

3 Classroom/Time Management Strategies

Establish a Quiet Signal - Designate a sound such as a rain stick, wind chime, or music to get students' attention. Practice the procedure connected to the sound so that students know what you expect. Using a quiet signal will maximize instructional time.

Acknowledge Positive Behavior - Instead of focusing on the student exhibiting bad behavior, shift your attention to the students who are exhibiting the right behavior. By acknowledging the positive behavior, you encourage other students to shift their behavior. When you see this shift, acknowledge the good behavior!

Call and Response - The Call and Response technique will help you gain classroom control quickly. You call out a phrase and the students reply using the corresponding phrase. This can be a fun effective classroom management strategy. Below are a few examples:

Teacher: "Class, class!" Students: "Yes, yes?"

Teacher: "Yo, yo, class!" Students: "Yo, yo, what?"

Teacher: "Hands on top!" Students: "Everybody stop!"

Teacher: "Macaroni and cheese!" Students: "Everybody freeze!"

Teacher: "All set?" Students: "You bet!"

2 Instructional Strategies

Prompting - This strategy provides a student with reminders, guides, questions, and nudges that help move them toward an answer. You can prompt a student to pay closer attention to a particular concept that will lead them to an answer. The goal is to provide just enough prompts for the student while allowing the student time to think and make mistakes along the way. Prompting can be implemented for behavioral skills as well as academic. Some examples include:

Ask a question to get a student to look at the task from a different perspective.

Point at a section of a diagram and ask specifically about that section.

Start a sentence and ask a student to finish it.

Remind the student to put away supplies.

Non-Verbal Gestures - This strategy can help a student learn and also for you to manage the classroom. Explicitly teach the sign or gesture to the student(s) before beginning a lesson. You can provide instant feedback that is subtle and not disruptive to the rest of the class. Students feel seen and heard when a small gesture is directed toward them. Try one of the following:

Nods of approval - lets a student know you see their good work.

Tapping a watch - allows a student to know there is a time limit.

Touching the desk or worksheet - will redirect a student's attention.

1 Assessment Strategies

Think-Pair-Share - After presenting a lesson, pause for a moment to ask students to pair up with a partner. Have them discuss the material they just learned. Prepare questions, and after some time to discuss with their partner(s), students take turns presenting their observations to the rest of the class.

Think-pair-share works especially well for the first few lessons of class, keeping students on their toes and interested in the material that is to come. It can also help recapture student enthusiasm by reminding students that they are not alone in their learning, that others share their views or concerns, and that there are different perspectives to support an issue that are worth considering beyond their own.

This collaborative learning strategy allows students to work together to solve a problem or answer a question. It fosters social skills while enhancing speaking and listening skills. Working collaboratively is a lifelong skill!



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