

Classroom Management,  
Effective Instruction,  
and  
Student Motivation

*"The Keys to Raising Student  
Achievement"*

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*"The longer I live, the more I realize the impact of **attitude** on life. **Attitude**, to me, is more important than facts. It is more important than the past, than education, than money, than circumstances, than failures, than successes, than what other people think or say or do. It is more important than appearance, giftedness or skill. It will make or break a company....a church...a home. The remarkable thing is, we have a **CHOICE** every day regarding the **attitude** we will embrace for that day. We cannot change our past...We cannot change the fact that people will act in a certain way. We cannot change the inevitable. The only thing we can do is play on the one string we have, and that is our **attitude**.... I am convinced that life is 10% what happens to me and 90% how I react to it. And so it is*

*with you. You.....we are in charge of our Attitudes."*

*-Charles Swindoll*

# **Goals for Today's Workshop**

**Goal #1 –**

**Goal #2 –**

**Goal #3 –**

**Goal #4 -**

**Positive Relationships Using the Emotional Bank  
Account**

**Students**

**Adults**

**1.**

**1.**

**2.**

**2.**

**3.**

**3.**

**4.**

**4.**

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**The Five Love Languages**  
**by**  
**Gary Chapman**

1.

2.

3.

4.

5.

## **Questioning Techniques to Motivate Students to Participate**

**\_\_\_\_\_ - used to promote student  
accountability**

**Questioning Technique #1 -**

## **Questioning Technique #2 –**

## **Questioning Technique #3 –**

## **Questioning Technique #4 -**

Individually decide which of the following is conducive to good classroom management. Please write Y for yes and N for no in the blank preceding each statement.

- \_\_\_\_\_ 1. Being at your door as students enter your classroom at the beginning of class
- \_\_\_\_\_ 2. Teaching and testing the rules and procedures for your class
- \_\_\_\_\_ 3. Being consistent with rules
- \_\_\_\_\_ 4. Calling roll each period orally
- \_\_\_\_\_ 5. Arranging your desks so that you can see everyone at one time
- \_\_\_\_\_ 6. Allowing students to get up out their desk without permission
- \_\_\_\_\_ 7. Arguing with a student in front other students
- \_\_\_\_\_ 8. Allowing students to go to the restroom

- \_\_\_\_\_ 9. Telling your students to “Shut Up”
- \_\_\_\_\_ 10. Having an assignment ready for the students as they come in your class
- \_\_\_\_\_ 11. Allowing students have free time at the end of class
- \_\_\_\_\_ 12. Allowing students to talk or make noise during intercom announcements
- \_\_\_\_\_ 13. Having a technique for getting the attention of the class
- \_\_\_\_\_ 14. Planning in advance to have enrichment for those students who finish early
- \_\_\_\_\_ 15. Having a student repeat the directions for an activity
- \_\_\_\_\_ 16. Allowing a student to put his or her head down or go to sleep
- \_\_\_\_\_ 17. Praising students for correct behavior
- \_\_\_\_\_ 18. Using sarcasm when dealing with students
- \_\_\_\_\_ 19. Dressing professionally each day
- \_\_\_\_\_ 20. Embarrassing a student in front of other students
- \_\_\_\_\_ 21. Modeling good manners and behaviors in front of your students
- \_\_\_\_\_ 22. Being excited about teaching
- \_\_\_\_\_ 23. Putting your arm around a student of the opposite sex
- \_\_\_\_\_ 24. Having a genuine concern and love for your students
- \_\_\_\_\_ 25. Hanging out with your students after school
- \_\_\_\_\_ 26. Giving rewards for good behavior
- \_\_\_\_\_ 27. Allowing a student to sit in your lap
- \_\_\_\_\_ 28. Never smiling in class
- \_\_\_\_\_ 29. Rewarding good behavior with free time
- \_\_\_\_\_ 30. Screaming at your students
- \_\_\_\_\_ 31. Sitting at your desk while students are working
- \_\_\_\_\_ 32. Having plenty of “sponge activities” for any dead time for class
- \_\_\_\_\_ 33. Allowing students to not bring their book to class
- \_\_\_\_\_ 34. Allowing the bell to dismiss your class
- \_\_\_\_\_ 35. Teaching the students the correct way to turn in papers
- \_\_\_\_\_ 36. Punishing the entire class instead of the individual
- \_\_\_\_\_ 37. Allowing the students to help make the rules
- \_\_\_\_\_ 38. Leaving your students unsupervised for any amount of time
- \_\_\_\_\_ 39. Acting as a professional at all times
- \_\_\_\_\_ 40. Having high expectations for the students
- \_\_\_\_\_ 41. Drinking a soft drink or eating in class in front of your students
- \_\_\_\_\_ 42. Rewarding a class for good behavior by showing a Disney-like movie
- \_\_\_\_\_ 43. Having an assignment board
- \_\_\_\_\_ 44. Using the majority of the first week of school to teach rules and procedures
- \_\_\_\_\_ 45. Allowing students to work in groups during the first week
- \_\_\_\_\_ 46. Writing the objective and plans on the board each day.
- \_\_\_\_\_ 47. Calling on students randomly to answer questions
- \_\_\_\_\_ 48. Writing the date on the board each day
- \_\_\_\_\_ 49. Moving around the room during seatwork to monitor students’ work
- \_\_\_\_\_ 50. PLANTING A SEED in each child to be the BEST!



