

# Classroom Management

## Strategies for Classroom and Behavior Management



[mdek12.org](http://mdek12.org)

**Lorarine Loving-Jackson**  
Literacy Coach

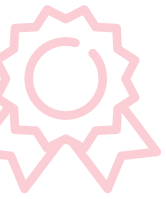
**Quintana Steen**  
Regional Literacy Coordinator



MISSISSIPPI  
DEPARTMENT OF  
EDUCATION

September 14, 2021





1

**ALL** Students Proficient and Showing Growth in All Assessed Areas



2

**EVERY** Student Graduates from High School and is Ready for College and Career



3

**EVERY** Child Has Access to a High-Quality Early Childhood Program

**EVERY** School Has Effective Teachers and Leaders

4



**EVERY** Community Effectively Uses a World-Class Data System to Improve Student Outcomes

5



**EVERY** School and District is Rated “C” or Higher

6



## VISION

To create a world-class educational system that gives students the knowledge and skills to be successful in college and the workforce, and to flourish as parents and citizens



## MISSION

To provide leadership through the development of policy and accountability systems so that all students are prepared to compete in the global community

- Silence your cell phones.
- Please check and/or reply to emails during the scheduled breaks.
- Be an active participant.
- Do not hesitate to ask questions.



- Discuss the importance of classroom management.
- Outline the characteristics of an effective teacher.
- Explore effective behavior management strategies.
- Identify techniques for organizing and managing the learning environment.
- Examine effective student engagement strategies.

What is classroom management?

What is behavior management?

Are they the same? Why or why not?

# What Is Classroom Management?

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A word cloud graphic where the words 'Classroom' and 'Management' are the largest and most prominent. Other words of varying sizes are scattered around them, including 'Students', 'Support', 'an', 'and', 'Consequences', 'Positive', 'Inclusive', 'Skill', 'Building', 'Teamwork', 'at', 'Social', 'Relationships', 'Predictable', 'Risk', 'Collegial', 'Expectations', 'for', 'Development', 'Collaborative', 'with', 'Creating', 'Organization', and 'Skill'.

- Classroom management refers to all the things a teacher does to organize students', space, time, and materials so student learning can take place.
- Management skills are crucial and fundamental.
- A well-managed classroom has a set of procedures and routines that structure the classroom.



# Why Is Classroom Management Important?

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- Creates a set of expectations used in an organized classroom environment
- Provides a safe and conducive environment for learning
- Paves the way for the teacher to engage the students in learning
- Increases student success and create a productive and cooperative learning environment
- Builds healthy, positive, and mutually respectful relationships with students and their peers



# Characteristics of an Effective Classroom Manager

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**Supporting and developing  
orderly and productive classroom environments  
is the foundation of good classroom management.**

*Dr. Carolyn Evertson  
Vanderbilt University*

- Read the characteristics on each task card.
- Using the file folder, sort the task cards under the correct columns- Effective Classroom Manager/Ineffective Classroom Manager.

|                       |  |
|-----------------------|--|
| Name _____ Date _____ |  |
| Add your title        |  |
|                       |  |
|                       |  |

## Ineffective Classroom Manager

|   |
|---|
| <b>Focuses on consequences of breaking the rules</b>                  |
| <b>Is motivated after a student misbehaves, to punish the student</b> |
| <b>Is the only one working</b>  |
| <b>Disciplines their classroom</b>                                    |
| <b>Reactive</b>   |
| <b>Takes roll while everyone is quiet</b>                             |
| <b>Blames others for classroom management concerns</b>                |

## Effective Classroom Manager

|  |
|--|
| <b>Focuses on establishing clear expectations</b>          |
| <b>Is motivated to prevent misbehavior</b>                 |
| <b>Actively involves students in the learning process</b>  |
| <b>Manages their classroom</b>                             |
| <b>Proactive</b>   |
| <b>Refers to seating chart to determine who is absent</b>  |
| <b>Self reflects to determine how to be more effective</b> |

What can we learn from ineffective classroom management?

- From effective managers, we learn what to do; from ineffective managers, we learn what *not* to do.
- Many ineffective managers also think they are doing a good job.
- Many are willing, even eager, to learn a better way.

