

Establishing and teaching rules to constitute a classroom learning community

(A teacher's rules constitute the class; the question is whether those rules are productive and worthy of student support.)

Rule by rule:	Without doubt	Probably	Maybe	Probably not
Can I say clearly and confidently that the rule is necessary, and reasonable for learning, safety, and mutual respect, and so deserve respect and support by students?				
Can I say clearly and confidently that the rule is consistent both with learning goals and with what we know about how human beings learn?				
Can I say clearly and confidently that the rule is consistent with school rules? Will I be acting consistently with my colleagues in the faculty?				
Rules must be enforced; will enforcing this rule get me into fruitless conflicts that erode my relationships with my students?				
Can I say clearly and confidently that I can and do act on the rules both reasonably and consistently?				
Can I say confidently that the rule is clear and understandable? Can I teach it and enforce it without confusion?				
Have I taught the rule? That is, stated it, explained why it is necessary and reasonable, discussed how it applies to situations, and talked about examples with my students?				

*Adapted from Carol Simon Weinstein and Andrew J. Mignano (2003). *Elementary/Secondary Classroom Management: Lessons from Research and Practice*. New York: McGraw-Hill

vBalanced use of motivation strategies for diverse students

Organizing

(Motivation = (the student’s expectation of succeeding in the task) X (the value the student places on the task))

Do I use both:		Visible in plans & materials?	Visible during instruction?	Visible in marks on student work?
a range of strategies for increasing students’ expectation of success in the task	Use my knowledge of students’ past work to design specific opportunities for success.			
	Teach students to set reasonable goals and to assess their own performance.			
	Help students to recognize (in successful work) the relationship between effort and outcome.			
	Provide students informative feedback about their performances and products.			
and				
a range of strategies for increasing the value that students place on the task?	Show my own interest in learning and the matter at hand.			
	Relate lessons to students’ own lives.			
	Provide opportunities to choose question, topic, task, partner, materials, etc.			
	Provide opportunities to respond actively, to work actively with the subject.			
	Provide opportunities to interact with peers in the course of the work.			
	Enable students to complete finished products (something they can be proud of).			
Effectively praise good work.				

Restrained use of options for responding to inattention and misbehavior

[Organizing](#)

(Without restraint, the teacher will be the most disruptive person in the room.)

Category and purpose	Teacher's move	Used in a lesson?	Seeming effect, aftermath?
Ignore it	It didn't happen (had no effect, a non-event).	1 2 3 4 5 6 7 8	
Non-verbal interventions let you keep on teaching.	Make a face; the "teacher's look".	1 2 3 4 5 6 7 8	
	Give a hand signal.	1 2 3 4 5 6 7 8	
	Move toward the student.	1 2 3 4 5 6 7 8	
Non-directive verbal interventions give students information and opportunities to regulate themselves.	Say the student's name (just the name).	1 2 3 4 5 6 7 8	
	Incorporate student's name into lesson.	1 2 3 4 5 6 7 8	
	Call on student (as though normal).	1 2 3 4 5 6 7 8	
	Gently joke about the situation.	1 2 3 4 5 6 7 8	
	Calmly report the effect on class and teacher.	1 2 3 4 5 6 7 8	
Directive verbal interventions say clearly and simply what the student should do.	Give a command.	1 2 3 4 5 6 7 8	
	Remind the student of a rule.	1 2 3 4 5 6 7 8	
	Give a choice between responding or penalty.	1 2 3 4 5 6 7 8	
Penalties may serve, if they are both proportionate and logical responses to the misbehavior.	Express disappointment in the student.	1 2 3 4 5 6 7 8	
	Assign restitution: apologize, fix it, clean it, pick it up, repair it, make it right, etc.	1 2 3 4 5 6 7 8	
	Make the student make it up: stay in or stay after to do it, finish it, correct it, etc.	1 2 3 4 5 6 7 8	
	Assign a written reflection on the misbehavior.	1 2 3 4 5 6 7 8	
	Invoke "time-out" routine, taught previously.	1 2 3 4 5 6 7 8	
	Take away a privilege.	1 2 3 4 5 6 7 8	
	Detain after school for problem solving talk.	1 2 3 4 5 6 7 8	

Routinizing activity to save time and promote learning

Organizing

(Every organization has routines that save time and enable personnel to concentrate on the essential business.)

Types, purposes	Name (encompasses)	Defined?	Taught?	Efficient?	Supports learning?
Class-running routines conserve time for teaching and learning	Class opening (greeting, attendance, mental set)				
Lesson-running routines directly support instructional activity.	Homework check (review problems, grade & collect papers)				
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Interaction routines define who talks with whom, how, and when	Choosing who speaks during discussion				