# Bell Activity

The bell activity is an assignment that is posted in the same place every day. Bell activities are independent work that require little or no teacher assistance. Effective teachers use the activity to help structure time as students enter the room to start class. The bell activities help the teacher to monitor student understanding, reinforce necessary skills, and provide enrichment.

## Preparation and Planting

1. Post the bell activity or write directions on the chalkboard.
2. Before the bell rings each teacher should be at the entry of the classroom supervising the hall traffic and welcoming students.
3. The first priority of the teacher each class period is to make sure all students begin working on their bell activity. Use **proximity praise**. *Thank you, Mary, for starting on your bell activity.* Praising students who have started the bell activity recognizes students who have started and sends a message to other students who have not started: Please get started! Use of **eye contact, proximity, non-verbal signals, and the "whisper technique"** also encourage students to begin working.
4. When the tardy bell rings, the teacher should **work the room** one time to ensure that students are working. Some teachers set timers to help provide **tension and pacing** for the bell activity. The time to complete the activity will vary with the activity.

## Hints for Success

Encourage students to complete bell activities by:

- using **high interest** activities—  
The assignment should not be monotonous "busy work."
- requiring completed work be stored in a special folder or notebook section for completed work
- providing appropriate feedback
- grading selected bell activities



*Successful classroom management is vital to TEACHING ABUNDANT. Students should be kept **actively involved** from the moment they walk in until the moment they leave. Busy students are successful students, and busy students are behaving students. So keep them busy, keep them on task, wear them out, and enjoy your sanity.*

MOTIVATION

# Stages of Teaching

**Stage 1 –**

**Stage 2 –**

**Stage 3 –**

**Stage 4 –**

## MOTIVATION

How do we motivate? There is no magic wand. All students are unique so you must have a variety of motivational tools. Here are twelve ideas that you can try.

1. **Show them you CARE!!!!** Build a positive relationship with each child. Students don't care how much you know until they know how much you care. People do things for people they love or respect. Make deposits into each child's emotional bank account.
2. **Make what you are teaching interesting and fun.** One of the basic needs of all individuals is to have fun. People do things that are fun.
3. **Active participation.** Get them involved mentally, emotionally, and physically.
4. **Be excited and enthusiastic about what you are teaching.** If you are not excited about what you are teaching, how do you expect the students to be excited about learning?
5. **Have a variety of teaching strategies.** Everyone likes some variety.
6. **Help them be successful.** Success leads to more success. Celebrate success.
7. **Relate the lesson to things they like.** Find out their interests and try to relate the lesson.
8. **Effective classroom management.** Kids like structure. Students need to feel safe emotionally and physically in the classroom. If they are worried about being embarrassed, they will be less likely to try.
9. **Be a positive role model.** Students are looking for positive adult role models. Are you motivated, enthusiastic, positive, encouraging? You

set the pace in the classroom as the teacher. Are you displaying the behavior that you want from your students? You reap what you sow.

