

Classroom Management Key Components

Area #1: Procedures/Structures/Routines

- **Beginning Routine/Start of Class:** Students will come to the lockers after eating breakfast, gym time, or recess time, and then place their backpacks and other materials in their locker. They will come into the classroom with their folders, sit at their desks, get their planner out, turn in homework, place the folder on the desk, and get ready for the morning meeting. During the morning meeting, we will talk about classroom helpers, count the days of school left and the calendar, and write/go over what we will be doing that day, along with getting their planners stickered if it was filled out from the day before and signed by an adult. After that, we will have classroom share time. (Students will answer a daily question)
- **Quiet/Attention Signals:** To get students' attention, the teacher will chant, "macaroni and cheese," and then they will say, "Everybody freeze." Another attention-getter to use in the classroom is raising my hand when I have been interrupted and expecting quiet.
- **Physical Transitions (groups, pairs, labs, activities, carpet):** When transitioning, they will be called by pods or rows. To split up into groups, they will work with desk partners, have names called, or teachers will decide on groups. While transitioning, they will be expected to move quietly and quickly.
- **Dismissal or Lining Up:** Students will pack their folders, taking home previous work and homework that needs to be finished. Students will finish filling out planners if they have not done so already; the teacher will sign the planners. After signing planners, they will get their backpacks and stuff on and then line up in the classroom. They will have a line leader; then, students will be called based on how quiet they are. Before we leave, they will do a stretch to make sure they are nicely spaced out and focused, and calm for when we go.
- **Non-Verbal Cues (visuals, hand gestures, music):** Teacher looks, holding fingers up when a student needs to wait, visuals, thumbs up, shaking the head, and music as a way to reinforce good behavior.
- **Giving Directions:** Directions will be given verbally, on the board, and assignment. Students can ask the teacher to repeat or ask a desk partner.
- **Checking for Understanding:** The teacher will ask questions throughout and after the lesson, walk around the room, and have students complete a worksheet, and/or test.
- **Holding Ground/No Arguing:** I like holding my ground but also the waiting or the

RRR technique. This way students don't undermine my authority, but also not responding right away allows me to collect my cool and not overreact.

- **Raising Hands to Speak:** when students forget to raise their hands, I will remind them to raise their hands and then call on a student who raised their hands. I will give positive feedback to students who have raised their hands.

Google's dictionary definition for the procedure is: "An established or official way of doing things." In the classroom procedure, structure, and routine is the foundation of a successful environment. It allows for flow in the classroom. Having routine, procedure, and structure can be the factor in whether your student learns or not. In my level three math class, we went over a lot of different routines that are generated in the classroom. It is important to begin them right away and to repeat them daily or routinely. Having these three things in the classroom helps the teacher keep control and teach the students effectively. *Conscious Classroom Management* expresses that we do not have to teach routine differently than we teach content or behavior. Begin with the "I DO;" model of what is expected of the students. Then slowly move into "We Do;" when you will have students practice the correct routine in Paris, in small groups, and as a class. Finally, concluded with the "You Do;" When the students complete the routine independently. As teachers, we can not assume they know, but we can assume that they want to learn.

Cites:

https://www.google.com/search?q=procedure&rlz=1C9BKJA_enUS1000US1000&oq=procedure&aqs=chrome..69i57j0i433i512i3j0i512j0i433i512.1569j1j7&hl=en-US&sourceid=chrome-mobile&ie=UTF-8

Area #2: Engagement & Participation

- Variety (three or more activities per hour): Having multiple activities allows students to stay interactive and engaged. Doesn't allow them downtime which means they will have no time to get bored.
- Collaboration (Students Talking/Peer Discussions): Students will have a conversation over questions that are asked during the lesson, assignments, or new topics. They will work with desk partners, in groups chosen by the teacher, and in groups.
- Movement (two or more times per hour) when lining up students will always stretch before leaving. depending on the age students will have recess. When a teacher notices students struggling to focus, take a dance/movement break. Teachers will have lessons that allow students to get up and move for activities, stations, or labs.
- Total Participation (all students think, write, share, or answer simultaneously): Students start by sharing with a desk partner. Then they share in a small group and

gain the confidence to share in front of the class. Answer all together, allowing students to be confident in their answers because everyone will be saying them together. This will allow students who are shy or reluctant to share to still understand and participate.

- Rigor (higher order thinking and tasks required): To learn students need to be challenged to generate a higher order of thinking. Although they can not be overly challenged or they will become discouraged.
- Instruction (explain, model, guided practice, independent practice): Start with an intro, a conversation, or some form of transition. Then complete a lesson with the I Do, We Do, You Do format. This works best to allow for gradual release.
- Questioning/Probing: Having questions prepared before the lesson allows for less chaos during the lesson. It also keeps students engaged and focused on the material being taught.
- Group Work (roles and productivity): Working in groups allows for social growth but also allows students to bounce thoughts off of each other. It can also be a great help to students who are struggling with topics.

