

## Structuring Classroom Experiences for Success

### *Proactive Management Strategies*

## Reviewing expectations for end-of-lesson behaviors

### ***Understanding the problem***

When the learning and behavioral expectations for end of lesson performance are not reviewed, students easily become disengaged. They begin to “pack up” their materials and talk to their peers. The environment and the learning process are disrupted by these undesirable behaviors, and the lesson’s “big ideas” are often lost in the chaotic moments that occur before the bell rings.

### ***A key to the solution***

Reviewing the end-of-lesson learning and behavioral expectations for performance is important for ensuring continued rates of high student engagement. Congruity between the beginning, middle, and end of the activity is achieved and the instructional pace or rhythm remains intact. Cooperative relationships between the teacher and the students are also strengthened.

Completing the instructional activity with an explicit review of the learning and behavioral expectations can prevent undesirable student behavior and enhance learning outcomes. Teachers’ time and energy can be devoted to review of important information, skills, or content and students’ behavior can become more productive. The activity is likely to end on a successful note with interactions between teacher and the students remaining positive.

### ***Management Tips***

- Step 1** Establish a pattern for ending your lesson and consistently follow it with only some minor variation.
- Step 2** Clearly communicate your expectations in a manner that actively involves students. Be sure to embed, within this message, information

about rationale, rewards and consequences. Be sure to check for understanding.

For example, you might say to students something like

Teacher: *There are specific ways I want to end my lessons and specific things I want you to do. Toward the end of each lesson, I want to review key things we've learned and why they are important. We will be using a variety of techniques. During this review, I expect everyone to participate actively. Please do not begin putting your materials away during these review sessions. ... so what do I want to do at the end of each lesson?*

Student: *Review important stuff.*

Teacher: *Right. Why do you think it is a good idea to review important stuff at the end of a lesson?*

Student: *So we'll know what we were supposed to have learned. We'll know what to study for the test.*

Teacher: *Right. What might happen if you are not actively participating during these end-of-lesson reviews?*

Student: *I might miss something important. I might have to figure out on my own what was important to remember from the lesson.*

Teacher: *Right. I also expect you to begin putting your materials away and packing them up only after I give you permission. ... so when is it OK to put your stuff away?*

Student: *When you tell us its OK.*

Teacher: *Right. Why is it a good idea not to put your stuff away until after the review? I can think of at least two good reasons.*

Student: *Well, we might miss something really important ... and all the noise might be disruptive.*

Teacher: *Probably so. Third, it is OK with me for you to visit quietly with a friend after I give you permission to put your materials away. So please do not talk before then. So when is it OK to talk?*

Student: *When you give us permission to put our stuff away.*

**Step 3** Since some students experience difficulties with auditory processing, these expectations should be displayed visually. Creative and colorful displays utilizing simple graphics offer

**Behavior expectations for the end of the lesson**

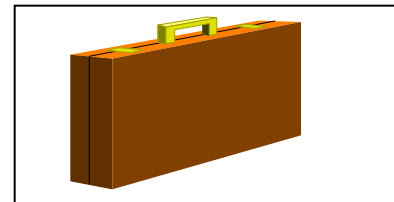
- Actively participate in the review activity.
- Begin packing up **after** I give permission.
- OK to quietly visit with a friend while packing up.

an effective format for visual presentation.

**Step 4** At the end of the lesson, look for students who are meeting the expectations for learning and behavior and acknowledge their success (verbally or nonverbally). For older students nonverbal signals (e.g., thumbs up) are more effective. With younger students, verbal praise is usually more appropriate. Students who are not meeting the expectations for learning and behavior should be immediately redirected and reminded of the consequences.

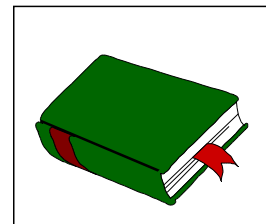
### *Jazzing It Up*

1. Be brief. Review of the learning and behavioral expectations for end-of-lesson performance should take one minute or less. Spending extended periods of time (3-5 minutes) restating expectations is redundant and ineffective. Students may become bored and prematurely “check out.”



2. Use flexible instructional formats that promote high levels of student participation to close the lesson. If the end of the lesson is monopolized by teacher talk, students are more likely to cognitively “check out.” The most effective way to avoid this is to involve them! For ideas on ways to facilitate reflective reviews, see [Think Back activities](#).

3. Think of the lesson closure, as the end of a chapter of a novel -- vary voice inflection and proximity to build anticipation. Many students have become restless. Often they are anticipating their next class. Effective movement management, body language, and tone of voice can be used to stimulate interest and motivate students to continue to participate.



4. Involve students in generating ideas for appropriate behaviors (e.g., expectations) at the end of instructional activities. Conduct an exercise in which they identify

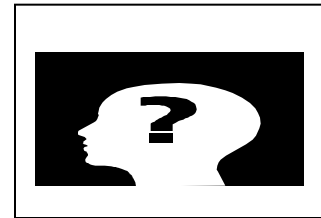


“crazy-making” and “incompatible” behaviors. Stimulate their thinking by asking them to brainstorm regarding the natural rewards and consequences they will experience by meeting or failing to meet the appropriate behaviors. Have students design creative and colorful displays using graphics. This helps students experience a sense of ownership and investment, which in turn maximizes their success.

5. The expectations/ rewards/consequences paradigm should include 3-5 statements per category. They should be positively stated and visual cues should correspond to the print. An example is the Ready, Aim, Fire, strategy.

**READY = Actively Listen!**  
**AIM = Stay focused!**  
**FIRE = Participate!**

6. Ask yourself if your expectations pass the “RRA” test. Are they Reasonable, Realistic, and Age-appropriate? Talking with colleagues can be helpful in creating and maintaining a balanced perspective regarding your expectations.



7. Be consistent and maintain a sense of humor! Remember to be cautious of the “once and done” trap. The key to success is consistent and continual review of the behavioral expectations during the instructional activity. In doing so, the positive classroom climate is not only created but -- more importantly, it is maintained over time!!!

### ***What's Next?***

Reviewing the learning and behavioral expectations for end-of-lesson performance is one of several proactive approaches to employ at the completion of the instructional activity to make positive or desired student behavior(s) happen. Additional strategies include

- Ensuring active participation during lesson closure
- Facilitating student reflection on goal attainment and performance

Management Tool Box

Tactics for ENDING a lesson