Whitaker, 2004

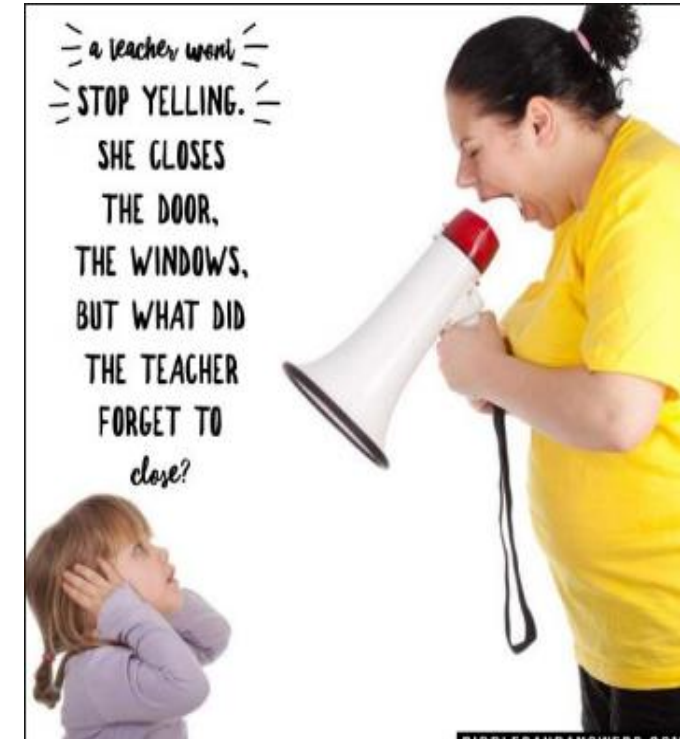


Think about the most effective classroom manager you've ever had...

- What were the individual's characteristics?
- Why was this individual so effective?



- Inconsistent
- Yells at students
- Lacks planning, preparation, and organization
- Lacks communication of clear expectations
- Waiting too long to intervene
- More teacher talk
- Rarely self reflects
- Focuses on consequences
- Motivated after a student misbehaves



- Communicates and models clear expectations and consequences
- Establishes consistent routines and procedures by developing a classroom management plan
- Evidence of preparation and planning
- Uses non-verbal communication cues
- Engages students in the learning process
- Promotes positive behavior
- Organization system in place
- Builds relationship with students
- Focuses on preventing misbehavior



# Effective Behavior Management

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There is no **“quick fix”** strategy for behavior management. To fully implement behavior management in the classroom, this process takes time.

Problem behavior is often:

- a form of communication resulting from a lack of basic social skills;
- a source of internal pleasure for the individual (self-stimulation);
- something a student does when he or she does not know what else to do.

“If a child does not know how to read, we ...”

“If a child does not know how to swim, we ...”

“If a child does not know how to multiply, we ...”

“If a child does not know how to drive, we ...”

“If a child does not know how to behave, we ...”

**Were you able to finish the last sentence as automatically as the others? Why not?**



## Example:

| Antecedent  | Behavior                               | Consequence  | Possible Function |
|---|--|--|-------------------|
| The teacher asks Billy to answer the question: What is 2 + 2? | Billy throws a book.                   | The teacher sends Billy to the office.   | Escape            |
| The teacher asks Robin to complete a science assignment.      | Robin blurts out, "You don't like me." | The teacher pulls Robin aside to talk for a few minutes, ensuring her that she is liked, but not her behavior. | Attention         |



