


**Classroom  
Management I**

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PRESENTED BY: HARRY T. GREEN



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**“Anyone can steer the  
ship when the sea is  
calm”**

~Publilius Syrus



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**Classroom Management, at its best,  
helps to ...**

- ◆ Facilitate Learning
- ◆ Teach self-discipline
- ◆ Cut down on teacher-directed discipline and consequences
- ◆ Provide a safe and secure learning environment



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### Guidelines for Success

- ◆ Be an active, positive, and polite participant.
- ◆ Take responsibility for your learning – take notes and ask questions when needed.
- ◆ Please turn all electronic paging equipment to silent mode.
- ◆ Take care of your needs.
- ◆ Get to know the people around you. Start your network!

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### Our Objective

The learner will understand the need for classroom management, set expectations for their classroom, and explore strategies to improve student discipline.

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### Its Impact on Your Future

- ◆ The number one reason probationary teachers' contracts are not renewed is classroom management.
- ◆ You can have a fabulous grasp of your material and a "Wow" lesson, but it won't matter if your students are not appropriately engaged and with you.

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**Classroom Management is Critically Important!**

- ◆ In order to be effective, you must have these skills.
- ◆ In order to be employed, you must have these skills.
  
- ◆ You set the climate in your classroom!

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**Preparing Your Classroom for Teaching and Learning**



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### Have Your Room Ready

- ◆ Bulletin boards should be instructional or display student work.
- ◆ Inviting learning environment – no broken furniture, room is clean.
- ◆ Make sure that there are enough seats.
- ◆ Have an assignment board, as well as an area where expectations and procedures are clearly posted.
- ◆ Display your diplomas, teaching certificates, etc.
- ◆ Post maps, bell schedules, lunch menus, emergency information, calendars, etc. in an accessible place.

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### Have Your Teaching Materials Ready

- ◆ A seating chart with numbered desks
- ◆ Overhead projector, markers, stapler, paper clips, timer, etc.
- ◆ Letter to parents concerning your class
- ◆ Student information sheets and ice breaker activities
- ◆ Sponge activities for possible “dead time” (brain teasers, crossword puzzles, etc)
- ◆ Bell activities / Warm-ups
- ◆ Teaching resources for subjects taught
- ◆ Pre-tests

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### Have Information on the Board

- ◆ Bell activity / Warm-up
- ◆ Teacher name, class, period
- ◆ Bell schedule
- ◆ Materials required for class
- ◆ Location of assignment board
- ◆ Sample of correct heading for student work

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### Have the Required Forms for the Office

- ◆ Lunch forms
- ◆ Handbook letters
- ◆ Student information sheets
- ◆ Medical information sheets
- ◆ All other forms your school requires

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### Dr. Harry Wong



- ◆ Dr. Wong is well-known for his expertise in classroom management, effective teaching, student motivation and student achievement.
- ◆ Over 2.8 million copies of Dr. Wong's book, The First Days of School, have been sold to date.
- ◆ He has been called "Mr. Practicality" for his common-sense, research-based approach to managing a classroom for high-level student learning and achievement.

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### Harry Wong Classroom Management

- ◆ We will watch a series of videos in these 4 classes – they don't tell the whole story, but they focus on the basics and will be the foundation of what we do. These are the basic tools in your toolbox.
- ◆ Put this on your resume – "Harry Wong Classroom Management Training." Principals will love it!
- ◆ Harry Wong is THE Classroom Management Guru.

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**Plan for Success!**

- ◆ Great teachers focus on expectations.
- ◆ Other teachers focus on rules.
- ◆ The least effective teachers focus on the consequences of breaking the rules.
- ◆ Establish clear expectations at the beginning of the year and follow them consistently as the year progresses.

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**What are Expectations?**

- ◆ Expectations are established agreements about behavior in the classroom. They should be positive statements of what the students **are** to do, rather than definitions of what **not** to do. When expectations are carefully chosen and communicated, students have a clear idea of the teacher standards of behavior. Expectations may govern talking, movement within the classroom, treatment of other students, etc.

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**Expectations**  
(note how these are worded!)

◆ Respect yourself.	◆ Be respectful.
◆ Respect others.	◆ Be prepared.
◆ Respect your school.	◆ Be on time.

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### You have to teach and model expectations.

- ◆ Assume they have no concept of what "respect" means.
- ◆ Give definitions, fictitious examples, positive real-life examples.
- ◆ Make sure that you are following your expectations. Apologize when you slip up.

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### What Are Your Expectations?

- ◆ In small groups (no more than 5 people) discuss classroom expectations. List 5 that you would use in your own room. How will you teach each one?
- ◆ To write these, first identify behaviors that are acceptable and unacceptable; develop classroom expectations that define those behaviors.
- ◆ Remember – if you expect the best you are likely to get it. If you expect the worst, you will get it too!
- ◆ Be prepared to share.

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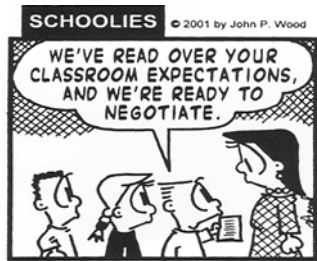
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### Class Expectations



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### Establish Relationships

- ◆ Get to know your students – student interest inventory at the beginning of the year.
- ◆ Greet them at the door each day. Shake their hands.
- ◆ Tell them who you are. Let them do something early on that shows who they are (family tree, collage, etc.)
- ◆ Emphasize team work.



