

Classroom Management

- This has been a primary concern for teachers ...well, since there have been teachers in classrooms

- The Teacher is perhaps the single most important factor affecting student achievement...
- At least, the single most important factor that we can do much about.
- Even if a school is highly ineffective, the teacher can produce powerful gains in student learning.

- Simply put, good teachers make a difference.

There are three major roles for teachers:

1. Making wise choices about instructional strategies to use
2. Designing classroom curriculum to facilitate student learning
3. Making effective use of classroom management techniques.

Four Key Components of Effective Classroom Management

- 1. Rules and Procedures
- 2. Disciplinary Interventions
- 3. Teacher – Student Relationships
- 4. Teachers' mental set or frame of mind.

Well Managed Classrooms

- It doesn't appear out of nowhere.
- It takes a good deal of effort to create.
- The person who is most responsible for creating it is the teacher.

- Students will make a 6% gain in achievement each year due to maturation.
- A Least effective teacher will impact student achievement = 8% gain to 14% each year.
- A Most effective teacher will impact student achievement = 46% to 52%

First Role

- Making wise choices on instructional strategies such as:
- Cooperative learning
- Graphic organizers
- How best to use homework
- How to use questions and advance organizers

Second Role : Classroom Curriculum Design

- Effective Teachers are skilled at identifying and articulating the proper sequence and pacing of the content.
- Stories, explanations, demonstrations, oral presentations, written presentations, video presentations, Web-based presentations, simulations, hands-on activities.

Third Role: Classroom Management

- It is a myth to believe that effective teachers can prevent all discipline problems by keeping students interested in learning through the use of exciting classroom materials and activities.
- The potential for problems exist beyond academics.

- Students experience difficulties at home that spill over into the classroom
- Students experience problems with peers during class breaks and in the classroom which often involve the teacher
- Students experience mood changes which can create problems

Poor management

- Wastes class time
- Reduces students' time on task
- Detracts from the quality of the learning environment

Are Good Classroom Managers Born or Made?

- Good News! They are Made!
- Elementary classrooms meet new kids each year
- Secondary teachers meet five or six new classes every semester
- So pay attention to the beginning of the school year.

Arrange Your Room

- The way you arrange and decorate your classroom communicates a great deal to students
- Arrange your room to allow orderly movement, few distractions and efficient use of space.

- Make sure you can easily see all students
- Students can easily see all presentations and demonstrations
- Frequently used materials are easily accessible
- Pathways facilitate traffic flow
- It is easy to organize students into pairs, triads, and small groups
- The room does not provide or highlight unnecessary distractions

Secondary Classroom

- Where will whole group instruction take place?
- Easy access to the white board
- Easy access to the an overhead projector and table
- All students have a clear vision of you, the white board and the overhead
- The teachers' desk is in the back of the room
- A place set aside from groups of students

Elementary decorations

- A calendar
- A place for announcements and school spirit
- A place for posting expectations regarding the correct format for assignments (ie... the proper headings on papers)
- A place for listing daily assignments or the daily schedule

- A place for displaying information about current topics
- A poster with a pocket for each child that can be made of laminated envelopes (to send messages to individual students)

Secondary Classrooms

- A place for school announcements and school spirit
- A place where school assignments can be listed
- A place to display examples
- A place to display student work

Begin with a strong first day of class!

- “You have only one chance to make a first impression” applies here.
- Elementary Classroom: Prepare student name tags, but have extra material available in case a new student shows up
- When students enter the room, greet them warmly and help them put their name tags on and be seated.

- Make a seating chart
- Don't allow students to wander around the room or become confused
- Tell the students something about yourself and have them do a brief get-acquainted activity. (favorite activity, name game or complete an interest inventory)

- Present and discuss classroom rules and procedures along the discipline
- At the Secondary Level:
 - Before class begins, stand near the door. Monitor the general activity in the halls and help students in the halls find their way

- As students enter your classroom, greet them.
- Explain that for this first day they will be allowed to select their own seats, but you will assign seats later.
- Begin class by addressing any required administrative tasks such as roll call...fill out any forms for the office.

- Tell students your name and something about yourself, (family background, teaching experience, hobbies)
- Provide a brief get-acquainted activity. (Triads of students and ask each student to say their name and something about themselves).
- Students may fill out an interest inventory

- Provide students with a brief activity that conveys a sense of the content you will be addressing and they types of activities they will be engaged in.
- Give students a course outline and briefly go over your expectations (don't go over grading at this point).
- Give students a written copy of the rules and procedures.
- Go over the procedures.
- End the period with an end-of-class routine to put materials away and the room is left clean.


