

Classroom Management II

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Classroom Management Pretest

- ◆ What is our current level of understanding?
 - Mark each statement "True" or "False."
 - We will discuss each after all are done
 - Score your own - this is a learning tool for you.

Our Objective

- ◆ The learner will understand the importance of classroom procedures and create several for use in his/her classroom.

What is a procedure and why does it merit an entire session?

- ◆ Procedures are standardized ways of completing a task.
- ◆ Procedures help your classroom (or any part of life) run more smoothly.
- ◆ Students understand procedures and will follow them once learned.
- ◆ Less time is lost due to transitions when students understand the procedures in a class.

Examples of procedures in every day life


- ◆ I scan my card at the gym before going in to the workout area.
- ◆ I fill out a deposit slip, sign the check, roll down my window, take the tube out of the conveyor, etc. when I am making a deposit.
- ◆ Sophia has a bath, then we read, then we snuggle, then she goes to bed.

Examples of procedures in the classroom

- ◆ Students come in, are seated, start to work on the warm-up/focus exercise on the board while the teacher takes roll.
- ◆ Students take their make-up work out of the designated folder for their class period.
- ◆ When the fire drill bell rings, students quietly line up at the door, and the designated student turns out lights and closes the door.


Dr. Harry Wong

Procedures



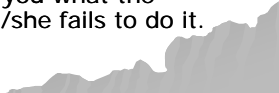
Dr. Harry Wong – Recap of important points

- ◆ Procedures must be rehearsed until they are routines.
- ◆ Have students model when covering procedures.
- ◆ Choose a few to start, others can be introduced and practiced as they come up.
- ◆ Work with your team or grade level (if applicable) to standardize procedures in all rooms.



Dr. Harry Wong – Review of Important points

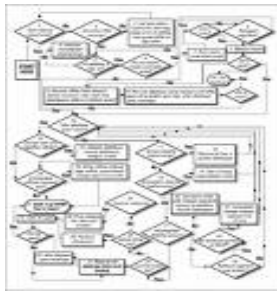
- ◆ TEACH Responsibility – it doesn't matter how old they are, they are not all responsible.
- ◆ It is NOT a waste of time to practice and reteach procedures. It will more than pay off in the long run.
- ◆ Structure helps your at-risk kids.
- ◆ A procedure is a "Do," a rule is a "Dare."
- ◆ Have the student tell you what the procedure is when he/she fails to do it.



What procedures do you need?

- ◆ Entering the class
- ◆ Getting to work
- ◆ Turning in papers
- ◆ Tardy to class
- ◆ Dismissal from class
- ◆ Walking in the halls
- ◆ A visitor in the room
- ◆ And many more!

Writing your own Procedures



Writing Your Own Procedures

- ◆ Using the "Procedure Checklist" handout, work in small groups (no more than 4 or 5) by age group level to discuss and write procedures for each situation noted.
- ◆ We will pause every 10-15 minutes to share and offer feedback.

Procedure Checklist

- ◆ Students entering class before the tardy bell.
- ◆ Students entering class after the tardy bell.
- ◆ Student dismissal at the end of the class.
- ◆ Students needing to leave prior to the end of class (nurse, office, counselor, etc.)
- ◆ Students needing to use the restroom.

Procedure Checklist

- ◆ Students needing materials (pen, paper, etc.)
- ◆ Students speaking, asking questions.
- ◆ Students getting out of their seats to sharpen pencil, throw away trash.
- ◆ Class movement to library, computer lab, etc.
- ◆ Bell activities/warm-up – what, where, grading, timing.

Procedure Checklist

- ◆ Checking attendance.
- ◆ Receiving make-up work.
- ◆ Intercom announcements (expectation)
- ◆ Visitors to the classroom (principal, parents, other teachers, student aides)
- ◆ Collection of student work.
- ◆ Distribution of student work.

Procedure Checklist

- ◆ Asking questions of class.
- ◆ Test situations.
- ◆ Group work expectations.
- ◆ Student work: heading papers, pen or pencil? Late work, due dates, notebook expectations?
- ◆ Homework: how much, when, grading it.

Procedure Checklist

- ◆ Transitions in classroom.
- ◆ Students who finish early.
- ◆ Substitute expectations.
- ◆ Emergency situations: power failure, fire drill, shelter in place, etc.

From www.teachers.net/wong...

- ◆ Effective teachers have procedures and these procedures are part of a classroom management plan. Procedures transcend all grade levels and all academic subjects. **Classroom management applies to ALL teachers.**
- ◆ What we share is not just for elementary teachers. It is not just for secondary teachers. It is for all teachers.
