Secondary Teacher Classroom Management

Although many of the questions below are directed toward the middle school setting, the guiding questions can be helpful at the high school level as well

Many of the questions may feel "instructional" in nature, we know that tight instructional practices may reduce disruptive behaviors

1. Preparation

- How will you chunk the class period–class period or block?
  - How will you present this information to the class?
- Why is clarifying the flow of the class so important?
  - How might this impact their learning?
- Do you know what the assignment for the day will be and why you are asking kids to do this assignment ?
  - Do you know in advance what work you will use for work samples that meet your expectations?
- What tasks should students have done by the end of the class period and how will you communicate that and help them stay on task?
- Do you have a timer available in your room for task-pacing needs?
  - Will you use the timer for yourself or make available for the class to see?
- How will you assess if your instructional pacing is appropriate?
  - What steps will you take if most of your class either finishes early, if most of the class is struggling, or if pockets of students are struggling?
- What items will you need to gather for the students ahead of time? How will you make those easily accessible for students?
- What materials will students need to bring to class and how will you let them know ahead of time?
  - Ex: Whiteboard outside of classroom, verbal reminder before they enter, message through digital platform (canva, google classroom, etc.)
- If there are technology items, do they have access to all the links in the digital platform (canva, google classroom, etc.)
- What if the student doesn't have their computer, how will they access the items?

2. Arrival

- How do you want students to greet you? How will you greet students?
  - What will you do if a student does not respond to your greeting or is obviously not OK?
- How do you want students to physically enter the room; (Ex.: wait outside in a line for the bell to ring or enter as they arrive from the hallway?)
- What are the first two to three things you want students to do as soon as they enter the room?
  - Ex.: Sharpen pencils, turn in work, store backpacks, store personal devices/headphones, retrieve work if they had been absent
- How will you teach this?
- How will you respond when a student is not meeting these expectations?
- Will you always have a bell ringer/Do Now for the students to start class?
  - How much time will you allow for bell ringers/Do Now?
  - What supplies do they need to take out or get to do them?
  - What are the behavior expectations for this time frame?
    - Voice level
    - Movement
    - Questions
    - What to do when finished
  - How will they know this? (on the board, on a slide or in the digital platform (canva, google classroom, etc.)

- How will you quickly take attendance while students are working?
- Where will students store their school issued device until needed?
- What is your building's definition of "tardy" to class?
    - How will you enforce your building policy around tardy?
- How do you expect students to enter the classroom if they are tardy?
- How will you teach this to your class?
    - What will make a tardy disruptive enough for a verbal redirect?
    - What will make a tardy disruptive enough for an office referral?
- If a student has been absent, how do they retrieve their missing work?
    - How do they turn in work that was collected in their absence?
    - What occurs with absent work in the digital platform (canva, google classroom)?

3. **Room Arrangement (based on your largest class)**
    - How will you arrange your room so that you can supervise all areas?
        - Will it work for your biggest class?
    - With your room arrangement, can most if not all students view the primary teaching area?
        - What are the options for students who can't easily view the primary teaching area?
    - How will you view student screens? (strategic arrangement or app on your device)
    - What areas are off limits to students?
        - How will you designate off limit areas?
    - Where will student supplies be stored?
        - Can these items be accessible with/without permission?
        - Which items need permission? Which items do not need permission?
        - When are students allowed access to these items?
    - Where will students pick up needed items for the lesson or will these be passed out by the teacher?
    - Are areas that students will need to access clearly labeled? (ex.: completed work, missing assignments, book storage, lab equipment, charging stations, etc.)

4. **Seating arrangement--**Desk/table seat (**assigned seating required**)
    - Begin each new term with assigned seating
        - Change as frequently as needed or as often you'd like
    - How will you create seating assignments? You choose? Randomizer? Create with student input?
    - What will you do, based on disruptive behaviors, if a student needs to change seating assignments? How will you communicate this to the student?
        - How will you respond if a student is not in their assigned seat?
    - Will you have students start in individual seating (rows) or group seating?
    - What boundaries will you teach them about their areas?
        - How will you teach this?
        - How will you redirect students who are not meeting these expectations?
        - Clarify what constitutes needed materials (needed for learning) and where to store unneeded materials–in purse/backpack, under desk, on desk rack
        - Clarify what it should/should not look like at the desk.
            - Is it ok to stretch legs out in the aisle?
            - Is it ok to use the desk in front as a footstool?
            - Is it ok to sit facing forward, not backward or sideways?
            - Is it ok to have your head down?

