



# Classroom Management: Teach Students How to be Successful in Class

## Introduction

The overall goal of the classroom management system is to develop an instructional structure in which students are responsible, motivated, and highly engaged in the specific task at hand.

More particularly, the teacher's goal is to teach students directly how to be successful in specific class situations.

## Initial Considerations

You are already using many, if not all, of the following instructional approaches: teacher-directed instruction, class discussion, small group activity, independent work time, sustained silent reading, cooperative groups, and testing or quizzing.

You may be using several more that not listed.

For each of these instructional approaches, ask yourself two questions,

- What do students need to know and do in order to behave responsibly?
- What do students need to know and do in order to be successful?

## Planning a Classroom Management Strategy

Use an acronym to define detailed behavioral expectations for EACH instructional approach that you use. Here is an acronym along with questions to ask yourself for developing each structured activity.



**Conversation:** Can students converse during this activity? About what? With whom? For how long?

**Help:** How do students get your attention for help? How do students get questions answered? What should they do while they wait for you?

**Activity:** What is the expected end product of this activity? What is the task or objective?

**Movement:** For what reasons can students get out of their seats during this activity? Do they need permission to do so?

**Participation:** What behavior shows that students are participating or not participating?

**Success:** There are no questions for this one. When expectations are met, students will be successful.

## **Classroom Management Example**

The specific instructional approach for this example is the class discussion. This is how we chose to structure this approach. You, of course, may have any variations that you choose.

Here is the acronym with our specific instructions for each expectation.

**Conversation:** No conversation is allowed during this class discussion. Keep cell phones off or on vibrate.

**Help:** If you do not understand someone's comment, raise a sheet of paper in the air to ask questions for clarification. You will be the first one called to ask this type of



question.

**Activity:** Listen to the discussion. Do not interrupt others who are speaking. Ask questions or make comments that are appropriate for the topic of the discussion. Raise your hand in a normal way to do so.

**Movement:** Stand and stretch if you need to, but do not walk around the classroom.

**Participation:** Share your experiences and questions related to the topic of the discussion.

Once you have brainstormed your expectations for a specific instructional approach, implementation takes just a few steps.

## Implementing a Classroom Management Strategy









First, decide how you will present the expectations for reading journaling to the class. Based on our experiences.

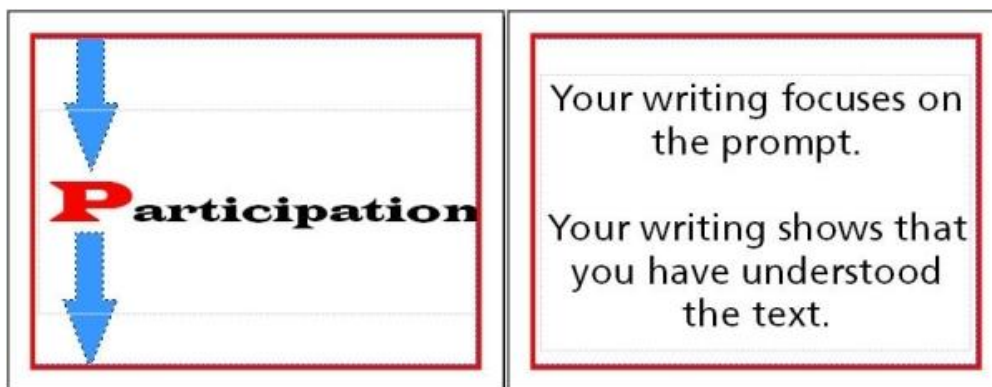
We can prepare a set of signs for each initiative that contains the acronyms and their associated expectations.

We can use 8.5 x 11 card stock paper (110 pound, thick paper) for the signs, and we can attach them to the classroom whiteboard with fasteners that can be removed easily (adhesive on one side and magnetic on the other). These inexpensive supplies can be purchased at your nearest office supply store.

Once arranged and aligned on the classroom whiteboard, they display for reading journaling looks like this:



 <b>C</b> onversation 	<p>No talking to others during this writing activity.</p>
 <b>H</b> elp 	<p>Put your pencil or pen down and look in my direction.</p> <p>Remain quiet while you are waiting for help.</p>
 <b>A</b> ctivity 	<p>Focus on your writing and respond to the prompt.</p> <p>When finished, read silently in the book you brought to class.</p>
 <b>M</b> ovement 	<p>Return materials—yes Pencil sharpener—no Throw trash away—no Hall passes—no</p>



Typically, we leave the signs that display the acronym itself on the board from day to day. To begin a new instructional approach, in this case, the reading journaling activity, we place each corresponding expectation next to the appropriate letter.

We ask students to read the expectations so that they can be successful with the activity. Once again, I remind them that we are in the business of success.

When reading journaling begins, we write silently with them to model the appropriate behavior. We also monitor their behavior as much as possible during the journaling time--noting students who may need clarification of expectations in the near future.

At the conclusion of the activity, we provide immediate general feedback about how the class did as a whole. We finish by using specific positive reinforcement for individual students whenever we can.

If we find a need to modify the expectations, we make the changes accordingly prior to the next session that will be based on this particular instructional approach.

## 100 Classroom Signs

If you're thinking about implementing in your classroom, and you don't really have



the time to make your own signs from scratch, you may be interested in the 100  
Classroom Signs Collection.

Using signs from this collection, here's what a typical display for the activity of  
standardized testing would look like:

<p><b>C</b>onversation <i>onversation</i> ONVERSATION onversation</p>	 <p>Voice Level <b>0</b> NO TALKING</p>
<p><b>H</b>elp !!!!!!!! <i>elp</i> !!! ELP!!!!!! elp !!!!!!!!</p>	 <p>Raise your hand and wait silently.</p>
<p><b>A</b>ctivity <i>ctivity</i> CTIVITY ctivity CTIVITY</p>	 <p>Write Silently.</p>
<p><b>M</b>OVEMENT <i>ovement</i> ovement ovement</p>	 <p>You may not get out of your seat.</p>
<p><b>P</b>articipation <i>articipation</i> articipation ARTICIPATION</p>	 <p>Work all by yourself.</p>
<p><b>S</b>uccess <i>uccess</i> uccess UCCESS</p>	<p>Testing Session</p>  <p>1. ABCDE 2. ABC 3. ABCD 4. ABCDE 5. ABCDE</p>



## **Time Considerations**

This system works best if it is implemented on the very **FIRST** day of school.

If you are introducing it later in the year, the overall success of this approach is entirely dependent on how well you handle it with your kids and how much you allow them to buy into it.

## **Classroom Management Conclusion**

**However, the benefits can be substantial.**

**If you are interested in a strategy that may successfully encourage students to be responsible, responsive, and proactive, this approach is certainly worth trying.**