# Guiding Principles of Behavior Management:

- Effective Tier I Instruction
- Active Engagement
- Positive Interactions

# Organizing and Managing the Learning Environment

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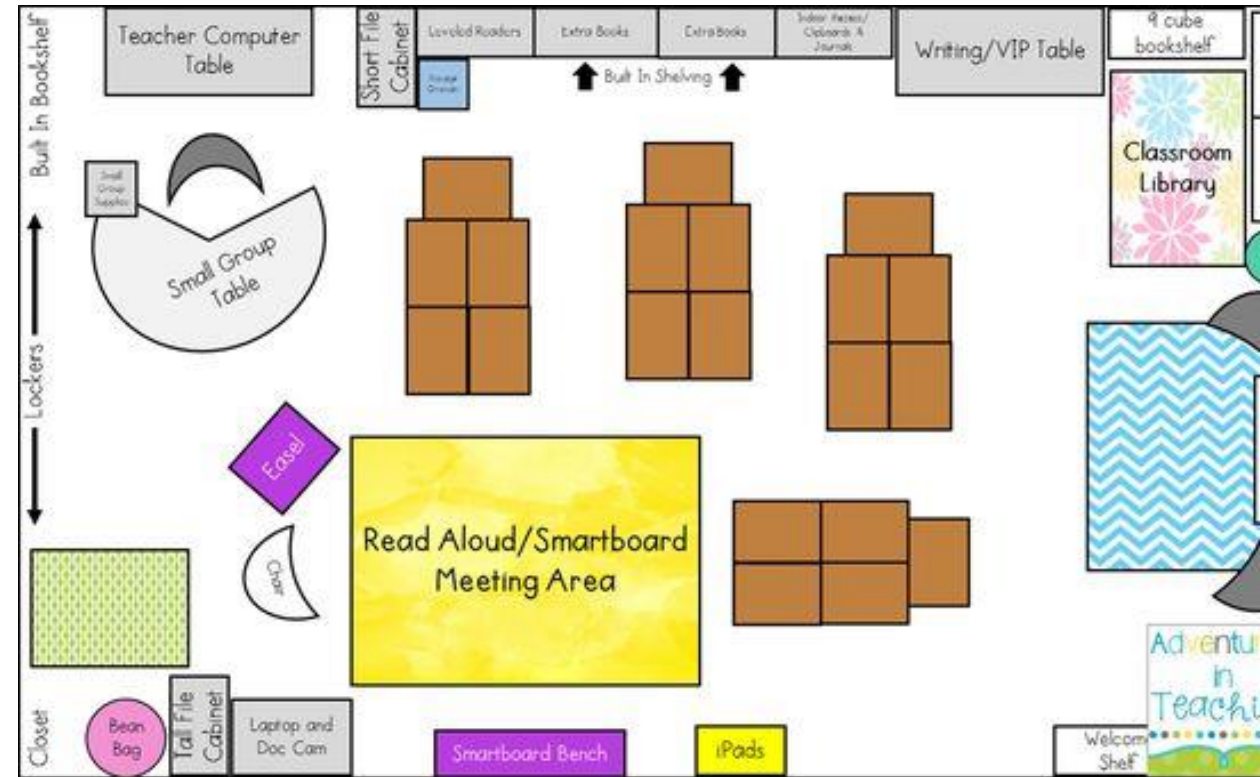


- Establish routines the first day of school
- Model routines and procedures with students
- Have students practice, practice, practice
- Manage routines and procedures
  - Classroom jobs
  - Hand signals
- Review the routines and procedures, as necessary
  - Beginning of each quarter
  - After holidays



