

## LEARNING ENVIRONMENT: CLASSROOM MANAGEMENT

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### *In One Sentence:*

- A wide variety of skills and techniques that teachers use to keep students organized, focused, attentive, on-task, and academically productive in class.

### *The Hattie Check:*

- Student Expectations = 1.44
- Teacher Clarity = 0.75
- Strong Classroom Cohesion = 0.53
- Behavioral Interventions = 0.62
- Classroom Management = 0.35

### *What's the Point?*

- Effective teachers spend more time promoting responsible behavior than responding to irresponsible behavior
- Teachers who do the following effectively foster positive student learning, attitudes, and social behavior:
  - Establish smooth, efficient classroom routines
  - Interact with students in positive, caring ways
  - Provide incentives, recognition, and rewards to promote excellence
  - Set clear expectations for classroom behavior and apply them fairly and consistently
  - Provide multiple opportunities for students to respond and engage with the teacher and classmates

### *How is classroom management used by Teachers?*

- Structure is established through consistency and communicated through the use of expectations and procedures within the classroom.
- Teachers are able to focus on presenting content when students are aware of behavior expectations and ready to learn.

### *How is classroom management used by Students?*

- Students refer to expectations and procedures to govern their own behavior and self-correct when necessary
- Students practice social responsibility, accountability, and positive interactions.
- Enhances students' academic skills.

### *How do I know if my classroom management is working?*

- [Basic 5 Data Collection Tool](#)



## ✓ S STRUCTURE: ORGANIZE THE CLASSROOM FOR SUCCESS

✓	
Is the room arranged so I can get from any part of the room to any other part of the room relatively efficiently?	5 4 3 2 1
Can I and my students access materials and the pencil sharpener without disturbing others?	5 4 3 2 1
Does the schedule create consistency, variety, and opportunities for movement?	5 4 3 2 1
Do I have effective beginning and ending routines?	5 4 3 2 1
Have I defined clear expectations for instructional activities? (for example, see CHAMPS poster below)	5 4 3 2 1
Have I defined clear expectations for transitions between activities?	5 4 3 2 1
Do I have an effective quiet signal that is both visual and auditory?	5 4 3 2 1

## ✓ T TEACH STUDENTS HOW TO BEHAVE RESPONSIBLY IN THE CLASSROOM

✓	
Have I created lessons on expectations and explicitly taught them for classroom activities and transitions?	5 4 3 2 1
Have I created lessons and explicitly taught expectations for classroom routines and policies?	5 4 3 2 1
Have I provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.)	5 4 3 2 1
Have I continually taught embedded school-wide Guidelines for Success?	5 4 3 2 1
Do I have a schedule of dates for re-teaching behavior expectations throughout the school year?	5 4 3 2 1

## ✓ OBSERVE STUDENT BEHAVIOR (SUPERVISE!)

✓	
Do I circulate and scan as a means of observing/ monitoring student behavior?	<b>5 4 3 2 1</b>
Do I model friendly, respectful behavior while monitoring the classroom?	<b>5 4 3 2 1</b>
Do I periodically collect data to make judgments about what is going well and what needs to be improved in my management plan?	<b>5 4 3 2 1</b>

## ✓ INTERACT POSITIVELY WITH STUDENTS

✓	
Do I interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?	<b>5 4 3 2 1</b>
Do I provide age-appropriate, non-embarrassing feedback?	<b>5 4 3 2 1</b>
Do I strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?	<b>5 4 3 2 1</b>
Do I use Ratio of Positive Interactions understanding and/or data analysis to improve positive interactions with all students? (Strive for at least a 3:1 ratio of positive to negative interactions)	<b>5 4 3 2 1</b>
Do I provide noncontingent attention ("reach-outs") to all students inside and outside of the classroom?	<b>5 4 3 2 1</b>

## ✓ CORRECT IRRESPONSIBLE BEHAVIOR FLUENTLY

✓	
1. Do I correct consistently?	5 4 3 2 1
2. Do I correct calmly?	5 4 3 2 1
3. Do I correct immediately?	5 4 3 2 1
4. Do I correct briefly?	5 4 3 2 1
5. Do I correct respectfully?	5 4 3 2 1
6. Do I have a menu of in-class consequences that can be applied to a variety of infractions?	5 4 3 2 1
7. Do I have a plan for how to respond to different types of misbehavior fluently?	5 4 3 2 1

## ✓ QUALITY CHECKLIST: CLASSROOM MANAGEMENT

✓	
Specific policies and procedures are posted in the classroom for different activities.	
Teach policy and procedure to students at the beginning of the year.	
<b>Model</b> the expected behavior for students during instruction and transitions.	
<b>Reteaching</b> of procedures and expectations when necessary.	
<b>Positive reinforcement</b> for students who are following expectations.	
<b>Redirection</b> or negative consequences for students who struggle.	
An <b>open mind</b> and ability to change if your current plan is not focusing students.	
Use <a href="#">BIG 8</a> Procedures	
Use CHAMPS Techniques (see example below)	

## CHAMPS: One tool for Creating a **S**tructure and **T**eaching your Expectations (SToic)

### Creating a CHAMPS Plan

Use the CHAMPS or another acronym to

- specify classroom behavioral expectations
- Establish clear routines for accomplishing every-day tasks (entering the classroom, taking attendance, handing in homework, etc.)
- Practice the routines with the class giving them feedback as needed
- Maintain clear routines throughout the year.

