



Classroom Management 101: Building Structure and Success

Essential strategies for authority, pacing, and predictability



Presenter: Dearly Ebony

Presenter: Dearly Ebony

Welcome

The core philosophy of today's training is simple: kids thrive on structure. When learners know exactly what is expected of them, they feel secure, and your classroom operates like a well-oiled machine.



Presenter: Dearly Ebony

Communication – Signals vs. Cues

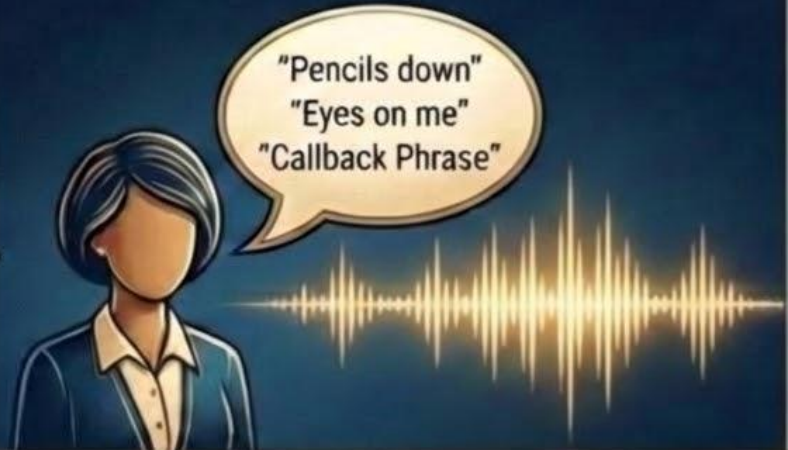
Signals (Nonverbal & For the Student)



Actions directed at students to guide behavior without speaking.

- Examples: Raised hand for silence, pointing to the clock, rhythmic clapping.

Cues (Verbal & For the Teacher)

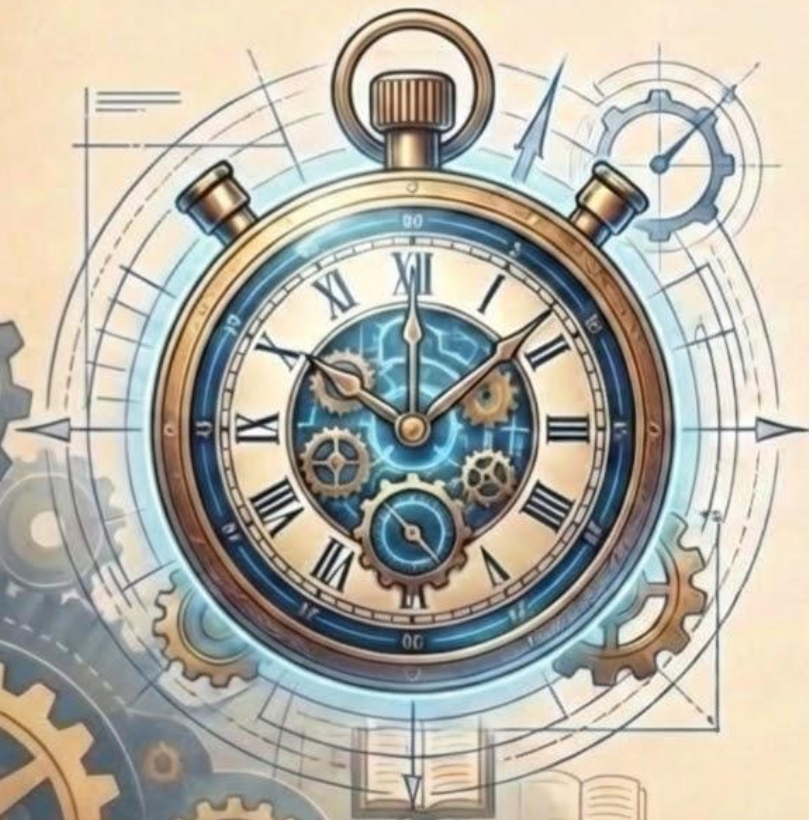


Spoken directives used by the teacher to prompt an action or transition.

- Examples: "Pencils down," "Eyes on me," or a specific callback phrase

Presenter: Dearly Ebony

Time Management & Pacing



Total Awareness: Learners should be hyper-aware of time limits for everything.

The 3 Goals:



Accountability:

- ★ Have fair consequences for not finishing due to off-task behavior.
- ★ Provide rewards for staying focused.

The Golden Rule of Transitions:

A transition should **never** exceed 5 minutes.

Teacher Responsibility

Presenter: Dearly Ebony

Establish Authority



Ensure **learners respect** and know you as the authority figure through consistency, not intimidation.

Clarify Expectations

Never assume students know what you want. Outline it clearly.



Communicate Success



Make it a priority to **highlight** and **praise success**, not just correct failures.

The Strategy in Action (Part 1)

Presenter: Dearly Ebony



0:00



The Setup

"I'll give you 20 minutes to complete 1 through 15. You have ten seconds to get started."



0:10

Immediate Follow-up

-  Acknowledge those on task immediately.
-  Compliment the good work you are seeing.



10:00

The Halfway Check-in

"Ten minutes have passed; you should be on number 7 or 8. If you are not, keep going and do not rush."

Presenter: Dearly Ebony

The Strategy in Action (Part 2)

The Finish Line



Always have an early finisher activity ready.

Easy Access



Have it posted on the board or easily accessible at their desks.



Prevent Disruptions



Prevents disruptions while others are still working.

References



Study: Classroom Management: *In Handbook of Classroom Management: Research, Practice, and Contemporary Issues.*

Authors: Evertson, C. M., & Weinstein, C. S. (2006).

Key Findings: This comprehensive review of educational research established that high-stranspive of hini-structure classrooms (defined by clear expectations and predictable transitions) lead to success.



Study: Transitions and Literacy Learning: Moving through the Day.

Authors: Favazza, P. C., & Ostrosky, M. M. (2019). (Building on the foundational work of Hemmeter et al., 2008).

Key Finding: Research published via the National Association for the Education of Young Children (NAEYC) and the RPIC (Research and Practice in Early Childhood) emphasizes that transitions should be “brief and purposeful.”

References



Study: Classroom Management: *In Handbook of Classroom Management: Research, Practice, and Contemporary Issues.*
Authors: Evertson, C. M., & Weinstein, C. S. (2006). **Key Findings:** This comprehensive review of educational research established that high-structure classrooms (defined by clear expectations and predictable transitions) lead to success.

Study: *Transitions and Literacy Learning: Moving through the Day.* **Authors:** Favazza, P. C., & Ostrosky, M. M. (2019). (Building on the foundational work of Hemmeter et al., 2008). **Key Finding:** Research published via the **National Association for the Education of Young Children (NAEYC)** and the **RPIC (Research and Practice in Early Childhood)** emphasizes that transitions should be "brief and purposeful."



Study: Transitions and Literacy Learning: *Moving through the Day.*

Authors: Favazza, P. C., & Ostrosky, M. M. (2019). (Building on the foundational work of Hemmeter et al., 2008).

Key Finding: Research published via the **National Association for the Education of Young Children (NAEYC)** and the **RPIC (Research and Practice in Early Childhood)** emphasizes that transitions should be "brief and purposeful."

Resource

"As advocated by the educational resource **Why Not Get Smart**, effective classroom management shifts the burden of behavior from teacher reprimands to student-led visual cues, such as 'Stop and Choose' signs and 'Fast Finisher Tubs' (Why Not Get Smart, 2014)."

whynotgetsmart.blogspot.com

[Classroom Management Cards](#)