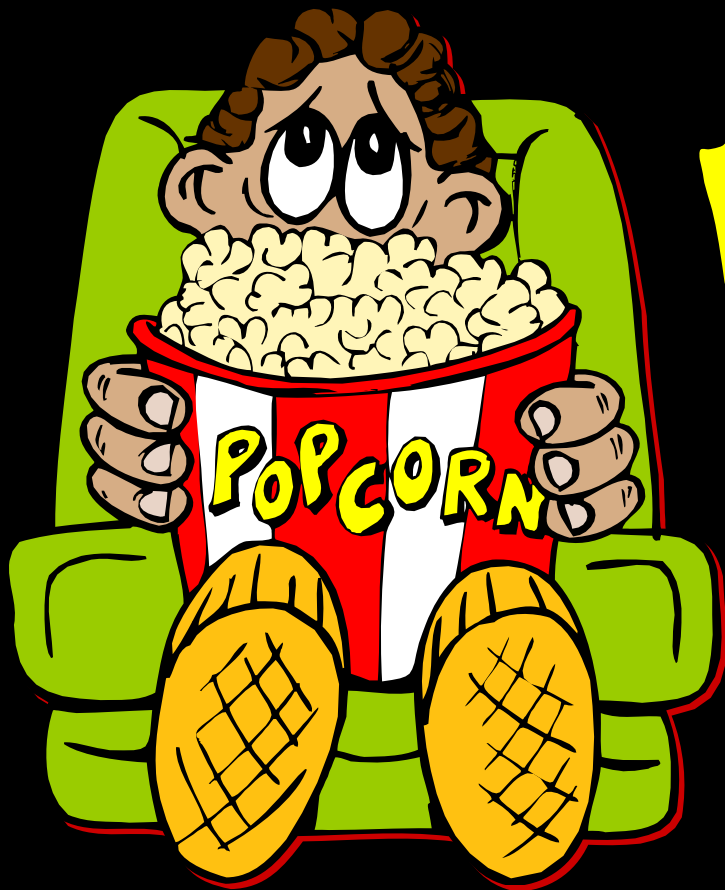


now showing

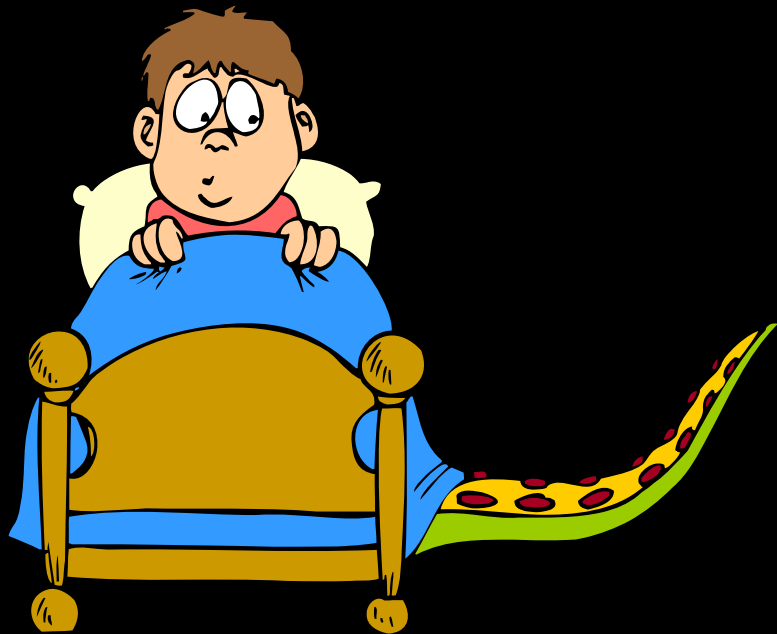


CLASSROOM MANAGEMENT 7

AFTER THE SCREAMING STOPS

Johns & Patrick
A PBS Production

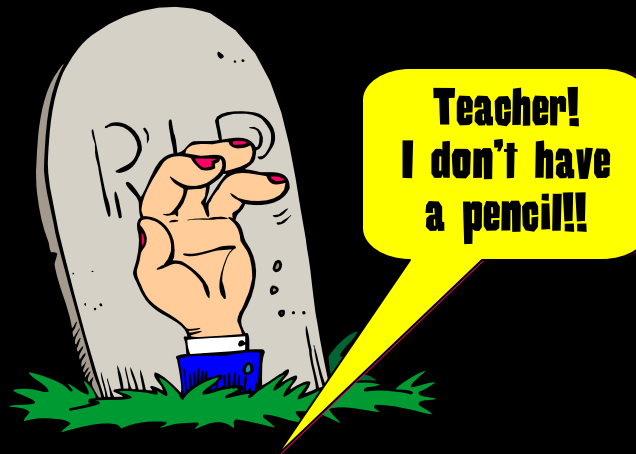
PRESENTATION EXPECTATIONS



- * Honor each other's time
- * Actively listen:
turn off laptops, iPods, cell phones,
avoid side conversations, put aside
other work
- * Interact professionally
avoid sarcasm, eye-rolling, blaming
students and families for systemic
failures

Based on review of 11,000 studies
spanning 50 years, researchers
determined the most important factor
governing student learning is
classroom management.

