom Rules...





"... AND THAT SHOULD COVER ALL MY RULES FOR THE CLASS."

The Rules for Rules:

- **Keep the number to a minimum (approx. 5).**
- **Keep the wording simple.**
- **Have rules represent you basic expectations**
- **Keep the wording positive, if possible.**
- **Make your rules specific.**
- **Make your rules describe behavior that is observable.**

Classroom Rules, cont.

- **Make your rules describe behavior that is measurable.**
- **Assign consequences to breaking the rules.**
- **Always include a “compliance rule”.**
- **Keep the rules posted.**
- ***Consider having rules recited daily for first two weeks then periodically..***

Examples...

- Inappropriate Rules:

- Be responsible
- Pay attention
- Do your best
- Be kind to others
- Respect authority
- Be polite

- Preferred Rules:

- Keep hands, feet, and objects to yourself.
- Raise your hand and wait for permission to speak.
- Sit in your seat unless you have permission to leave it.
- Walk, don't run, at all times in the classroom.

Consequences

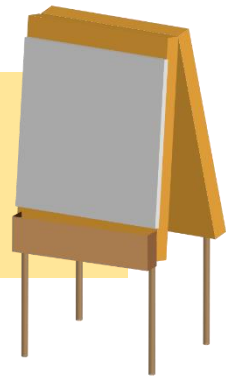
- The best consequences are **reasonable** and **logical**
- A reasonable consequence is one that **follows logically** from the behavior rather than one that is arbitrarily imposed
- The best logical consequences **teach** the students to choose between acceptable and unacceptable actions.

Possible Corrective Consequences

- Proximity management
- Verbal reprimand/Warning
- Time owed after class
- In-class time-out
- Parental contact
- Restitution
- Principal Notification Form
- Disciplinary Referral

It should be noted that prior to enacting corrective consequences, positive reinforcement strategies should be utilized.

Activity....



- For the following types of student behavior, develop both an example of a logical consequence AND an illogical consequence...
 - Chews gum
 - Turns in sloppy paper
 - Walks in the classroom noisily
 - Passes paper in incorrectly
 - Arrives late
 - Does not bring textbook
 - Does not bring pencil or pen

Use chart paper to record your answers.

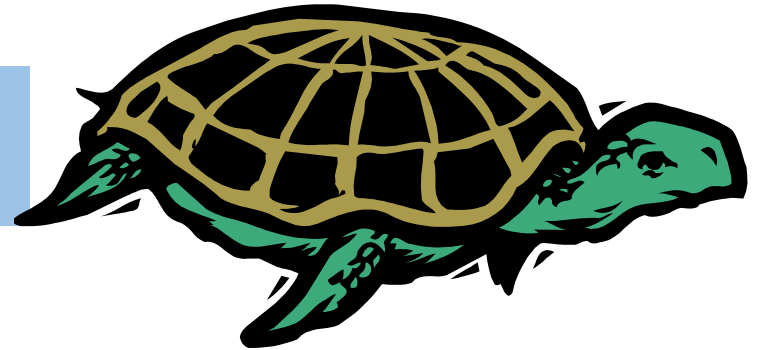
Problem-Prevention Techniques

- Provide enough space, variety of materials.
- Establish consistent, balanced routine.
- Support children's choices, interests.
- Plan for transitions.
- Keep waiting periods short, active.

Problem-Prevention Techniques

- Respect behavioral differences.
- Respect children's ideas, concerns, feelings.
- Set reasonable limits & expectations.
- Stop destructive/aggressive behavior.
- Use observations in daily planning.

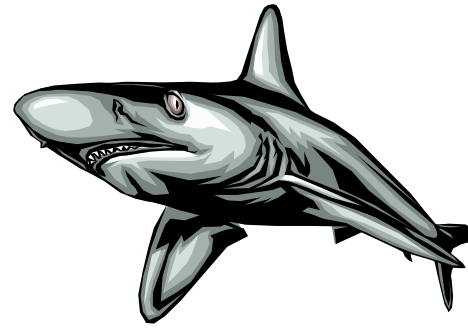
Turtle



Avoids the problem or mentions it but doesn't follow through.

- *“Don't you think you might need a sweater?”*
- *“Don't you think that you might break the stapler?”*
- *“I hope you don't hurt each other”.*

Shark



Jumps right in and solves children's problems for them. Tends to be directive and critical. Blames children for their actions. Provides too much structure with no room for child input.