10. **Work the room.** The more you move around the room and give feedback to students, the more encouraged students will be to work harder.
11. **Rewards.** Verbal praise, stickers, privileges, etc.
12. **Parent Contacts.** Be sure to make positive contacts early in the year and communicate with parents as soon as possible with concerns. You need the parents on your side.

### **Intervention Strategies to Stop Inappropriate Behavior**

**Simple ways to handle inappropriate behavior are:**

1. Use eye contact or " \_\_\_\_\_ " with the offender.
2. Use " \_\_\_\_\_ " to terminate the behavior (e.g., a finger to the lips to stop talking, nodding at or pointing to the student's desk if he is out of his seat).
3. Use the " \_\_\_\_\_ ". Simulate writing an office referral.
4. \_\_\_\_\_ - Move closer to the offender.
5. Proximity with \_\_\_\_\_. (Know your students) - Proximity with \_\_\_\_\_ on the desk.
6. Proximity with \_\_\_\_\_. (Can be positive or negative.) Place a written note on his or her desk and disengage.
7. If you decide to go verbal with a student, use the \_\_\_\_\_. This will allow the student to save face in front of his friends. Remind the student of the correct procedure.
8. \_\_\_\_\_. (Have this set up in advance with a colleague before school starts.)
9. \_\_\_\_\_ - Use a written referral as leverage to help a student behave for the rest of the week. Give the student a choice of going to the office now with the referral or if he/she can behave for the rest of the week

10. Direct approach. Tell the student to stop the rule violation. Monitor the student until you observe appropriate behavior.

**Inappropriate behavior can be ignored or handled with delayed feedback only when:**

1. The problem is momentary and not likely to escalate.
2. It is a minor deviation.
3. Handling it would disrupt the flow of the lesson.
4. Other students are not involved.

## **PLAN FOR INSTRUCTION**

Plan ahead for smooth-running instructional activities. Be sure the plans are appropriate for the intended learners, provide for student involvement, maintain whole-class focus and do not rely on seatwork.

Planning is a crucial factor in effective teaching. Doug Russell and Madeline Hunter have identified the following seven lesson elements that have a direct effect on student learning.

1. Anticipatory Set

An anticipatory activity helps students establish attention and mental readiness for the instruction to follow. It could also provide brief practice in previously achieved related learning.

2. Objective

The teacher should communicate to students not only what they should be able to do by the end of the lesson, but also the importance, usefulness and relevance of that accomplishment.

3. Instructional Input

In this step, the teacher identifies and communicates necessary information. Methods could include lecture, demonstration, and the use of pictures, diagrams, or audio-visuals.

4. Modeling

Students are shown an example of a finished product or process.

5. Checking for Understanding

The teacher observes student performance to see that they have mastered skills needed to achieve the objective.

6. Guided Practice

Students perform tasks using newly mastered skills under close teacher supervision.

7. Independent Practice

Once students can perform accurately and with confidence, they are ready to practice the new skill or process independently.

## **KEEP STUDENTS ACCOUNTABLE**

Vernon F. Jones and Louise S. Jones share the following methods that can assist teachers in helping students better understand schoolwork and enhance the quality of learning time.

- **Giving Clear Instructions**
  1. Give precise directions.
  2. Describe the quality of work.
  3. After giving instructions, have students repeat or paraphrase.
  4. Positively accept students' questions about directions.
  5. Place directions where they can be seen and referred to by students.
  6. Have students write out instructions before beginning an activity.
  7. Give directions immediately prior to the activity they describe.
  8. Model the correct behavior.
  
- **Beginning a Lesson**

1. Select and teach a cue for getting students' attention.
2. Do not begin until everyone is paying attention.
3. Begin the lesson by removing distractions.
4. Clearly describe the goals, activities, and evaluation procedures associated with the lesson being presented.
5. Stimulate interest by relating the lesson to the students' lives or a previous lesson.
6. Start with a highly motivating activity in order to make the students' initial contact with the subject matter as positive as possible.
7. Hand out an outline, definitions, or study guide to help students organize their thoughts and focus their attention.
8. Challenge students to minimize their transition time.

