

Classroom Management Key Components

Area #1: Procedures/Structures/Routines

- Beginning Routine/Start of Class
- Quiet/Attention Signals
- Physical Transitions (groups, pairs, labs, activities, carpet)
- Dismissal or Lining Up
- Non-Verbal Cues (visuals, hand gestures, music)
- Giving Directions
- Checking for Understanding
- Holding Ground/No Arguing
- Raising Hands to Speak

In the first days of school, we start out by establishing our routines and really modeling, practicing, and reinforcing our routines and procedures. We worked hard at our routines for the first 30 days and still reinforce or model if need be. For getting their attention, for example, picking up; we use clapping signals that tell our students it is time to clean up. We have also worked on our line up, and walking to the rug, walking in the hallway expectations. When we are at the rug, students know to raise their hands and we continue to practice.

Area #2: Engagement & Participation

- Variety (three or more activities per hour)
- Collaboration (Students Talking/Peer Discussions)
- Movement (two or more times per hour)
- Total Participation (all students think, write, share, or answer simultaneously)
- Rigor (higher order thinking and tasks required)
- Instruction (explain, model, guided practice, independent practice)
- Questioning/Probing
- Group Work (roles and productivity)

We do keep our Kindergarten students moving at a faster level. We do not have long blocks of our subjects, instead, we have them broke up to keep our students engaged. During math- we incorporate movement to keep our students focused, we also do a lot of modeling, guided practice and independent practice. When it comes to involving our students we allow them to engage in think-pair-share, whiteboards, and even through class discussions.

Area #3: Rapport/Connection

- Teacher Warmth/Friendliness/Approachability
- Teacher Enthusiasm/Energy/Excitement/Joy
- Teacher Humor/Laughter
- Teacher Knowledge of individual students' interests
- Teacher Respect and Appreciation for students
- Teacher Encouragement of students
- Teacher sensitivity to student cultures and backgrounds

In the classroom, we try to keep students on task (especially during the first 30 days) but we find time to connect with students and get to know them too. We like to allow our students to share with their classmates their individual interests or incorporate them into our lessons.

Area #4: Behavior Intervention/Consequences

- Regular use of gentle redirects (proximity, warnings, the look)
- Consequences are reasonable and equitable
- Consequences are given as choices (you have a choice right now...)
- Teacher uses soft eyes, soft voice during conflicts
- Teacher is firm, but also calm and compassionate (doesn't yell or intimidate)
- Consistent follow through with consequences once they are earned (doesn't make the same request over and over)
- Arguments/debates are delayed, done in private
- Progression up hierarchy is swift but fair

When it comes to intervention and consequences, we use gentle redirects and try to keep them private. Sometimes we do have to call across the room. We use positive reinforcement when we see students modeling the behavior we want the rest of the class to have. If severe enough, we follow through with our consequences instead of making the same request. When making our requests we try to give our students a choice, instead of just one direct demand. When we see students running or jumping onto the rug, we ask them to go back and try it again from their seats. We want to create a safe learning environment, by giving them choices, being firm, yet soft, and following through we can do this for all our students.