



Classroom Management & Strategies Philosophies

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First Days of Teaching

Model all expected behavior – Demonstrate appropriate behavior in all classroom situations (centers, independent work, transitions). Have students practice expected behaviors.

Classroom Attention Signal – Establish a signal that explicitly calls for students attention to be directed toward the teacher.

Example: Give me 5 (eyes, ears, voices off, pencils down, attention). The teacher raises a hand, states give me five, and counts down to one. At one, the teacher should have the attention of the students. The five count allows students to finish their work without having to stop abruptly.

Extra Time Activities – Have activities students must choose to work on if they complete their work early. Examples: Read, Study Math Facts, Practice Spelling. Reward and praise good choices, or the only extra time activity you will have is talking.

Rules – Practice and discuss what they look like in the (Halls, Classroom, Bathroom, Specials, Field Trips, Home) Revisit often. 3-5 positively written rules.

Establish an organized routine with smooth transitions.

- Have your schedule posted on the wall.
- Have activities for the students to complete while you prepare for the next lesson. (Problem of the day, D.O.L., Review work)
- Have uniform materials for all students (notebooks, folders, pencils)
- Use a timer, creative or basic, to speed up transitions.

Fairness Discussion – “What does it mean?” Have a discussion showing that being fair does not mean doing everything the same. Equity is the way to achieve equality.

II. Whole Classroom Management

Lessons – The number one classroom management technique is to plan active and engaging lessons. Develop a repertoire of engagement strategies (thumbs up/thumbs down, think/pair/share, hands on/manipulative)

- If the students are not engaged they will be more likely to act out in class.
- 95% of the time when a class is misbehaving it is not because of them, it is because of the teacher.
- Don't take everything personally or you will be in for a long year.
- Be creative, and don't be afraid to try new ideas.

Borrow – You do not have to reinvent the wheel. Modify lessons to fit your classroom.

Differentiate – Have activities that ask the students to perform at their ability level. Monitor often to ensure that your activities are challenging students to reach high expectations. Too easy of activities can cause students to act out.

Monitor Collective Behavior of the Classroom – Develop a system for providing feedback to the entire classroom in a non-intrusive way that allows the students to know how they are working.

Example: (Marble Jar) – A thermometer drawn in the corner of my whiteboard starts at 60 degrees each day. If the students transition well, work cooperatively, or sustain focus the thermometer temperature is moved up by 10 degrees. If they are doing poorly, the temperature is moved down 10 degrees. At the end of the day if they are 60 degrees or higher they receive a marble in a jar. When the jar is full the get receive a celebration activity they have collectively chosen to work for.

Movement – Always be moving around the classroom monitoring and questioning. Asking a question at the right time can be the most valuable learning lesson of the day. Get down to the students level and provide individual attention whenever possible.

Whole Group Student Sharing – When a student asks or responds to a question, walk to the other side of the classroom. This brings others into the conversation and challenges students to project their voice. Walking too close

to a student asking a question causes others to become disengaged because they are left out of the discussion.

III. Individual Management “There is no such thing as a bad kid, only bad choices.”

Chill Space – This is a spot for students to go when they are not working well next to their peers. Begin the year with a discussion explaining that sometimes it is difficult to work because of personal emotion and the chill space is an area that is secluded to provide an opportunity for refocus.

Note: When the class is involved in an activity, visit the student in the chill space and talk about the choice they have made. Always reiterate “You have just made a bad choice, it does not mean that you are a bad kid.” Talk through the choice with the child and more often than not they will surprise you with their sincerity.

Threats – Threats do not challenge students to process through their negative choices. It is too hard to follow through with threats, especially when they involve students who had nothing to do with the negative classroom behaviors. Students should be taught to make good choices for the right reasons.

Positive Reinforcement – The ratio of positive to negative should overwhelmingly favor the positive. Make positive calls home and contact, especially if a teacher anticipates a need for parental assistance later in the year.

Yelling – Raising a voice to the level of yelling should only happen if there is a safety concern. Hearing a teacher yell shows that they are inexperienced and unprofessional. Yelling, will lead to the necessity to yell more. Some students come from homes where yelling is the means of communication. To beat this cycle, teachers need to be positive role models of appropriate communication methods.

Consequences – They need to reinforce the issue of the bad choice that was made.

Takeaway – They do not reinforce the bad choices. Recess should only be removed if a student cannot handle behaving appropriately during recess.