**Conversation:** Can students converse during this activity? About what? With whom? For how long?

**Help:** How do students get your attention for help? How do students get questions answered? What should they do while they wait for you?

**Activity:** What is the expected end product of this activity? What is the task or objective?

**Movement:** For what reasons can students get out of their seats during this activity? Do they need permission to do so?

**Participation:** What behavior shows that students are participating or not participating?

**Success:** There are no questions for this one. When CHAMPS expectations are met, students will be successful.

### Example of Teaching Clear Expectations: “CHAMPS” Chart

CHAMPS	Solo Work	Teacher Instruction	Group or Partner Work	Test or Quiz	Earned Activity Time
<b>C</b> onversation	Low Voice 0-1	Silent	Low Voice 1-2	Silent	Talk Quietly
<b>H</b> elp	Raise Hand or Ask Neighbor	Raise Hand	Ask your group or partner then teacher	Raise Hand	Ask a friend or teacher
<b>A</b> ctivity	Work on Aleks or complete worksheet alone	Take notes, on-topic discussion, Practice problems	Solve problem with table; divide up task to complete	Answer Test questions and do your best	Choose a desired activity in your seat
<b>M</b> ovement	In your seat	In your seat	Move after teacher instructions	Ask Permission	Move after teacher Instructions
<b>P</b> articipation	Work on your own	Focus on teacher & raise hand	Work with your team or partner only	Work on your own	Work on your own or with others
<b>S</b> uccess	Task is finished	Topic is understood	Share with the class your findings	Correct answers on the test/quiz	Time is enjoyed

✓ VIRTUAL CLASSROOM STOIC CHECKLIST (Adapted from the work of Tricia Skyles, 2020)

✓		
<b>S</b> tructure the learning environment for success	1. Is the learning platform configured so that you can monitor students relatively efficiently? 2. Can students access any materials they need relatively efficiently? 3. Have you provided guidelines for how students can structure the home environment to minimize distractions? 4. Does the schedule of learning activities create consistency, variety, and opportunities for students to interact? 5. Do you have effective beginning and ending routines for online instructional periods? 6. Have you defined clear expectations for online instructional activities?	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1 5 4 3 2 1
<b>T</b> each students how to behave responsibly during online learning	1. Have you created lessons on expectations and explicitly taught them for instructional activities? 2. Is teaching and re-teaching provided as needed?	5 4 3 2 1 5 4 3 2 1
<b>O</b> bserve student behavior (supervise!)	1. Do you check in on individual students and groups to monitor student engagement? 2. Do you model friendly, respectful interactions while monitoring student behavior? 3. Do you periodically collect data to make judgments about what is going well and what needs to be improved?	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1
<b>I</b> nteract positively with students	1. Do you interact with every student in a welcoming manner (e.g., saying hello, using students' names, talking to students at every opportunity)? 2. Do you provide age-appropriate, effective positive feedback? 3. Do you strive to interact more frequently with every student when they are engaged in positive behavior than when they are engaged in negative behavior?	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1
<b>C</b> orrect irresponsible behavior fluently	1. Do you have a plan for how to respond to different types of misbehavior fluently? 2. Do you correct consistently, calmly, immediately, respectfully, and briefly? 3. Do you have a plan for re-teaching and connecting with students who chronically misbehave?	5 4 3 2 1 5 4 3 2 1 5 4 3 2 1

Applicable [UTOT Standards](#): Standard 3, Learning Environments

### Video Models of Effective Classroom Management

- [Making the Most of Your First Day](#)
- [Setting the Tone from Day One](#)

### Helpful Tools for intensive Behavior Needs:

- [Least Restrictive Behavioral Interventions LRBI: Checklists & Videos](#)
- [LRBI TECHNICAL ASSISTANCE MANUAL](#)

## ✓ QUALITY CHECKLIST: CLASSROOM MANAGEMENT in a Digitally Powered Environment

Are you using Schoology and other digital resources to... ✓	
Know how to navigate the learning management system to access coursework.	
Motivate students to begin the learning processes.	
Help students focus on the learning goals (content) with less distraction(s).	
Allow students to collaborate respectfully face to face and online.	
Have face to face and online procedures and expectations set up for behaviors. Transitions. Attention getters. Wait time. Early-Finisher.	
Students know how to use the devices appropriately. (keyboards, mouse, chromebooks, cords, charging, device handling).	
Students will become familiar with <a href="#">good digital citizenship</a>	
To explore digital resources for implementing this practice, click on: <ul style="list-style-type: none"><li>• The HuB (Help us Blend) (<i>find and request training resource</i>)</li><li>• WCSD Digital Resources (<i>powerful resources listed by modality</i>)</li><li>• <a href="#">LearnPlatform</a> (<i>find out which software is approved or request approval of new software</i>)</li><li>• <a href="#">Triple E Framework Rubric Questions</a></li></ul>	

### Helpful Tools for Online Classroom Management:



- [CHAMPS for our Online Meetings \(5th Grade\)](#)
- [CHAMPS Poster for Online Learning--M. Pedersen](#) [\(Word Version\)](#)
- [CHAMPS Poster for Online, Independent Work--M. Pedersen](#) [\(Word Version\)](#)