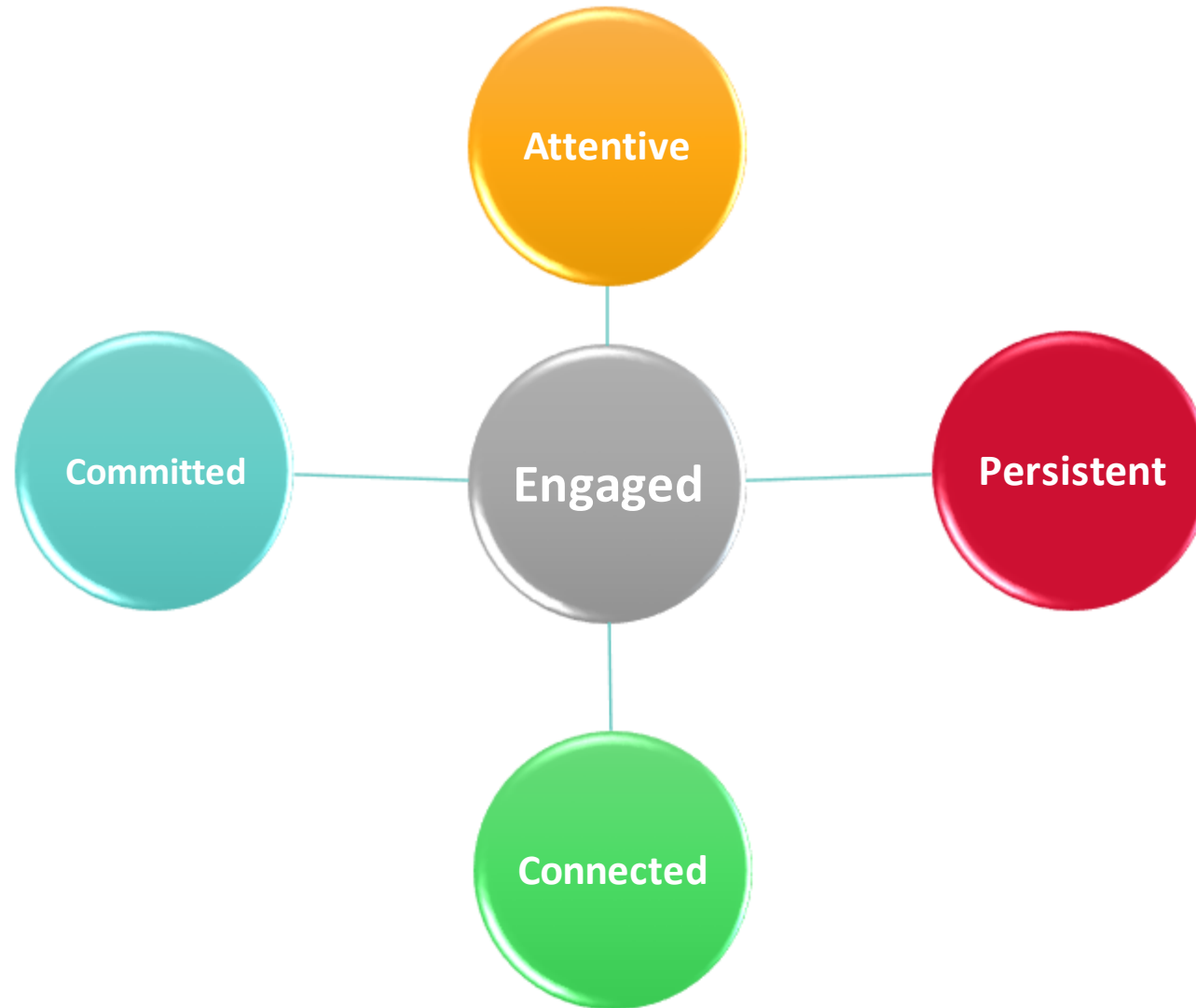
- Arrangement should meet the needs of your classroom.
- Spacing of desks should be comfortable for the teacher and students to move about classroom.
- Desks should be set up for the type of learning that will take place.
- Room should reflect the teacher's style of teaching.

- Create both well-lit and dimly-lit areas in the classroom
- Provide opportunities for students to move around
- Set up informal furniture arrangements
- Establish listening stations and quiet areas for students
- Help students become aware of their temperature preferences



# Effective Student Engagement Strategies





- Research has demonstrated that engaging students in the learning process increases their attention and focus.
- It motivates them to practice higher-level critical thinking skills and promotes meaningful learning experiences.
- Student engagement through active learning requires students to participate in class, as opposed to sitting and listening quietly.





- Think-Pair-Share (TPS)
- Four Corners
- Questioning Gallery Walk
- Walk and Talk



- TPS is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading.
- This technique requires students to (1) think individually about a topic or answer to a question; and (2) share ideas with classmates.
- Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.



- TPS strategy is a versatile and simple technique for improving students' reading comprehension.
- It gives students time to think about an answer and activates prior knowledge.
- TPS enhances students' oral communication skills as they discuss their ideas with one another.
- This strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions.

# Think-Pair-Share

Let's Try It!