- **Maintaining Attention**

1. Arrange the classroom to facilitate the instructional activity you have selected.
2. Use random selection in calling on students.
3. Ask the question before calling on a student.
4. Wait at least five seconds before answering a question or calling on another student.
5. Ask students to respond to their classmates' answer.
6. Do not consistently repeat students' answers.
7. Model listening skills by paying close attention when students speak.
8. Be animated.
9. Vary instructional media and methods.
10. Create anticipation.
11. Ask questions that relate to students' own lives.
12. Provide work of appropriate difficulty.
13. Provide variability and interest in seatwork.

- **Pacing** - (You may want to use a timer to help you pace your class)

1. Develop awareness of your own teaching tempo.
2. Watch for nonverbal cues indicating that students are becoming confused, bored, or restless.
3. Break activities up into short segments.
4. Vary the style as well as the content of instruction.
5. Do not bury students in paperwork.

- **Using Seatwork Effectively**

1. Make seatwork diagnostic and prescriptive.

2. Develop a specific procedure for obtaining assistance.
  3. Establish clear procedures about what to do when finished.
  4. Add interest to seatwork.
  5. Work through the first several seatwork problems.
  6. Monitor students' seatwork and make needed adjustments.
  7. Monitor seatwork by moving around the room systematically.
  8. Spend considerable time in presentation and discussion before assigning seatwork.
  9. Keep contacts with individual students relatively short.
  10. Have students work together during seatwork.
- **Summarizing**
    1. At the end of a lesson, ask students to write or state in a journal one thing they have learned.
    2. Have students play the role of a reporter and summarize learning.
    3. Have students create a skit to act out what they have learned.
    4. Ask students to create learning displays.
    5. Encourage students to present their learning to others.
    6. Display students' work.
    7. Provide frequent review sessions.
    8. Use tests as tools for summarizing learning.
  - **Making Smooth Transitions**
    1. Arrange the classroom for efficient movement.
    2. Create and post a daily schedule and discuss any changes in schedule each morning.
    3. Have material ready for the next lesson.
    4. Maintain students' attention until you have given clear instructions for the activity.
    5. Do not do tasks that can be done by the students.
    6. Move around the room and attend to individual needs.
    7. Provide students with step-by-step directions.
    8. Remind students of key procedures associated with the upcoming lesson.
    9. Use group competition to stimulate more orderly transitions.

## Examples of Classroom Rules



1. Be on time! Be in your assigned seat working on your bell activity before the tardy bell rings. {No warning!!}
2. Be prepared for class. Make sure you have your notebook, textbook, pencils and calculator (if allowed). {No warning!!}
3. Receive permission to speak or leave your desk.
4. Food, drinks, candy and gum are not allowed in the classroom at any time. {No Warning!!}
5. Be respectful to yourself, your classmates and your teacher at all times. (This includes words and actions.)
6. Keep your book/notebook open and continue to work until the bell rings.
7. Follow directions the first time given.
8. Do nothing to hinder the educational process.

# Examples of Classroom Procedures/ Expectations

1. Enter the classroom quietly and in an orderly manner.
2. As you entered class, you were assigned a seat. This will be your permanent seat unless I move you.
3. Always sit up straight in your desk facing forward.
4. The day's date can always be found in the same place everyday: the top right – hand corner of both marker boards.
5. Our attention getter will be the ringing of my bell. Expectations are for you to stop what you are doing (talking, group activities, visitors, etc.) and give me active listening.
6. Please raise your hand and sit quietly to ask/answer a question, to comment, sharpen your pencil, or get permission to leave your desk. Do not blurt out answers or questions.
7. Please take care of restroom/water breaks between classes. You will be given 2 restroom passes for each 9 weeks for use in an emergency. Use them wisely! If you do not use them, you will receive two homework grades of 100. If you do need to go to restroom after you have used both of your passes, you will be allowed to go, but you will have to make up the time you miss before school, at break, after lunch, or after school.
8. If you need to purchase any type of supplies (pencils, paper, etc.) make sure you do so before the tardy bell rings. Supplies will not be sold during class.
9. Make sure you have two sharpened pencils every day. “Pop pencil checks” will be conducted throughout the year.
10. You will have an assignment (5 Min. Check, Bell Activity, in-class writing, etc.) on the board/overhead projector every day before the bell rings for class to begin. Immediately begin this assignment as soon as you are seated. If you had homework the previous night, have it out and ready to check. There should be no talking during this time.
11. You are responsible for keeping your work area clean. You may not get up during class to throw things in the garbage can. You may do this on your way out the door at the end of class.

