

3 Classroom/Time Management Strategies

What Do I Do Now? - How to respond when students finish their work early is a classic challenge! When a student approaches to let you know they have finished a task, use that opportunity to foster critical thinking and conversation. Ask questions like, "What was the most interesting thing you learned from this activity?" or "What's something that you are curious about and want to continue researching?" or "How could what you learned today serve you in the near or distant future?"

Ask the Same Questions - When a question is answered satisfactorily, circle back to it to check for understanding and reinforce important ideas or concepts. For example, 10 minutes after an essential point is made, ask again, "Wait—tell me again what does it mean when the author wrote...?" or "What did we say the point of view is in this story?" Students learn that answers aren't simply filed away, never to be considered again.

The Right Motivation - Motivating students to complete assignments, take part in co-curricular activities, and strive for excellence can be tough. Motivation becomes easier when we transform a chore into a choice. Doing this allows students to have a sense of control. Give choice a chance!

2 Instructional Strategies

Unconditional Positive Regard - When students make mistakes, fail, or misbehave, it is your role to continue to let students know that you believe in the student and their abilities. You need to ensure that students know that inappropriate behavior or lack of effort is unacceptable. Positive regard involves consistently and unconditionally viewing students as capable and competent. You should follow-up with comments about positive regard:

"Even though today was difficult, I expect that you will come to school doing better tomorrow."
"The quality of your work does not match your potential. Let's talk about some strategies for improvement before we leave today."

Cooperative Learning- This activity is a teaching strategy that involves having students work together rather than in competition. Usually, this takes place in small groups where the success of the group is dependent on the students working together to achieve a common goal.

The resources listed are provided as options and examples. Pennsylvania does not require, recommend, or endorse any specific program or product. All curricular and instructional decisions are made at the local level.

1 Assessment Strategies

Four Corners - This activity provides an opportunity for student movement while permitting you to monitor and assess understanding.

Pose a question or make a statement about the day's learning. Students then move to the appropriate corner of the classroom to indicate their response to the question/statement. For example, the corner choices might include "I strongly agree," "I strongly disagree," "I agree somewhat," and "I'm not sure."

Four Corners is relatively simple. Start by identifying each corner of the room as corresponding to a particular response. If you want to use multiple-choice style prompts, for instance, you can identify each corner of the room as A, B, C, and D.

You can literally watch students answer the questions, and you can use their responses to spark discussion.



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