

**Beginning and Ending Class Well:
Improving Academic Achievement Through
Effective Instructional Practices and
Behavior Management Strategies**

Presented by:

Effective Educational Practices
www.successfulschools.org

Purpose

Review critical features of effective instructional **practices** and behavior management **strategies** at the start and end of class.

**Classroom Management
Challenges**

- Often informal
- Typically reactive and punitive
- Low priority or little attention
- Disconnected from colleagues, school-wide plan

**Critical Instructional Practices for
First Seven Minutes of a Period**

Greet students as they enter the
classroom.

Respond to student's following
directions

Connect lesson focus to previously
taught skills

First Seven Minutes Continued

Display some level of enthusiasm for
content

Present clear directions including
objective for day's lesson

Provide opportunity for All students
to respond

First Seven Minutes Continued

Provide differential feedback for
cooperation

Know if all student's responded
correctly

Establish transition routine for
student's who complete initial
instructional task

Your Turn

- What are your strategies for getting your class off to a good start?
- Please identify 2 or 3 strategies that you already use.
- Please identify 2 or 3 new strategies you plan to try.

Effective “Wrap-up Strategies”

- Teacher gives “early warning signal” about 5 minutes before end of class. For elementary school, teacher can assign this a job to a student in class. Also, “egg timer” works well.
- Homework assignments and materials that need to be brought to school next day or taken home are clearly posted.
- Acknowledge students who are appropriately “getting ready to go home”

Effective “Wrap-up Strategies” cont.

- Have a filler activity for students who are ready to go home. Examples, include writing in a journal, or starting on homework assignment.

Your Turn

- What are your strategies for ending your class smoothly?
- Please identify 2 or 3 strategies that you already use.
- Please identify 2 or 3 new strategies you plan to try.

Additional Resources

Clark, R. (2003) *The Essential 55: An Award-Winning Educator's Rules for Discovering the Successful Student in Every Child*: Hyperion.

Colvin, G. & Lazar, M. (1997). *The effective elementary classroom: Managing for success*. Longmont, CO: Sopris West.

Doll, B., Zucker, S., Brehm, K. (2004) *Resilient Classrooms: Creating Healthy Environments for Learning*. New York: Guilford Press.

Additional Resources

Emmer, E.T., Evertson, C.M., Clements, B.S., & Worsham, M.E. (2002). *Classroom management for secondary teachers* (6th Ed.). Boston, MA: Allyn & Bacon.

Kame'enui, E. & Darch, C. (2003) *Instructional Classroom Management: A Proactive Approach to Behavior Management* (2nd Ed.) Prentice Hall

Sprick, R., Garrison, M., & Howard, L. (1998). *CHAMPS: A proactive and positive approach to classroom management*. Longmont, CO: Sopris West

Additional Resources

Weinstein, C.S., & Mignano, Jr., A.J. (2002).
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MA: McGraw-Hill.

Witt, J., LaFleur, L., Naquin, G., & Gilbertson, D., (1999)
Teaching Effective Classroom Routines. Longmont,
CO: Sopris West

Wong, K.K., & Wong, R.T. (1991). *The first days of
school: How to be an effective teacher*. Sunnyvale,
CA: Harry K Wong Publications.

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