

## **20 Proactive Classroom Management Skills to Support Academic Engagement**

(Draft, 2016)

1. Teacher starts each class, present at the door to positively greet, pre-correct & establish positive climate for each student.
2. Teacher organizes a productive classroom space to minimize distraction, support engagement and allow for activity (e.g. *minimal effort to pay attention, seating arrangement, easy flow in/out of room*).
3. Teacher provides consistent & explicit visual schedule (e.g. *agenda, BBC*) for intended classroom activities - with specific information of what will happen & what is expected; every student knows where this visual schedule and understands how to use it.
4. Teacher explicitly & authentically represents students & their cultures in the classroom & curriculum.
5. Teacher clearly explains/ teaches, posts & reviews classroom behavioral expectations & responses; every student knows classroom behavioral expectations & responses.
6. Teacher establishes & uses a motivation system to reward desirable behavior; students; every student understands the motivation system.
7. Teacher explicitly teaches & manages for smooth & efficient transitions between activities; every student knows the expected transitions.
8. Teacher employs multiple and various pedagogical practices to engage diverse learning styles.
9. Teacher provides students with numerous & varied opportunities & strategies to actively respond to teacher questions (*choral responding, random asking of students, etc.*) and to actively interact with classmates over learning content (e.g. *circles, pair-share, protocols, table-talk*).
10. Teacher explicitly & authentically smiles – and demonstrates kindness.
11. Teacher actively supervises students at all times and uses mobility (*to keep students alert by tracking the teacher*) & proximity control (*as a method to redirect problem behavior*).
12. Teacher routinely invites, encourages & reflects on student feedback.
13. Teacher balances five positive comments, gestures & interactions to every one correction, reprimand, or negative interaction (*i.e. 5 to 1 ratio*).
14. Teacher teaches, consistently models & reinforces desired pro-social classroom skills (e.g. *class norms, following directions the first time, active listening, waiting patiently, sharing with others*).
15. Teacher strategically establishes positive relationships with all students in the class, intentionally reaching out to each and every student to get to know them and learn about them over time and positively interacting with most students during lesson.
16. Teacher limits (& effectively manages) independent seatwork to skill fluency practice.
17. Teacher provides extra time & supports for unsuccessful students; every students knows where & how to access these supports.
18. Teacher establishes & uses cuing system to release & regain student attention and to foster high student engagement; every student knows these cuing systems.
19. Teacher routinely (*at least for each major activity*) sets goals with students (*individual & class*), checks for understanding and regularly provides & reflects on performance feedback (*at least for each major activity*); every student knows her/his goals and routinely reflects on the feedback.
20. Teacher manages minor (*i.e. low intensity/frequency*) problem behaviors with all students positively & quickly, using competent communication to deliver corrective statements & strategies in a non-threatening way, and follows school procedures for chronic problem behaviors.