- Emphasize Classroom Management for the first few days.**
- **Elementary Level:**
 - Introduce new students to the class
 - Practice classroom routines with students until they can execute them efficiently and without confusion
 - Go over classroom rules and procedures that were presented the first day.
 - Spend time discussing the rationale for discipline and makes changes if students and you agree

- Set up a system for communicating with parents
- Go over the grading procedures you will be using

- Set up a system for communicating with parents
- Go over the grading procedures you will be using
- Continue to engage in activities that allow students to get to know you better and each other

- Secondary :
- Introduce new students to the class
- Spend time going over the rules and procedures
- Make a concentrated effort to memorize the names of each student and learn something about each student.
- Go over your grading procedures in depth.

Procedures



The illustration shows a document with a 'HOW TO' section containing a numbered list (1, 2, 3) and checkboxes. A circular arrow points from the document back to itself, suggesting a process or procedure.

A procedure is a method or process for how things are to be done in the classroom.

Do not confuse procedures with discipline. There are two major differences:

- 1- Discipline: Concerns how children behave.
Procedures: Concern how things are done.

- 2- Discipline: Has penalties and rewards.
Procedures: Have NO penalties and rewards.

The Problem is Not Discipline

- The number one problem in the classroom is not discipline, it's the lack of procedures and routines.
- Your attention to procedures and routines will determine whether you have a classroom that is chaotic or one that is smooth running.

The main reasons students do not follow procedures:

- 1- The teacher has not thought out what happens in the classroom.
- 2- The students have not been trained to follow the procedures.
- 3- The teacher doesn't spend enough time managing the classroom.

Example of a Fire Drill Procedure

- 1-When the fire alarm rings the designated Fire Captain 1 grabs the red and the green Fire Tags and the black overhead marker and is the first one out the door.
- 2-The entire class quickly follows her with the teacher and Fire Captain 2 exiting last.
- 3-Fire Captain 1 takes the class to the designated safe area outside.

Example of a Fire Drill Procedure

- 4- Once the class arrives at the designated safe area they turn around and face the front. Fire Captain 1 now becomes the back of the line.
- 5- Fire Captain 1 now looks at the class roster which is posted on the back of the red Fire Tag. If everybody is accounted for then she hands the **green** Fire Tag to the teacher.
- 6- The teacher verifies that all students are accounted for then hands the green Fire Tag to Fire Captain 2 who carries it to the administrator standing in the center of the field.

Example of a Fire Drill Procedure

- 7- If Fire Captain 1 discovers a missing student in the bathroom or in the library, etc. she circles his name on the **red** Fire Tag and gives it to the teacher.
- 8- The teacher then gives the **red** Fire Tag to the Fire Captain 2 who then runs to alert the administrator.
- 9- The administrator then radios other sections to look for the missing child.

Example of a Fire Drill Procedure

- 10- After Fire Captain 2 returns, he assumes his position in the front of the line and the entire class remains silent until the "all clear" bell is sounded.
- 11- When the "all clear" bells sounds, the class quietly walks back to the classroom.
- 12- When the class returns, Fire Captain 2 hangs the one Fire Tag and the overhead marker back on the wall and goes to the office to get the other Fire Tag kept by the administrator.

Example of a Fire Drill Procedure

- 13- Fire Captain 2 then returns and places the remaining Fire Tag with the other.
- 14- He makes sure the red one is erased and both tags and the marker are ready for the next fire drill.



Why Procedures are Important

- Students must know from the very beginning how they are expected to behave and work in the classroom.
- Discipline dictates how they are to behave.
- Procedure and routines dictate how they are to **work**.

Why Procedures are Important

- Since a procedure is how you want something done, it is the responsibility of the teacher to have procedures clearly stated.
- A routine is what the student does automatically without prompting or supervision.

Why Procedures are Important

- Classroom procedures are statements of student expectations necessary to participate successfully in classroom activities, to learn, and to function effectively in the school environment.
- Classroom procedure allow many activities to take place efficiently during the school day, often several at the same time.

Why Procedures are Important

- Classroom procedures allow activities to take place with a minimum of wasted time and confusion.
- Classroom procedures increase on-task time and greatly reduce classroom disruptions.
- They tell a student how things operate in the classroom, thus reducing discipline problems.

Students Accept and Want Procedures

- Effective teachers manage with procedures. Every time the teacher wants something done there must be a procedure or a set of procedures.
- You will need procedures for taking roll, checking papers, what to do with finished work, moving from task to task, quieting the class, going to lunch, etc.

