

3 Classroom/Time Management Strategies

Build Relationships - Building relationships with each student is the key to having strong classroom management. The faster you know each student's name, the sooner you can start forming a more personal connection with each student. Get to know their interests and strengths. This helps greatly when it comes to enforcing the rules and procedures of the classroom.

Remain Consistent - Remember, middle/high school is a time when rules are meant to be tested, bent, and broken! No matter what - stick with the procedures and rules. This will show the students that you are firm, fair, and consistent. They will respect you more for it.

Utilize Proximity - Circulate the room to keep students engaged and attentive. Not only do students have to pay attention and follow where you are, but it allows you the opportunity to check to make sure students are on-task. This is essential in the middle/high school classroom.

2 Instructional Strategies

Wait Time - Wait time is a PAUSE that you incorporate in your instruction after you have asked the class a question. This pause needs to be about 15-30 seconds. The reason you pause is to allow students to think of an answer to your question. Be sure, when asking the question, to not say a student's name before the question. You want ALL THE STUDENTS to be thinking of the answer.

Prompting - Prompting involves providing students with nudges, guides, and questions that will help them move closer toward an answer. A prompt is a suggestion to a student that they pay attention to a particular aspect of a task that will help them get closer to the answer. Prompts are used regularly by teachers to get beyond blocks in student learning.

1 Assessment Strategies

Exit Ticket - During the last five minutes of class ask students to reflect on the lesson and write down what they've learned. Then, ask them to consider how they would apply this concept or skill in a practical setting. Exit tickets check for students' understanding of a concept taught. This exercise quickly generates multiple ideas that could be used to inform instruction and identify students who need intervention or are ready to move on to the next concept.



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