12. If calculators are being used, make sure you get your calculator before the tardy bell rings.
13. Please do not write on the desks. I will check each desk after each period. If you write on your desk, you will clean every desk in the classroom.
14. When you receive your textbook, check it for any type of damage. Make a list of all damage and turn it in. If your book is damaged and you do not turn in a list, you will be responsible for that damage at the end of the year. Make sure your textbook is always covered with a book cover.
15. If you are caught cheating on an assignment/test, you will receive a zero. If you use someone else's homework, you and the other person will both receive a zero.
16. Write all assignments/upcoming tests or quizzes on your assignment calendar. Your assignment calendar should look like the assignment on the board.
17. When completing a homework assignment, always put your name, the page # and problems to work at the top of your homework paper. (Pg. 82 # 10 – 30 E)
18. If you miss an assignment or test due to an absence, it is your responsibility to arrange time to make up this work. Please discuss this with me before or after school, during break or before class begins.
19. Make sure you turn in your checked homework assignment at the end of every class. This should be done as you are leaving the classroom. If you did not do your homework, turn in the problems that were discussed/worked in class.
19. You will receive one homework pass at the beginning of the year. This pass may be used once to receive full credit on an incomplete homework assignment. Additional passes will be given to all students who do not receive a warning for violating a classroom rule from the beginning of the 9 – weeks through progress report OR from progress reports to the end of the 9 – weeks.
20. In case of a fire, the bell will have short rings. We will quietly and calmly line up and exit the building to the right of the classroom door. We will remain in a group and walk to the fence around the field. There should be no talking during this time.
21. In case of severe weather, the bell will have long rings. We will quietly and

calmly exit the classroom and line up against the wall/lockers by the classroom door. We will be on the floor facing the wall/lockers with our heads covered. There should be no talking during this time.

22. We will work from bell to bell in this class and you may not stop to rest or put your head down at anytime. No writing or passing notes in class.
23. If you are allowed to leave the room, please do so quietly and without disturbing other students. Remember we are in a learning environment.
24. When the bell rings to end class, wait for me to dismiss you. Then you may gather your belongings, clean your work area and quietly leave the room. To dismiss you, I will say something like: "Have a good day.", "See you tomorrow." etc.
25. When announcements are made, you will listen carefully. There will be no talking during announcement/morning messages.

### **Accountability Checklist**

Students entering/leaving class <ul style="list-style-type: none"> <li>• entering before/after tardy bell</li> <li>• leaving before end of class</li> </ul>	
The day's date - location	
Room set-up - How will you work the room?	
Bell activities - What/Where/Graded/Timed	
Checking attendance	
Students who are tardy	
Student receiving permission to speak/comment/ask questions/leave desk/etc	

Students needing materials - pencil or pen/paper/textbook/etc	
Students coming to attention - signal/expectations	
Student needing to go to restroom - signal/expectations	
Student needing to throw paper away	
Student needing to sharpen pencil	
Student needing tissue	
Student work: <ul style="list-style-type: none"> <li>• heading of papers</li> <li>• passing in papers</li> <li>• use of pen or pencil</li> <li>• writing on back of paper</li> <li>• neatness</li> <li>• incomplete work/late work</li> <li>• due dates</li> <li>• makeup work for absent students</li> <li>• notebook expectations/grading</li> <li>• homework <ul style="list-style-type: none"> <li>- when/how much/grading/turning in</li> </ul> </li> </ul>	

Situation  
expectations?