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### Effective Classroom Management Enhances Learning

- ◆ Give clear instructions
- ◆ Beginning a lesson
- ◆ Maintaining attention
- ◆ Pacing
- ◆ Using seatwork effectively
- ◆ Summarizing
- ◆ Making smooth transitions

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### Give Clear Instructions



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### Give Clear Instructions

- ◆ Give precise directions.
- ◆ Describe quality of work.
- ◆ After giving instructions, ask students to paraphrase or repeat.
- ◆ Positively accept student questions about directions.
- ◆ Have directions written where they can be seen and referred to by students.
- ◆ Give directions immediately prior to the activity they describe.
- ◆ Model the correct behavior.

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### Beginning a Lesson



"Sure -- but can you make him drink?"

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### Beginning a Lesson

- ◆ Select and teach a procedure for getting students' attention.
- ◆ Do not begin until everyone is paying attention.
- ◆ Begin the lesson by removing distractions.
- ◆ Clearly describe the goals, activities, and evaluation procedures associated with the lesson being presented.
- ◆ Stimulate interest by relating the lesson to the students' lives or a previous lesson.

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### Beginning a Lesson, cont.

- ◆ Start with a highly motivating activity in order to make the students' initial contact with the subject matter as positive as possible.
- ◆ Hand out an outline, definitions, graphic organizer, or study guide to help student organize their thoughts and focus their attention.
- ◆ Challenge students to minimize transition time.

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### Maintaining Attention



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### Maintaining Attention

- ◆ Arrange the classroom to facilitate the instructional activity you have selected.
- ◆ Use random selection in calling on students.
- ◆ Ask the question before calling on the student.
- ◆ Wait at least five seconds before rephrasing the question or calling on another student.
- ◆ Ask students to respond to their classmates' answer in a positive way.
- ◆ Do not consistently repeat students' answers.

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### Maintaining Attention, cont.

- ◆ Model listening skills by paying close attention when students speak.
- ◆ Be animated.
- ◆ Vary instructional media and methods.
- ◆ Create anticipation.
- ◆ Ask questions that are relevant to students' lives.
- ◆ Provide work of appropriate difficulty.
- ◆ Provide variability and interest in seatwork.

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### Pacing



### Pacing

- ◆ You may want to use a timer to help you pace your class.
- ◆ Develop awareness of your own teaching tempo.
- ◆ Watch for nonverbal cues indicating that students are becoming confused, bored, or restless.
- ◆ Break activities into short segments. No one activity should take more than 15 -20 minutes.
- ◆ Vary the style as well as the content of instruction.
- ◆ Do NOT bury your students in paperwork.

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### Using Seatwork Effectively



"I've got it, too, Omer... it strange feeling like we've just been going in circles."

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### Using Seatwork Effectively

- ◆ Make seatwork diagnostic and prescriptive.
- ◆ Develop a specific procedure for obtaining assistance.
- ◆ Establish clear procedures about what to do when finished.
- ◆ Add interest to seatwork.
- ◆ Work through the first several seatwork problems together.

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### Using Seatwork Effectively, cont.

- ◆ Monitor student seatwork and make needed adjustments.
- ◆ Monitor seatwork by moving around the room systematically.
- ◆ Spend considerable time in presentation and discussion before assigning seatwork.
- ◆ Keep contact with individual students relatively short.
- ◆ Have students work together during seatwork.

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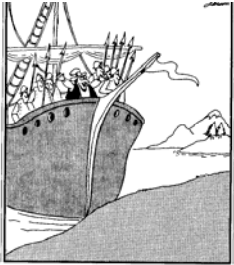
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### Summarizing



"Look! Look, gentlemen! ... Purple mountains!  
Spacious skies! Fulfilled pigtail! ... Is someone writing  
this down?"

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### Summarizing

- ◆ At the end of a lesson, ask students to state or write in a journal one thing they have learned.
- ◆ Have students play the role of a reporter and summarize learning.
- ◆ Have students create a skit to act out what they have learned.
- ◆ Display students' work
- ◆ Provide frequent review sessions.

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### Making Smooth Transitions



"So then this little sailor dude whips out a can of  
spinach, this crazy music starts playin', and ... well,  
just look at this piece."

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### Making Smooth Transitions

- ◆ Arrange the classroom for efficient movement.
- ◆ Create and post a daily schedule and discuss any changes in the schedule each morning/period.
- ◆ Have materials ready for the next lesson.
- ◆ Maintain students' attentions until you have given clear directions for the activity.
- ◆ Do not do tasks that can be done by the students.

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### Making Smooth Transitions, cont.

- ◆ Move around the room and attend to individual needs.
- ◆ Provide students with step-by-step directions.
- ◆ Remind students of key procedures associated with the upcoming lesson.
- ◆ Use group competition to stimulate more orderly transitions.

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### The Last Words

- ◆ Don't be afraid to give your best to what seemingly are small jobs. Every time you conquer one it makes you that much stronger. If you do the little jobs well, the big ones will tend to take care of themselves. ~ Dale Carnegie
- ◆ Don't worry that children are not listening to you. Worry that they are always watching you. ~ Robert Fulgham.

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