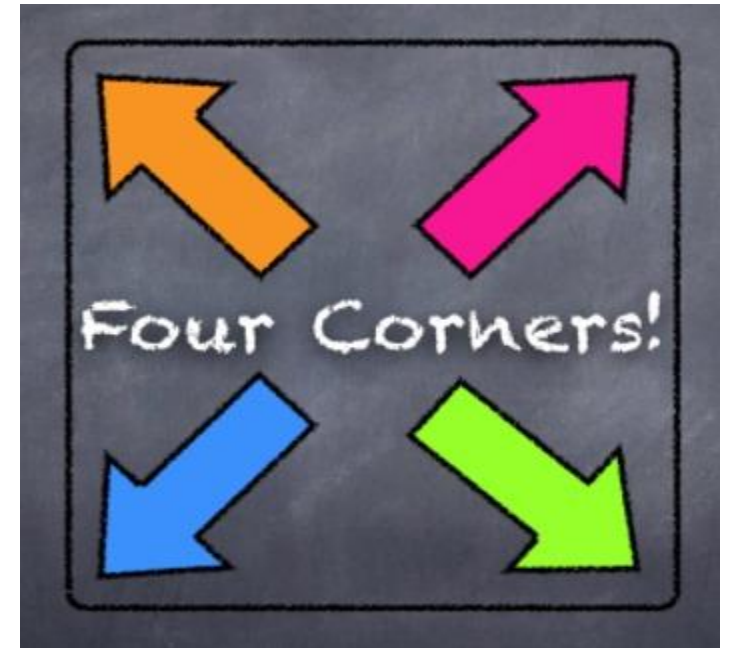


- Present a statement, issue, or question
- Provide four different choices ( A, B, C, or D), and place one response in each corner of the classroom
- Give students at least 10 seconds to think on their own ("think time")
- Ask students to choose the corner with the response that best represents their point of view
- Ask students to pair with a classmate in their corner and share the reasons behind their decision
- Ask each group to come to consensus and select one person to share the group's reasoning and decision with the whole class

- Students have appropriate “think time”.
- Students stay on track because they are accountable for sharing with the rest of the class.
- More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
- Many students find it safer or easier to enter a discussion with a classmate, rather than with a large group.
- By listening to different points of view, they can build on the ideas of others.

# Four Corners

Let's Try It!





All the following are characteristics of an effective teacher except?

- A. Promoting positive behavior
- B. Building relationships with students
- C. Being inconsistent
- D. Using non-verbal cues to communicate

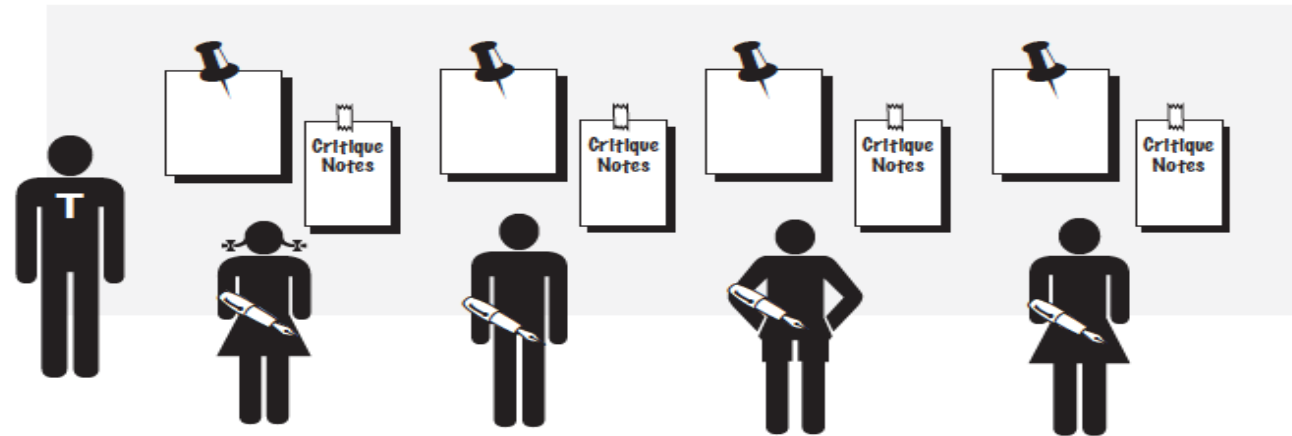
When should you start introducing routines and procedures?

- A. Whenever you see that there is a problem
- B. Just on the first day of school
- C. Only when you come back from a break
- D. The first day of school and continue until students know them and then continue to review as needed throughout the school year

- Group students and have some form of questions, information, or student work posted on the walls.
- Groups move around the room to view the information, they can leave feedback, notes, or take notes.
- Groups will discuss and recap information and then the whole class will discuss.

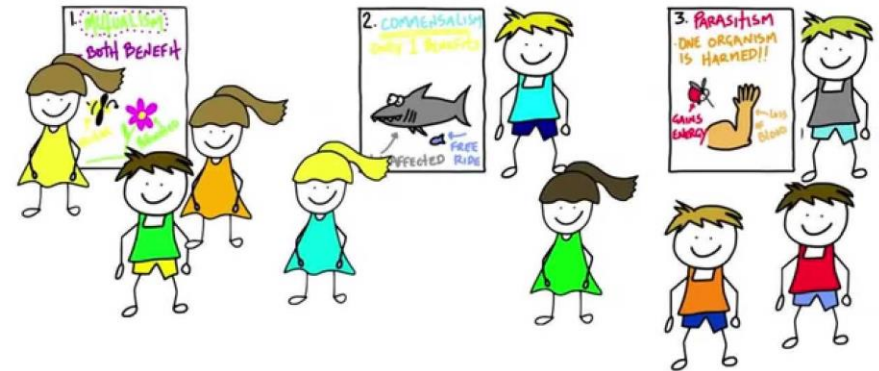


- Students can collaborate with each other to discuss the work presented to them.
- Students can give an opinion and feedback without feeling put on the spot or that their answer is wrong.
- Students get feedback from their peers.