Three-Step Approach to Teaching Procedures

- Explain- State, explain, model and demonstrate the procedure.
- Rehearse- Rehearse and practice the procedure with teacher supervision.
- Reinforce- Re-teach, rehearse, practice, and reinforce the procedure until it becomes a habit or routine.

Explain

- Effective teachers know what activities need to be done and have worked out the procedures for each of them.
- Define the procedure in concrete terms.
- Demonstrate the procedure, don't just tell.
- Demonstrate a complex procedure step by step.

Rehearse

- Rehearse classroom procedures until they become routines.
- Do not expect students to learn procedures in a day.
- Students need guided practice step by step where they watch you and you watch them.

Reinforce

- Determine whether the students have learned the procedure or whether they need further explanation, demonstration, or practice.
- Re-teach the correct procedure and give corrective feedback.
- Praise the students when the rehearsal is acceptable.

Every time a procedure needs
to be corrected:

- REMIND the class of the procedure.
- Then have the students see, feel, and EXPERIENCE the procedure.
- REMEMBER: Ineffective teachers only TELL students what to do!
- If the students don't EXPERIENCE the procedure, it will not become a routine.

Making Procedures Routines

- Continue to use POSITIVE REINFORCEMENT when your students do their procedures correctly.
- Sometimes when procedures become routines we just assume they will continue... watch out!
- Occasional staggered POSITIVE REINFORCEMENT is the oil that keeps the procedures running smoothly.

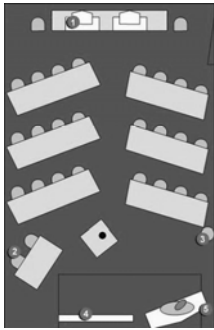
Procedure for Quickly Getting the
Class Quiet: Give Me Five



Procedure for Quickly Getting the Class Quiet: If You Can Hear Me...



Procedure for Collecting Papers



This procedure works when the room is divided into rows with a center aisle.

- Every student passes the paper to the center.
- Each student makes sure that all papers are facing the same direction and that they all have names on them.
- The students next to the center aisle double check the procedure and straighten the papers neatly.

A procedure can be an **activity** you do each day.

- A morning procedure (also called BELL WORK) is what you want the students to do when they walk in the door.

Sample Pre-K Procedure

- **Beginning your Day**

Have a designated place for all items backpacks, folders, library books, and anything else your students may need to turn in. Then have students mark themselves present by moving a clothespin or card with their name on it. Then have the students do an independent activity such as math tubs with specific activities or a writing exercise for 10-15 minutes.

Bell Work Procedure, K-12

- **Bell Work**
- When the bell rings and the children come in after I meet them at the door, they have work to do. I put a quiz, problem or a review of some work on the chalk board. This is called "Bell Work." The children have a "bell work book" that they complete the work in. They date the page and begin the work as soon as they enter class. This gives me time to do all the administrative jobs that I need to do first thing in the morning. The work is collected and I mark it or I assign someone to mark it. It prevents many disruptions and lets the children realize that they come to class to work.

**Procedure from
AtoZteacherstuff.com**

- **Daily Geography**
Submitted by: Miley
Since I teach social studies at a middle school, as the students come in I have a daily geography question on the board they have to complete before we start the activity of the day. All the questions come straight out of the book!
Grade Level(s): 6-8

Find the ONE Mistake

- My two favorite subjects are spanish and geography.
- Joes favorite subject is social studies.
- The three favorite subject's of Lisa are math, science and spelling.
- Lunch and recess is what Tucker likes best!
- What are you're favorite subjects?

Remember...

- You can have several procedures going on at once.
 - Find the Mistake
 - Puzzle problem
 - Word Problem of the Day
 - Science Vocabulary Words

Your turn...
Choose **two** student procedures
and write them out.

- When you have a question
- When you finish an assignment early
- When an announcement comes on the speakers
- When you need a pencil or pen
- Coming to class late
- When you walk in the door
- When you need to go to the bathroom
- When you leave at the end of the day
- Working in groups
- Participating in class discussions

Special Thanks to the experts and teachers...

Many of the ideas in this presentation came from Wong's *The First Days of School* as well as Marzano's work.

And remember, when you find something good that another teacher is doing...
USE IT!!!

- Three things I learned or three insights I had from tonight's session are ...
- Given what I've learned in the workshop today, one thing I might do differently is...
- On the basis of tonight's session, I plan to do the following:
