



Friday Focus

Carter County Schools

The Well-Managed Classroom

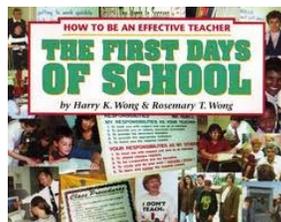
“Effective teachers manage their classrooms. Ineffective teachers discipline their classrooms.” (Harry Wong)

It is true that even the best lessons will not be successful if the classroom is not well-managed. In order for all students to be actively (and happily) engaged, the teacher must have common procedures and practices in place that make his/her classroom a safe and positive atmosphere that is conducive to learning.

In his book, *The First Days of School*, Harry

Wong sets forth some characteristics of a well-managed classroom: 1. Students are deeply involved in their work, especially with academic, teacher-led instruction. 2. Students know what is expected of them and are generally successful. 3. There is relatively little wasted time, confusion, or disruption. 4. The climate of the classroom is work-oriented, but relaxed and pleasant.

This week's *Inside this Issue* links are focused on strategies that teachers can use to turn their classrooms into the kinds of environments described by Harry Wong. These rooms are the kinds of places where children are happy, safe, and engaged in learning...and these are the rooms where the teachers are fulfilled, energized, and pleased with student progress!



Five Concepts that Enhance Positive Expectations

- When you address a student, use the student's name.
- Say “please.”
- Say “thank you.”
- Smile.
- Love.



Teacher Professional Growth and Effectiveness System (TPGES): Managing Classroom Procedures

The new teacher evaluation system, which will be piloted state-wide in the 2013-14 school year and will be in effect state-wide during the 2014-15 school year, has a component titled **“Managing Classroom Procedures.”** This section of the TPGES looks at management of instructional groups, transitions, distribution and collection of materials, and performance of non-instructional duties. This part of the evaluation system **looks for: established routines, little or no loss of instructional time, smooth transitions, students know what to do and where to move into groups, and effective materials distribution and collection.**

The **four levels on TPGES are: ineffective, developing, accomplished, and exemplary.** To score accomplished on managing classroom procedures, the observer might see some of the following evidence: students are productively engaged during small group work, transitions are smooth, routines for distribution and collection of materials work efficiently, students get started while teacher takes attendance, teacher has timing device, teacher has attention signal, color-coded system for supplies, etc. This is just a sampling of possible evidence. To score exemplary would require the accomplished characteristics with and addition of student initiated input into managing the classroom. Exemplary evidence might include: students directing groups, student reminds classmate of roles in group, student redirects a classmate during transition, student proposes an improved attention signal, or students independently check themselves into a class on the attendance board.

To become more familiar with the new teacher evaluation system TPGES, you can search for it on KDE and find out about all the components and possible evidence for each.

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