# Questioning Gallery Walk

Let's Try It!



Looking at the classroom rules with your group, what would be one thing you would change?



- Pose a question or discussion to the class
- Give think time in which no one is talking
- Have students "Stand Up, Hand Up, Pair Up"
- Partners walk around the room and take turns to share ideas
- Randomly call on partners to share what they discussed

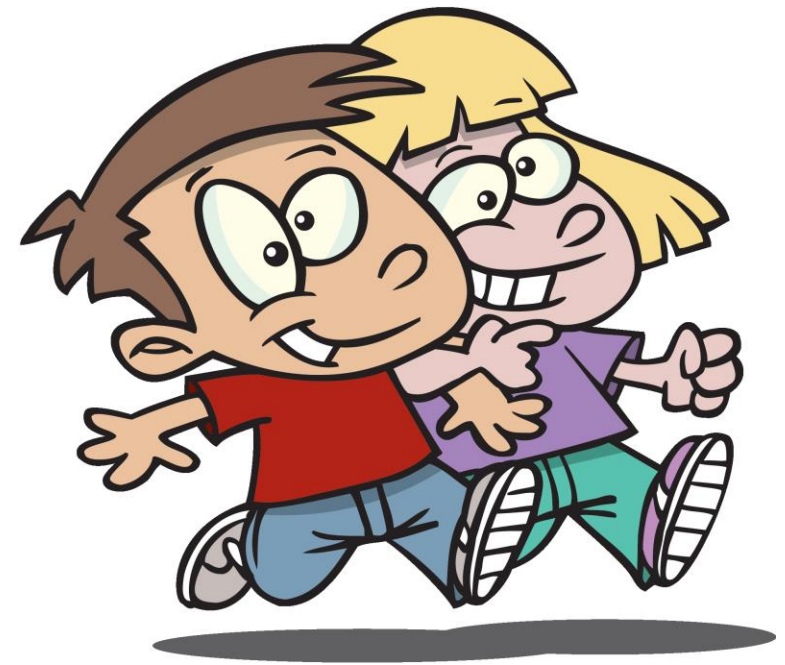


- Students can collaborate with each other.
- Each student can answer the question/discussion and give their opinion/answer.
- This strategy can be used:
  - as a warm-up activity to discuss previous lesson;
  - during class discussion and guided practice to get students talking about the material just covered;
  - as a closing activity to apply learned information in a new context.



# Walk and Talk

Let's Try It!



How would you help your co-teacher who is struggling to get your students to walk in the hallway correctly?



What new insights do you have about classroom management and behavior management?

What is classroom management?

What is behavior management?

Are they the same? Why or why not?

