

Checklist for Successful Classroom Management

*Classroom management is what you do to prepare the lesson,
the environment, and the students for learning.*

Environment “To Dos” (Materials, Procedures)

- Do write your name, a brief lesson outline, and a welcome note on the board if you’ll be working with students with good reading skills.
- Do bring nametags for the students to fill out and wear, or ask the teacher to arrange for this ahead of time.
- Do organize materials before the class begins and ideally before students arrive. Maintain a well-ordered environment during the lesson to the best of your ability. Ask students to do the same.
- Do make sure you have adequate supplies for all students to avoid conflicts and to allow the lesson to progress smoothly.
- Do give specific instructions about supplies so that they are not misused. Whenever possible, pass out supplies after you’ve given instructions regarding their use.
- Do feel free to walk around the classroom during your time with students. Proximity promotes attentiveness.
- Do inform the classroom teacher of all materials and procedures you plan on using.
- Do ask the teacher for classroom management procedures that she/he has used successfully with the class. Whenever possible, use the procedures that he/she has already put into place. “Reinventing the wheel” is counterproductive.

You and the Students

- Do call the students by name.
- Do take a few minutes to become acquainted with the students. Ask what they’ve been studying, and what they know or would like to know about your lesson topic.
- Do let the students know what you expect of them and that you are confident they’ll meet your expectations. Give both general and specific instructions. For example:

General Expectations:

Be respectful.

Do your best work and stay on task.

Ask questions. Be curious! Enjoy learning!

Specific Expectations:

Listen to instructions the first time.

Follow the steps that I’ve listed on the board.

- Do make sure that all eyes are on you and all ears are listening before you begin speaking in any teaching situation. Pause and wait silently for students’ attention. They will intuitively begin quieting classmates for you. Never shout over noise.

- Do praise students' good work, habits, and appropriate behavior while you're with them.
- Do call on and involve as wide a variety of students as possible.
- Do address behavior problems immediately. The best teachers have mastered the following techniques to keep students on task:
 - Stop talking entirely and rest your eyes on the student. Wait for his/her attention. When you have it, thank the student for it and go on with the lesson.
 - When eye contact fails or poor behavior continues, walk calmly toward the student, look him/her in the eye, and quietly say what they need to be doing. Solicit their agreement to stay on task. End with a smile. A win/win scenario is the outcome to seek.
 - Make arrangements before the visit with the classroom teacher to step in on matters of discipline when necessary. If a student is determined to be continually disruptive and uncooperative, ask the teacher to intercede.

The Lesson

- Do practice the lesson and arrive prepared. Think through classroom material arrangement and management techniques.
- Do give specific expectations, tasks, and instructions to avoid wasted time, confusion, or disruption.
- Do state the procedures you want students to follow if they complete their work early, have questions, or need help. Whenever possible, use the procedures that the classroom teacher already has in place.
- Do let students know what you will do to get their attention when necessary. (For example: "When you hear the thunder tube, I'd like you to stop, look, and listen," or "When I say, '1-2-3 eyes on me,' please give me your attention.")
- Do keep track of time and students' progress. Make adjustments as needed to maximize learning and to accomplish as much as possible in the given allotment of time.
- Do talk less -- avoid being a talking head. Ensure that students have time to contribute and participate in discussion and problem solving at any age.
- Do be prepared to explicitly state how groups are to be formed if students will be in them. Ideally, have the teacher arrange the students in groups before your arrival.
- Do give group members jobs such as:
 - Recorder: someone who records the groups work and discussion
 - Reporter: someone to report to the class about the groups work, results, and discussions
 - Facilitator: someone responsible for keeping the group focused on the lesson
 - Manager: someone responsible for all materials for the group
- Do ensure groups are heterogeneous (sex, ability, etc.) and that group leadership is shared.
- Do encourage discussion, teamwork, sharing, helping, and teaching among students.
- Do all that you can to make learning a positive and enjoyable experience for each student.

Post Lesson

- Do have all students assist with cleaning up after the lesson.
- Do thank the teacher and students for the opportunity of visiting and working with the class.
- Do reflect on what worked and didn't work during the visit so that you can continually improve the lesson and classroom management techniques.
- Do solicit the teacher's invaluable input.

Positive discipline is a highly prized and positive commodity in both the classroom and in life. It is not always evident, but students appreciate it as much as teachers appreciate conscientious effort. Firm, fair and friendly classroom management promotes self-control, character, orderliness and efficiency, and allows for students to learn in a comfortable, predictable, and safe environment. It's an essential component of success.