How Routines Support Effective Classroom Management and Teacher Planning

This event will explore simple techniques to implement everyday routines that maximize student agency, learning, and participation while also increasing overall teaching efficacy.

Participants will:
• review classroom management “best practices.”
• identify how routines can support positive classroom management as well as maximize lesson planning time.
• learn practical strategies for establishing routines.
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She has an M.A. in English as a Second Language from the University of Minnesota.

Her teaching interests include technology in the classroom and curriculum design.
Got consistency? How routines support effective classroom management and teacher planning
Coming up....

Goals
Effective routine = Effective classroom management

Keys to an effective routine

Routine Activity Ideas

Scenarios

Q & A

5 minutes  10 minutes  5 minutes  10 minutes  15 minutes  5 minutes
Do Now:

Do you currently use routines in your classroom?

If so, what routines do you use?
GOALS

Today you’ll learn....

the advantages of incorporating routines into your classes

the key points of making a routine work

several practical examples of routine activities to help you develop a positive classroom environment through effective classroom management
Classroom management is complex; CONSISTENCY is key.
Effective Routines = Effective Classroom Management
What is a routine?

A *routine* is any daily activity that students can complete with little or no help from the teacher.
A routine can look like a lot of things....
How do routines benefit students and teachers?
Routines benefit students in 3 important ways:
Develop a more predictable environment, reducing stress
Promote independent learning
Provide practice through repetition, leading to mastery
Routines benefit teachers in 3 important ways:
Require less direction
Contribute to smoother transitions at the start and end of class
Save time both in and out of the classroom
Effective Routines = Effective Classroom Management
Advice for using routines effectively

- Keep it simple
  (Harder work ≠ better lesson)
- Explain your expectations
- Reinforce student efforts
**Situation**: During a routine activity, a student seems distracted and is not completing the assigned task.

<table>
<thead>
<tr>
<th>Teacher response #1</th>
<th>Teacher response #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Do you remember what you have been assigned to do?”</td>
<td>“You are familiar with this routine. Do you need me to help you get started?”</td>
</tr>
</tbody>
</table>
**Situation:** Many students have their phones out, distracting them from the activity.

<table>
<thead>
<tr>
<th>Teacher response #1</th>
<th>Teacher response #2</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Put your phones away. It’s time to start the activity.”</td>
<td>“Remember, you don’t need your phones for this activity.”</td>
</tr>
</tbody>
</table>
Effective Routines = Effective Classroom Management
Instructional Routine Ideas
At the beginning of class.....

DO NOW
“Do Now” Example 1: Focus

<table>
<thead>
<tr>
<th>Teacher actions</th>
<th>Student actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write directions on the board.</td>
<td></td>
</tr>
<tr>
<td>As students arrive, be available to answer any questions, but show expectation that students know what to do</td>
<td>As students arrive, they know to check the board for directions.</td>
</tr>
</tbody>
</table>
“Do Now” Example 1: Focus

Turn to page 15 in your book and start reading

Take out your homework and begin checking answers with a classmate

Open to page 30 and begin Exercise A

Take out a piece of paper and write 2-3 questions you have about today’s material
“Do Now” Example 2: Quote of the Day

<table>
<thead>
<tr>
<th>Teacher actions</th>
<th>Student actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write a quote and related questions on the board</td>
<td>Students read the quote and questions</td>
</tr>
<tr>
<td>Greet students as they arrive and answer any questions they might have</td>
<td></td>
</tr>
<tr>
<td>As students write, observe and/or prepare</td>
<td>Students write for a specific amount of time</td>
</tr>
</tbody>
</table>
“Do Now” Example 2: Quote of the Day

“Be the change you wish to see in the world” - Gandhi

What do you think the quote means?

What does the quote make you think?

Do you agree or disagree with the quote? Why?

Does the quote remind you of anything else you have learned?
"Do Now": Weekly Schedule

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
<td>Quote of the Day</td>
</tr>
<tr>
<td>Tuesday</td>
<td>Timed reading</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Quote of the Day</td>
</tr>
<tr>
<td>Thursday</td>
<td>Silent reading</td>
</tr>
<tr>
<td>Friday</td>
<td>Vocabulary practice</td>
</tr>
</tbody>
</table>
At the end of class....
## Reflection Example 1: Review Mingle

<table>
<thead>
<tr>
<th>Teacher actions</th>
<th>Student actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Write or ask target questions and explain the</td>
<td>As you ask the questions, students listen</td>
</tr>
<tr>
<td>expectations of the activity</td>
<td></td>
</tr>
<tr>
<td>Observe students</td>
<td>Students “mingle”</td>
</tr>
<tr>
<td>Conclude the activity</td>
<td>Students can share their ideas orally or in writing</td>
</tr>
</tbody>
</table>
Reflection Example 1: Review Mingle

What is one thing you learned today?

What is one thing you still have a question about?

What do you remember about (topic)?

What do you think we will talk about tomorrow?
Reflection Example 2: Giving Appreciation

<table>
<thead>
<tr>
<th>Teacher actions</th>
<th>Student actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask students to express appreciation for something</td>
<td>Students reflect</td>
</tr>
<tr>
<td>Observe students</td>
<td>Students can share their appreciation orally or in writing</td>
</tr>
<tr>
<td>Conclude the activity</td>
<td></td>
</tr>
</tbody>
</table>
Reflection Example 2: Giving Appreciation

What is one way someone helped you learn this week?

What is something someone said that made you feel good?

What is something you did that you feel good about?

What is one way someone helped you this week?

*Appreciation can be personal OR anonymous
Reflection Example 3: Silence

At the beginning or end of class, students (and teacher) observe a moment of silence.

The time can be used for:

- Reflection
- Relaxation
- Observation
- Thinking/planning
What routines do you currently use or want to use in your classes?
Remember…..

Consider your needs

Consider your students’ needs

3 KEYS: Keep it simple, explain, and reinforce

Talk to your colleagues!
Let’s consider how routines can encourage positive classroom management and save teacher planning time!
Scenario 1: New Teacher

You are working with a teacher who is in their first years of teaching. They are working very hard to do a good job, and you admire their energy and new ideas. You notice that they are spending hours each day planning their lessons, and they are very worried about finding new ideas to try. What advice can you give them?
Scenario 1: Solutions

- Keep it simple!
- Be consistent
- Try something for a while
- Harder work ≠ better lesson
Scenario 2: Trying and Not Succeeding

A colleague tried to implement a “Quote of the Day” writing activity, but is discouraged because students are complaining and don’t want to do it. Your colleague wants to give it up. What could you tell them?
Scenario 2: Solutions

- Explain the purpose of the activity students
- Is it interesting?
- Is it too hard? Too easy?
- Allow students to bring in Qs
- Reinforce their efforts
Scenario 3: A Lot to Do

You have implemented a “Quote of the Day” activity to help students work on their language fluency. Each day, you ask them to answer 3 questions about a quote. They must use at least five new vocabulary words in their answer, perform a grammar check, and do a peer edit. You like the routine, but it is taking too much time during class. What can you do?
Scenario #3: Solutions

- Simplify the task
- Give them time to practice it before making it more complicated
- Be consistent
Scenario 4: Waste of Time?

You have implemented a “Mingle Activity” at the end of each class as a comprehension check, but students are not having meaningful discussions with each other. It seems like a waste of class time. What can you do?
Scenario 4: Solutions

Give students extra time
Reconsider the questions
Explain the purpose
Be consistent
Thanks everyone!

References


Thank you!

Email: americanenglish@state.gov

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