

Classroom Management	Classroom Set-Up	Relationships for Learning
<ul style="list-style-type: none"> • How well am I following my start-up plan? • What evidence of student learning do I have? • Which strategies are working? • Which strategies do I need to adjust? • How am I introducing new instructional strategies? • What strategies am I modelling to help my students develop metacognitive skills? • What effective techniques am I explicitly teaching for studying, making presentations and writing tests and exams? 	<ul style="list-style-type: none"> • What adjustments do I need to make to my start-up plan? • How current and relevant for supporting learning are the visual references displayed in the classroom? • Do the visual references include student - and class-generated work produced during the learning activities? 	<ul style="list-style-type: none"> • How well am I following my start up plan? • How am I integrating my students' interests and capabilities into my instructional plans and strategies? • How do I show my students that I respect and value them? • In my interactions with students, how can I focus on 'today' and let go of 'yesterday'? • How am I identifying gaps in student learning and supporting their needs? • How do I provide positive reinforcement for students' efforts? • How am I communicating with parents* of at-risk learners? • What are the tangibles that remind me I am making a difference? <p>* <i>Parents</i> is used to refer to parents, caregivers, and guardians.</p>

Resources

Jones, F., *Tools for Teaching*. Santa Cruz, CA: Fredric H. Jones & Associates, Inc. (2000).

Wong, H.K. & Wong, R.T., *The First Days of School*. Mountain View, CA: Harry K. Wong Publications, Inc. (2009).