5. **Learner's position**
    - Why is this so important to teach?
    - What do you want a student's learning position to be when giving direct instruction?
        - What should your body look like?
        - What should be on their desk?
        - Where should their technology be?
        - All personal items should be put away
    - How will you teach this to students?
    - How will you address this each time you begin a new activity?
    - How will you address students who do not adhere to the learning position?
        - Remember: It's pick your timing, **not** pick your battle."

6. **Transitions --**To and from groups/stations
    - What will be your procedure for moving into groups/workstations and then back to seats?
    - How will you teach this procedure?
    - How will you give directions for transitions?
    - How much time will you allow for this transition?
    - How will you time the transition?
    - What will be the exact starting point? (a "go" word)
    - What should it look/sound like when the students have completed this transition?
    - What will you do if a student does not transition within the time frame?
    - How will you respond if a student refuses to engage in the transition?
    - How will you respond if a group of students refuse to engage in the transition?

7. **Movement during independent work or instruction time**
    - How are you demonstrating with-it-ness during direct instruction?
        - Are you continuously moving throughout the classroom?
    - How are you demonstrating with-it-ness during independent/group work time?
        - When you interact with individual students, how can you position yourself so you can still see the majority class?
    - How can you ensure that you can view all device screens?
    - What does high behavioral engagement look like when students are learning in your classroom/subject area?
    - What do "not engaged" behaviors look like in your classroom/subject area?
        - How will you address a student who is not engaged in learning?
        - How will you address a group of students who are not engaged in learning?

8. **Collaborative grouping**
    - How will you assign groups? students choose, you choose or random?
    - What roles will be assigned during collaborative group work?
    - How will you assign roles for the group? Students choose, you choose or random.
    - How will you give students this information?
    - How will you clarify general behavioral expectations during group collaboration?
        - Ex.: Voice volume, movement, retrieving supplies, questions, what to do when finished
    - Will you grade the group, individual or both? (academically/contribution to the group)
    - How will you build in time/tools for student self-reflection around their role/contribution to the group?
    - How will you continue to provide active supervision throughout the duration of the group activity?
    - How will you provide active supervision for groups that are not in the classroom?

9. **Behavior standards** (No talking without permission/No getting out of your seat without permission)
    - Behavior bottom line (*It is never okay to be disruptive, it is never okay to be hurtful*)
    - How will you define hurtful and disruptive?
        - What are gateway behaviors in your classroom/subject area?
    - How will you teach this to students?
    - When your expectations change from one activity to the next, how will you convey your new expectations? (Verbally, visually?)
        - Time allotted
        - Behavioral expectations–voice level, acceptable movement
        - How to get help/question
        - Materials needed (where other materials should be stored)
        - What to do when finished
    - When they are not meeting the standards, how will you let them know?
    - When you verbally intervene with students, what words will you use to address them?
        - How do you want students to answer your redirect? Verbally/nonverbally
        - Do they need to say ok, or can they just do it?
    - What is your plan to get to students when you need to talk to them?
    - What will you do if they do not respond to your redirect?

10. **Confronting student behavior**
    - Go to students to address individual behavior.
    - Use proximity, teacher looks and other non verbals as first intervention.
    - Do not sit at your desk when students are in the room.
        - Why is this so important?
        - What message are you sending when you sit at your desk?
    - When and how will you teach your students about how you will redirect them?
        - Why is this so important?
    - How do you want students to respond to your redirect?
        - Verbally? Nonverbally?
        - How will you teach them how to respond: verbally and/or nonverbally?
    - What is your plan B if students do not respond appropriately to your redirect?
        - When a student says, " I don't know" what will you do?
        - When a student says, "But, they're doing it too!" What will you do?
        - When a student says, "You're always picking on me!" What will you do?
        - How will you track the number of redirects given per student so you can maintain credibility? (One verbal redirect, then take action)

11. **Ratio of positive to redirection**
    - How many positives should students receive in relation to each redirect?
    - How will you provide positives to students? (individually, group, verbally, social)
    - How will you provide positives to students who do not like the public acknowledgement?
    - How will you share these positives with the folks at home?
        - Why is this so important?