What is your procedure/

## Situation

## What is your procedure/expectations?

End of class dismissal	
Teacher pacing of instructional time	
Class Movement <ul style="list-style-type: none"> <li>- going to PE/Library/Computer Lab/ Lunch/Assembly/Carousel</li> <li>- class changes/hallway expectations</li> <li>- transitions in class</li> </ul>	
Student expectations for intercom announcements/calling of students to office	
Student expectations - emergency <ul style="list-style-type: none"> <li>• fire/evacuation</li> <li>• bad weather</li> <li>• lockdown/etc</li> </ul>	
Student expectations for <ul style="list-style-type: none"> <li>• visitor in room</li> <li>• principal in room</li> <li>• head counter from State Department</li> </ul>	
Student needing to go to <ul style="list-style-type: none"> <li>• office (referral/phone/etc.)</li> <li>• sick/nurse</li> <li>• counselor</li> </ul> (behavior in hall)	
Collection and Distribution of student work	
Ask-Pause-Call	
Volunteers to answer	
Choral Response	

Signal Response	
White Board Response	
Going to board - expectations	
Substitute expectations - teacher/students	
Random questioning of class	
Think-Pair-Share	
Group work expectations	

19

Situation

What is your procedure/expectations?

Food/drink/candy/gum in classroom	
How will student assignments be posted?	
Breaking of rules <ul style="list-style-type: none"> <li>• signal</li> <li>• consequences/discipline ladder</li> <li>• writing referrals</li> <li>• how will you keep up with</li> </ul>	
Students exchanging/grading papers	
Students keeping progress report	

Positive Incentives for students <ul style="list-style-type: none"> <li>• Student of the Week (criteria/announcing/etc)</li> <li>• Other incentives/rewards</li> </ul>	
Communication with parents <ul style="list-style-type: none"> <li>• back to school letter</li> <li>• materials students will need for your class</li> <li>• positive contacts</li> <li>• parent contact log</li> <li>• planner/agenda</li> </ul>	
Grade book maintenance <ul style="list-style-type: none"> <li>• determining report card grades</li> <li>• recording grades</li> <li>• extra credit</li> </ul>	
Posting of student work	
Students working on other assignments	
Students writing/ passing notes	
Rules and Procedures Test for your class	

### Scenario #1

**Your class is reading their textbook and Billy pulls out a popular magazine (unrelated to the class topic) and begins to read it. List some steps you could take to address this situation.**

### Scenario #2

**Kim is walking down the school hallway on the way to class with some of her friends. She is wearing a shirt that has inappropriate words on it. How would you handle this situation?**

### Scenario #3



When the tardy bell rings to start class, students are walking around the room and talking to each other. The teacher tells the students to hurry up and sit down. Most students continue to talk and take their time to get to their desks. As teacher calls the roll orally, several students make comments out loud. After about 10 minutes, the teacher finally begins to teach the day's lesson. Can you think of a more efficient and effective way of beginning class?

#### **Scenario #4**

A student in your class continues to blurt out. He blurts out answers in your class and sometimes blurts out rude comments. You realize that if you don't stop him from blurting out that others will also begin to blurt out. What would be your plan of action to get him to stop blurting out in class?

#### **Scenario #5**

As an elementary teacher, you continue to have problems with students tattle telling on other students about trivial issues. What are some techniques that you might use to stop the tattle telling?

#### **Scenario #6**

Ms. Smith's class just returned from lunch. The students are very noisy, and she is having trouble trying to quiet them. She shouts, "Please be quiet!" and flicks the lights on and off, but the students continue to talk and roam about the room. What would be your advice to Ms. Smith to help her fix this situation?

#### **Scenario #7**

You have a student's cell phone ring during class. You cannot tell who has it. What do you do?

#### **Scenario #8**

A student is extremely defiant in class. Every time you redirect this student, he or she comes back with a disrespectful comment and a refusal to work. Finally you have had enough. You tell the student to go to the office. The student refuses to move. You ask again. The student still does not go. What do you do?

#### **Scenario #9**

All of your students have been responding correctly to your attention getter with the exception of one student. Jimmy continues to talk and not give you active listening when the attention getter is given. What steps would you take to get Jimmy to respond correctly to the attention getter in the future?

## **Notes**

