

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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Got consistency? How routines support effective classroom management and teacher planning



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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

The Classroom Management Puzzle



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 \neq better lesson)


Explain your expectations

Reinforce student efforts

Situation: During a routine activity, a student seems distracted and is not completing the assigned task.

Teacher response #1	Teacher response #2 
“Do you remember what you have been assigned to do?”	“You are familiar with this routine. Do you need me to help you get started?”

Situation: Many students have their phones out, distracting them from the activity.

Teacher response #1	Teacher response #2 
“Put your phones away. It’s time to start the activity.”	“Remember, you don’t need your phones for this activity.”



Effective Routines = Effective Classroom Management



Instructional Routine Ideas

At the beginning of class.....

DO NOW

“Do Now” Example 1: Focus

Teacher actions	Student actions
Write directions on the board.	
As students arrive, be available to answer any questions, but show expectation that students know what to do	As students arrive, they know to check the board for directions.

“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

Teacher actions	Student actions
Write a quote and related questions on the board	
Greet students as they arrive and answer any questions they might have	Students read the quote and questions
As students write, observe and/or prepare	Students write for a specific amount of time

“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

Monday	Quote of the Day
Tuesday	Timed reading
Wednesday	Quote of the Day
Thursday	Silent reading
Friday	Vocabulary practice

At the end of class....



REFLECT

Reflection Example 1: Review Mingle

Teacher actions	Student actions
Write or ask target questions and explain the expectations of the activity	As you ask the questions, students listen
Observe students	Students “mingle”
Conclude the activity	Students can share their ideas orally or in writing

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

Teacher actions	Student actions
Ask students to express appreciation for something	Students reflect
Observe students	Students can share their appreciation orally or in writing
Conclude the activity	

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 \neq 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!

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Thank you!

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