12. **Hallway behaviors – This most often occurs at the middle school level.**

    When you are having students move from one area to another as a group, and it is not during passing time:
    - Will you have one long line or two short lines?
    - Where will you, as the teacher, walk in relation to the line?
    - How often will you have stopping points?
    - What will be the behavior standards for your lines?

    - What are the building behavior standards for walking in the hallways during class time?
    - How will you teach these to your students?
- How will you address a student who is not meeting this standard?
- What will you require of students prior to getting into line?
- What will be the procedures to get into line?
- How will you teach this information?
- How will you give non-verbal signals to students in the hall to redirect them?
- What non-verbal signals will you use with students in the hall to redirect them?
    - How should they respond? Verbally or nonverbally
- Should teacher standards be different than student standards when in the hallway/line?
    - If the standard is to be quiet/silent in the hall, teachers will model the same standard.

13. Procedures---What procedures do you want your students to know within the classroom?

- Sharpening pencils
- Cell phone storage
- SMART device storage
- Device storage
- Headphone storage
- Electronics
    - Position (apples up, open, closed, 45 degrees)
    - Beginning of class
    - During direct instruction
    - During individual work time
    - During group time
    - Charging Electronics
    - Borrowing a device or charger
    - What if they don't have their device or device is not charged
- Turning in assignments
    - Paper assignments
    - Google Classroom etc.
- Getting a Kleenex
- Disposing of trash
- Getting teacher attention/waiting for help
- When students are tardy/absent
- Leaving the classroom individually
    - Use your building's hall pass system with fidelity
    - Follow your building policy of when restroom breaks are allowed
    - How much time is allowed?
    - What can they take with them? (no phone)
- Getting out materials/collecting materials
- When students do not have supplies
- Participating in discussions, group work, games, white boards
- Individual Work time
- Testing
- When work is completed
- Define the boundaries / expectations for:
    - Backpacks and / lockers
    - Snacks
    - Water bottles/refilling
    - Fidgets
    - Makeup/personal grooming items

- Parent to student phone calls or Employer to student phone calls

14. Restrooms/Locker

- What is your building policy around restroom use during class time?
- Use your building's hall pass procedure with fidelity.
- What will be your procedure for students asking to use the restroom or to go to their locker during class?
- What will you do when a student does not accept your answer of no?
- Can students interrupt and ask to leave at any time of the class period?
    - What is your building policy regarding when students can leave?
- During passing time and before the bell rings, can a student ask to go to the bathroom/locker without being tardy?
- What is the appropriate way to ask to use the restroom or visit your locker?

15. Communication with colleagues

- How will you communicate with colleagues regarding student plans?
- How might you communicate with a colleague if a student left your room in emotional distress or was not OK?

16. Communication with parents

- How often will you communicate with parents by phone, email?
- How many positive phone calls do you feel should be made in relation to concerning phone calls?
- Who in your building can support you when contacting challenging parents about a difficult topic?
- Do you or your building have sample scripts to use when calling parents about a difficult topic?
- What district approved parent communication apps will you have access to and how will you plan to use them?
- How will you document parent communication?

17. Dismissal

- ***The bell does not dismiss students….What will your dismissal as a teacher look like and sound like?***
- **Goal: when students leave the room, it is clean, neat and organized for the next group**
- How many minutes prior to the end of class, will you allow for cleanup/packup?
    - How will you respond when students begin to cleanup/packup early?
- What is the expectation around cleaning or organizing prior to dismissal?
- Will cleaning or organizing be assigned to certain students or all students?
- What will be the required procedure when the bell rings?
- How will you enforce this procedure?
- If students have put up cell phones or computers, how will they retrieve them?
    - When will they be able to retrieve them?
    - Will the teacher hand the items back or can they retrieve the items on their own?
- If students have borrowed any classroom materials: book, device, charger, headphones, pencil, etc. what is the procedure for returning these items before they leave the classroom?
- Students who need escorts should move after the passing period.
    - Where will this student stand: with you, at the door, at their seat, at the safe seat?