Tune up your classroom management skills with Rick Smith’s proven tips and strategies

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Positive Connections

2 minutes a day
10 days in a row
85% improvement*

*Raymond Wlodkowski-

Where can I build-in student choices?

- Alternatives to assignments
- Kids teaching each other
- Project-based learning
- Community service

Teaching Procedures!

- Assumptions
- Approaches
- Strategies

Procedures are the railroad tracks
Content is the train

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Making Changes?

- Never Too Late
- 8 – 10 School Days
- Start with Your Favorite Class

Approaches

- Teach/polish Two or more per class or lesson
- Write into lesson plan
- Sprinkle throughout lesson
- Auditory, visual, kinesthetic
- Practice, practice, practice

Nonverbal Procedures

- Rubrics
- Visuals
- Sound Signals*
- Music for Transitions
- Hand Signals*

*Rick Morris www.newmanagement.com
Rubrics for Procedures

- Lining Up
- Readiness to Learn
- Dismissal Formation
- Student Volume
  - Assume the Best
  - Break things into parts
  - Feed students

Visuals:

Classroom procedures
- Dismissal
- Setting up Labs
- Putting supplies away
- Starting class
- Substitutes
- Headings on papers

Classroom Behavior
- Disruptions
- Tardies
- Cell phones
- Eating
- Hats

Schoolwide Procedures
- Dress code
- Cafeteria tables
- Clean bathrooms
- Riding the bus
- Attending assemblies

Finished Early?

- Work on tonight’s homework
- Take out reading book and read in silence
- Write a journal entry
- Answer questions 14, 16a, and 17b
Proximity

Near Students when you are talking
Away from them when they are contributing out loud

The closer the teacher is to the students:
- The more they learn, and
- The better they behave

Front

Get within three feet of every student at least once per class or lesson.

Stuff You Can Use - Procedures
- Taught the same as Content
- Railroad Tracks
- Polish Procedures all year
- 2 procedures per class or lesson
- Auditory, visual, kinesthetic
- Rubrics
- Visuals
- Sound signals
- Music for transitions
- Hand signals
- Finished early
- Proximity
Consistency – 3 Keys

- Hand Raising
- Arguing with the Ref
- The Popcorn Effect

Consistency – Hand-Raising

- Procedures precede content
- Hand-raising consistency will improve all Classroom consistency

Congruent directions:
1. 2.
3. 4.

Arguing is in and of itself a disruption deserving a second consequence

Conversations are on the teacher’s timetable
Student Lawyers start on a higher level of the consequence hierarchy
The Popcorn Effect

Get all students actively engaged before having private conversations

~Minimize the number
~Maximize the opportunity

Consequence Ideas

• How: Go under the wave - Let your consequences do the work
• When: Delay consequences until later
• What: Get comfortable with your consequences or change them

Conscious Classroom Management Online

An interactive e-learning course for new and veteran K-12 teachers

www.consciousteaching.com/onlinecourse.html
Management Checklist

This checklist provides “threads” that can be followed to help teachers get through the maze of management problems. One key is consciousness - being aware of strategies and approaches that work. Another key is consistency - implementing the strategies every day.

Procedures

• Am I honoring the “calling on raised hands” procedure, or am I acknowledging student answers even when students call out?

• Am I ensuring that all students are fully on task before I address individual student questions and needs, or am I addressing individual student concerns while the rest of the class watches (the “popcorn effect”)?

• Am I teaching and re-teaching procedures, and checking for understanding?

• Am I teaching at least two procedures per class or lesson, and writing them into my lesson plan?

• Am I making use of non-verbals – visuals, rubrics, sound signals, music for transitions, and hand signals?

Rules and Consequences

• Are students clear about the rules and consequences in my class?

• Am I using consequences consistently?

• Do I have a structured hierarchy of consequences that I feel comfortable using? Or is there too big a gap between consequences that I use, such that one is too mild, and the next is too harsh, so that I hesitate to use it (the “picket-fence” syndrome)?

• Am I holding my ground efficiently and clearly with students, delaying explanations until the dust settles and I can talk with them individually? Or am I over-explaining my decisions to my students, so that we end up engaging in public debates?

• Am I treating student complaints and arguments as disruptions deserving of consequences, or am I allowing students to “argue with the ref”?

• Am I consistently contacting parents?

• Am I welcoming the “charge” of being in charge, or am I in a state of self-apology?

• Am I being firm and soft in a way that invites student cooperation (Structured and Safe), OR mean and confrontational (Unsafe), OR a loose pushover (unstructured)?