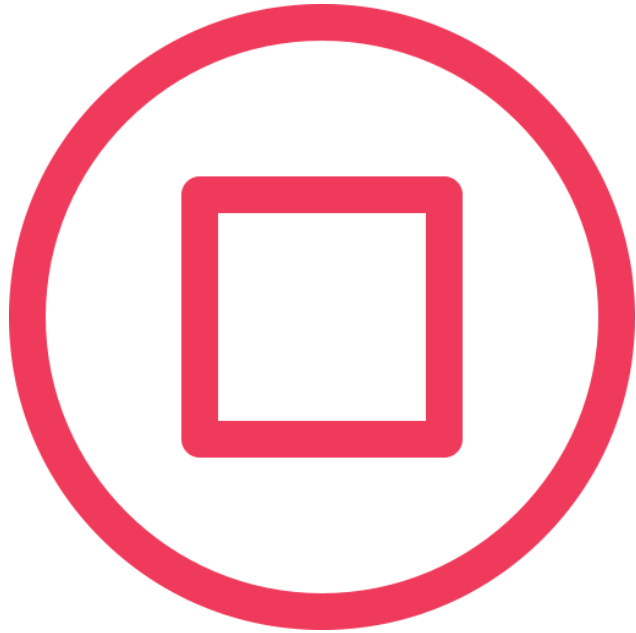
**Tell me,  
I forget.**

**Show me,  
I remember.**

**Involve me,  
I understand.**

-Ancient Chinese Proverb







NOW ACCEPTING

PERSONAL QUESTIONS

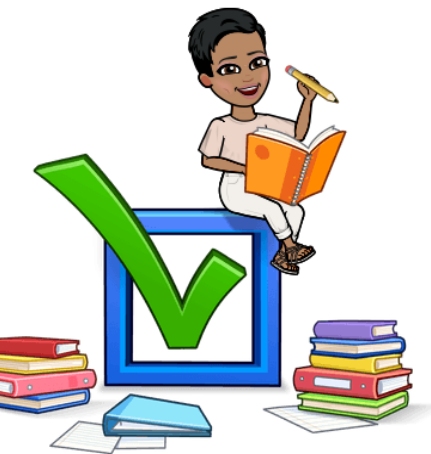
RANDOM QUESTIONS

ODD QUESTIONS

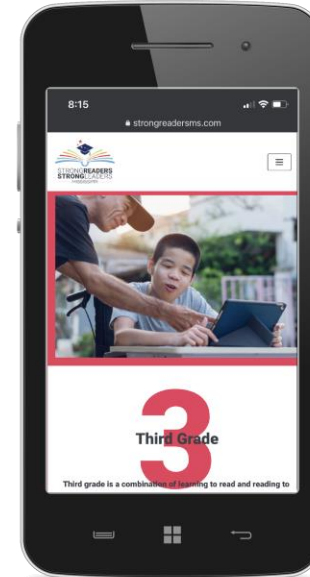
CREEPY QUESTIONS

ANY KIND OF ASK :)

- <https://www.washington.edu/teaching/teaching-resources/engaging-students-in-learning/>
- <http://www.adlit.org/strategies/23277/>
- <https://www.scholastic.com/teachers/articles/teaching-content/classroom-organization-physical-environment/>







## Strong Readers Strong Leaders Mississippi [Strongreadersms.com](https://strongreadersms.com)

was developed to help families assist children with building their reading skills. The site provides activities, resources, and information for children from birth through 5<sup>th</sup> grade to become strong readers.





## Mississippi Campaign for Grade-Level Reading

Community-driven initiative to ensure students are reading on grade level by the end of grade 3. The campaign helps communities align and strengthen existing resources to extend programs that support school readiness, school attendance, and summer learning.

<http://msgradelevelreading.com>



## MPB Education Services

MPB Classroom TV is a growing resource that includes lessons aligned to Mississippi state standards and taught by our local literacy coaches and teachers.

<https://www.mpbonline.org>

“Providing education equity for Mississippi students.”

Tara Y. Wren, Director of Education



## EPIC Mississippi

EPIC is a free text message program that provides tips to parents and guardians to increase oral language development in early childhood, elementary, and secondary school students. Get tips for vocabulary, parenting, social emotional health, conversation starters, tips in Spanish, and self-care tips for teachers. Tips are sent two to five days a week depending on the category.

[www.epicmississippi.org](http://www.epicmississippi.org)



### 2021-2022 Text Message Schedule:

*Text the category keyword (in parenthesis) to 33222 to subscribe!*

#### Monday, Wednesday, & Friday Messages

- Early Childhood Literacy (EPICEC)
- Elementary (EPICELEM)
- 3<sup>rd</sup> Grade (EPIC3RD)
- Read Aloud Stories & Tips (EPICREAD) **NEW!**

#### Tuesday and Thursday Messages

- General Parenting Tips (EPICTIPS)
- Vocabulary: Elementary (EPICVOCAB1)
- Vocabulary: Secondary (EPICVOCAB2)
- Social Emotional Tips (EPICEMO)
- Conversation Starters (EPICTALK)
- Teacher Tips (EPICTEACH)
- Diversity, Equity, & Inclusion (EPICJUSTICE) *Thursdays only*

**Texts will go out at 4:00 PM Central Time**

**Suggestion:** If you would like to receive a text each day, sign up for one category that goes out on Monday, Wednesday, and Friday, and one on Tuesday and Thursday!



# Loraraine Loving-Jackson

Literacy Coach

[lljackson@mdek12.org](mailto:lljackson@mdek12.org)

# Quintana Steen

Regional Literacy Coordinator

[qsteen@mdek12.org](mailto:qsteen@mdek12.org)

[mdek12.org](http://mdek12.org)



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