- *"I can't believe you're going outside without a sweater! Go get your sweater on NOW!"*
- *"That's it with the stapler. I'm putting it away until you can learn to use it properly."*
- *"Jenny, give that block to Tara. She had it first. You go sit in the time out chair and think about playing nicely with the other children."*

Owl



Acknowledges the problem or conflict and engages with the children in problem solving. Acts as a mediator providing support and structure for conflict resolution.

- *“It’s cold outside, but you don’t want to wear your sweater. What can we do so that you can go outside and not be cold?”*
- *“What’s the matter with the stapler?”*
- *“Jenny, Tara, what’s happening here?”*

Problem Solving and Conflict Resolution

1. Approach calmly.
2. Acknowledge feelings.
3. Gather information. (take the object of the conflict)
4. Restate the problem.
5. Ask for solutions and choose one together.
6. Be prepared to offer follow-up support.

Links for Behavior Management Strategies

- <http://www.behavioradvisor.com/11583.html>
- <http://www.behavioradvisor.com/715TipsInsert.html>
- <http://topnotchteaching.com/experts/behaviour-management-strategies/>
- <http://www.evidencebasedteaching.org.au/top-10-behaviour-management-strategies/>
- <http://thecornerstoneforteachers.com/free-resources/behavior-management/pro-active>

Classroom Schedules...



Classroom Schedules

- Avoid “Down Time”
- Approximately 70% of the school day is geared for academic engagement. (5.2 hrs.)
- Begin each activity on-time.

“The best behavior plans are excellent academic lesson plans.” – source unknown






Classroom Schedules

- Budget your academic time
 - Example: 1 hr. allotment
 - 5 min. Teacher-directed review
 - 10 min. Introduction of new concepts
 - 10 min. Guided practice, working on assignment
 - 25 min. Independent/Cooperative work
 - 10 min. Teacher-directed corrections

Links to Daily Schedules

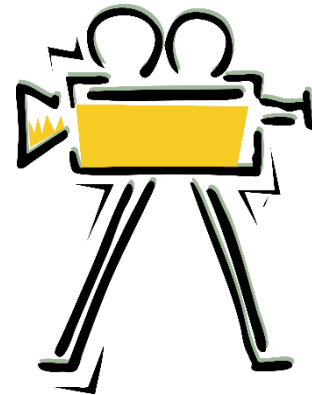
- [The Daily Five example
http://www.bainbridgeclass.com/readingworkshop
.htm](http://www.bainbridgeclass.com/readingworkshop.htm)
- <https://www.thedailycafe.com/>
- [http://www.schoolimprovement.com/classroom-
management-keys/](http://www.schoolimprovement.com/classroom-management-keys/)

Daily Five Schedule

10 minutes Whole group	 Spelling or vocabulary mini-lesson: This will focus on whatever skill or strategy we are working on for the week. Many of the skills and strategies will come from our reading series.
20 minutes Small group	 Reading groups, strategy groups, individual reading conferences: Students are engaged in the independent literacy choices listed above while I meet with small groups and individual students. Each student will be assigned a small group based on their reading level. I will meet with each group two to three times a week. When our group is finished, I will work with flexible strategy groups and individual students on reading strategies. I may also call grade level groups at this time to work on grade-specific skills.
10 minutes Whole group	 Reading mini-lesson: This will focus on specific comprehension strategies which I will select based on students' needs, our reading series, and the list on our CAFE page. I will explicitly model comprehension skills through read-alouds. Students will also have opportunities to practice using the skills.
20 minutes Small group	 Reading groups, strategy groups, individual reading conferences
10 minutes	 Grammar mini-lesson: During this time, we often play group games to practice grammar skills. We also work on grammar skills

Links to Daily Schedules

- [The Daily Five example](http://www.bainbridgeclass.com/readingworkshop.htm)
[http://www.bainbridgeclass.com/readingworkshop](http://www.bainbridgeclass.com/readingworkshop.htm)
[.htm](http://www.bainbridgeclass.com/readingworkshop.htm)
- <https://www.thedailycafe.com/>



Physical Space...



Physical Space

- Arrange desks to optimize the most common types of instructional tasks you will have students engaged in.
 - Desks in Rows, Front to Back
 - Desks in Row, Side to Side
 - Desks in Clusters
 - Desks in U-Shape



Physical Space, cont.

- Make sure you have access to all parts of the room.
- Feel free to assign seats, and change at will.
- Minimize the disruptions caused by high traffic areas in the class.
- Arrange to devote some of your bulletin board/display space to student work.

Physical Space, cont.