Participation is a key factor in learning. Whether it be with visual, kinesthetic, or auditory learning. Having a variety of ways for students to interact will allow full engagement and participation in lessons. Throughout the content you can also engage students with pairs and shares, repeat, what are your thoughts, do you agree and disagree, and why. Along with interactive questions throughout the lesson that forces students to focus. Such as during a read-aloud, you can make connections, and topic-related, or opinion questions. Doing things previously stated will give the students a responsibility to pay attention and be engaged.

Area #3: Rapport/Connection

- Teacher Warmth/Friendliness/Approachability: Being a teacher who is approachable and trustworthy. Being in a sense of comfort and also just listening to their thoughts and ideas.
- Teacher Enthusiasm/Energy/Excitement/Joy: being confident in abilities rubs off on the students. Showing passion for learning is also something that will motivate and influence students.
- Teacher Humor/Laughter: The ability to have fun and still learn is amazing. When students have fun they remember content far better. Having humor in the classroom makes the teacher far more approachable to ask questions or get help.
- Teacher Knowledge of individual students' interests: Knowing your students helps the teacher create relatable lessons. Which helps the students stay focused and

want to learn.

- Teacher Respect and Appreciation for students: Student-teacher respect is what allows the teacher and the student to make a bond. A student will respect the teacher who in turn respects them.
- Teacher Encouragement of students: You want to make sure you give a good amount of positive feedback. You want to make sure positive feedback is detailed so that you encourage the student to do the correct thing.
- Teacher sensitivity to student cultures and backgrounds: A teacher has to be careful what they say, this way they don't offend someone else's culture. This way you can still make a positive bond and always feel as if you have to correct a mistake. When a teacher shows care for something the student in return shows care for homework and lessons.

Rapport and creating connections with students can be one of the hardest things to do. However, it is one of the most rewarding. Having a student-teacher bond is very beneficial for the classroom. Teachers who know and understand their students are very successful. This can be very beneficial for students who are in trouble in the classroom. This will help a teacher and the students become a team to overall help and teach the most beneficially.

Area #4: Behavior Intervention/Consequences

- Regular use of gentle redirects (proximity, warnings, the look): Point to classroom rules, hand raised, or a look can be enough to redirect the student.
- Consequences are reasonable and equitable: You need to make sure you have fair consequences. You cannot change the consequence of the behavior of different students. A teacher needs to be consistent. Along with making sure, your consequence is not too over the top for a minimal behavior.
- Consequences are given as choices (you have a choice right now...): Making sure students understand that they do have to finish work that can't just be completed is a good way to use consequence as a choice. For example, if a student is being disruptive during a lesson, they will lose 2 minutes or more of free time. Although you need to make sure the student knows they have that choice, "Sam you can stop talking while I am talking or I will take some of your free time away."
- Teachers use soft eyes, and soft voices during conflicts: Talking out the behavior with the student is an excellent way to make sure the behavior won't happen again. Using a soft voice and soft eyes can be a great way to show the student your care and that you want to help/understand.

- Teacher is firm, but also calm and compassionate (doesn't yell or intimidate): a teacher has a hard role to play. Making sure students understand you are an authority and that you make the final decision is important. Although making sure you are not making the student cry or using too much force will make sure they are listening. Too much could cause the behavior to worsen or ruin the bond between teacher and student.
- Consistent follow through with consequences once they are earned (don't make the same request over and over): Making sure you follow through will also help with the student's behavior and also form trust.
- Arguments/debates are delayed, done in private: When discussing behaviors with specific students it needs to be done in private. To make sure not to disrupt the class, but also not encourage the behavior in the classroom. When done outside of the classroom it forces the student to pay attention but it also makes sure the teacher fully understands why the behavior occurred.
- Progression up the hierarchy is swift but fair: To make sure you are not just allowing behaviors to happen by you are trying to stop them.

Behavior is a hard term to explain. It is simple however it is different for every student. No child reacts the same to a situation. No child learns the same or at the same pace. To know how to understand your students, teachers need to build rapport; this way they can create a plan that is best suited for the student/classroom. This plan doesn't need to be built by the teacher alone. For example in a classroom, it is important to treat behavior similarly. Having classroom rules or laws can help keep order in the classroom. This can stop a lot of arguments or behaviors in the classroom. Having set punishments that are fair is also a very important part of keeping the classroom in order. Making sure these are addressed at the beginning and throughout the year is important. This way students understand what standards the teacher has for the classroom, but also will not forget about them throughout the year. Overall, there are multiple ways to handle behavior although a teacher needs to make sure they have authority over the class, while still being empathetic. This is something that I will work hard on every year, to make sure that I am not just teaching students to be smart but to be good people too.