- If needed, arrange for a “Time-Out” space in your classroom that is as unobtrusive as possible.
- Desks do not have to be in traditional rows, but all chairs should face forward so that all eyes are focused on the teacher

Students Who Cause Behavioral Problems:

- Aggressive (the hyperactive, agitated, unruly student)
- Resistant (the student who won't work)
- Distractible (the student who can't concentrate)
- Dependent (the student who wants help all the time)

Location for Students who cause behavioral problems:

- Separate—disruptive students; maybe aggressive and resistant students
- Nearby—disruptive students; maybe distractible, dependent, and resistant

Prepare the Work Area...

- Arrange work areas and seats so that you can easily see and monitor all the students and areas no matter where you are in the room
- Be sure that students will be able to see you as well as frequently used areas of the classroom
- Keep traffic areas clear
- Keep access to storage areas, bookcases, cabinets, and doors clear
- Learn the emergency procedures
- Make sure you have enough chairs for the work areas

Prepare the Work Area...

- Be sure to have all necessary materials in easily accessible areas
- Test any equipment to make sure that it works **BEFORE** you use it
- Use materials such as tote bags, boxes, coffee cans, dishpans, etc. to store materials that students will need.
- Arrange work areas where students can go for reading and math groups, science, lab areas, project work, learning centers, and independent study.

Prepare the Student Area...

- Plan areas for student belongings
 - Coats
 - Binders
 - Backpacks
 - Books
 - Lunchboxes
 - Lost and found items
 - others



Prepare the Wall Space...

- Cover one or more bulletin boards with colored paper and trim, and leave it bare for the purpose of displaying student work and artifacts.
- **Display your discipline plan in a prominent place.**
- Post procedures, assigned duties, calendar, clock, emergency information, schedules, menus, charts, maps, decorations, birthdays, and student work.
- **Have a consistent place for listing the day's or week's assignments**

Prepare the Wall Space...

- Post a large example of the proper heading or style for papers to be done in class
- Post examples of tests students will take, assignments they will turn in, and papers they will write
- Display the feature topic, theme, chapter, or skill for the day or the current unit

Prepare the Teaching Materials...

- Let students know what materials you want them to bring from home. Have a place and a procedure ready for the storage of these materials.
- **Have a seating plan prepared.**
- Have basic materials ready
- **Find and organize containers for materials.**
- Store seldom used materials out of the way
- **Place electronic media where there are electrical outlets and where the students will not trip over the wires; have extension cords, adapter plugs, and batteries**
- Obtain a supply of the forms that are used for daily school routines
- **Organize, file, inventory**

Prepare Yourself and Your Area...

- Do not create a barrier between yourself and the students.
- Place your desk away from the door so that no one can take things from your desk and quickly walk out.
- Communicate to your students that everything in and on your desk is to be treated as personal property and off limits to them

Prepare Yourself and Your Area...

- Keep your personal belongings in a safe location
- Have emergency materials handy
 - Personal items
 - Extra lunch money
- Obtain the materials that you need before you need them

Teachers who are **ready**
maximize student
learning and minimize
student misbehavior.



Attention Signals...



Attention Signal

- Decide upon a signal you can use to get students' attention.
- Teach students to respond to the signal by focusing on you and maintaining complete silence.

Example: The “Hand Raise”

- Say: “Class, your attention please.”
- At the same time, swing right arm in a circular motion from the 9:00 position to the 12:00 position.
- This prompts all students to stop, look at you and raise hand.

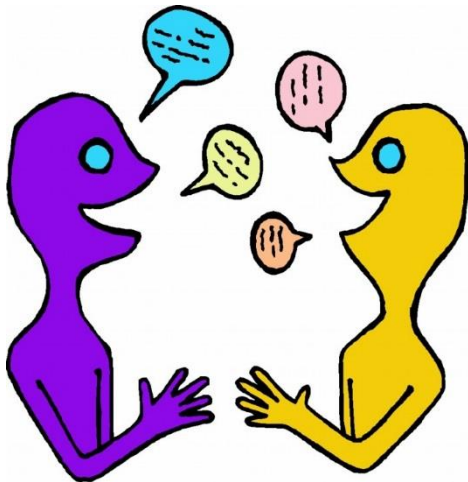


Advantages to Hand Raise

- It can be given from any location in the room.
- It can be used outside the classroom.
- It has both a visual and auditory component.
- It has the “ripple effect”.



Let's Share other Attention Getters



- Discuss with a shoulder partner the methods you use to get attention from your students.
- How well does it work?
- You will have 3 minutes.
- Be ready to share out with the large group.

Summary

- Questions?



Where do I get more info or guidance?

- Staff Developments
- Mentors
- Administrators
- Region One ESC

Contact Info

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