Margaret Wang, Geneva Haertel, & Herbert Walberg, 1994



WHAT IS CLASSROOM MANAGEMENT?



EFFECTIVE TEACHERS:

- * Cultivate a positive reputation
- * Regularly communicate with students and parents
- * Greet students daily



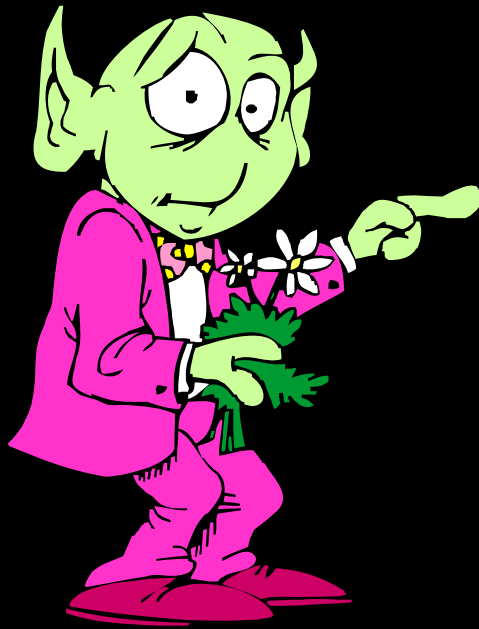
ESTABLISH YOURSELF AS A REINFORCER

- * Know students on a personal level
- * Be sincere
- * Be honest
- * Be direct and clear
- * Let them know you care
- * Notice small accomplishments
- * Praise appropriate behaviors



MAKING THE MOST OF PRAISE

- * Make eye contact
- * Use behaviorally specific language
- * Provide immediate feedback
- * Acknowledge appropriate behavior often



QUESTIONS TO CONSIDER

- Would my students describe me as a compassionate teacher?
- Do I communicate empathy, understanding, concern, and dignity to my students?
- How well do I know my students?
- Are there some students who I know very little about?
- Outside of school, do I know what my students like and dislike?
- Do I praise my students more often than I correct them?
- Would my students describe me as genuine, insincere, or indifferent?
- Do I participate in school-related activities outside my normal teaching duties?
- Is my body language welcoming and relaxed or cold and tense?
- Do I see my students as interesting individuals or do I dread seeing them?



EFFECTIVE TEACHERS

- * Prepare, prepare, prepare
- * Prepare for effective work
- * Maximize proximity:
students & materials
- * Teach classroom routines
- * Avoid confusion and/or
wasted time



PROACTIVELY STRUCTURE THE ENVIRONMENT



- * Space
- * Time
- * Materials
- * Interactions

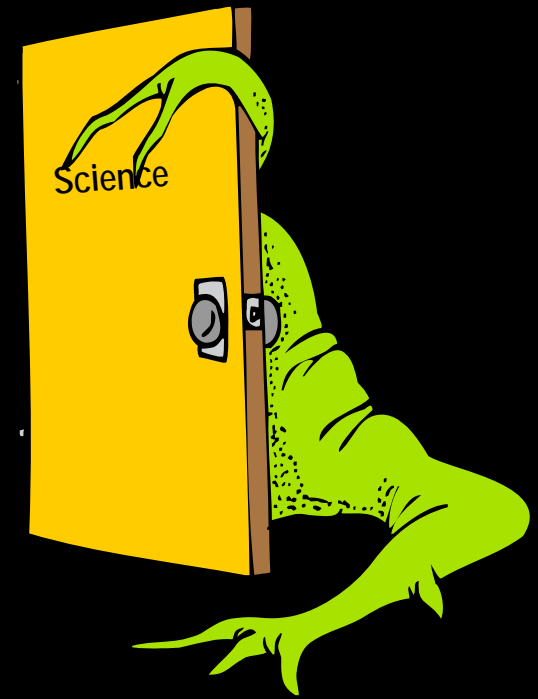
EFFECTIVE TEACHERS

- * Clearly state positive expectations
- * Create a climate of positive expectations for all
- * Establish effective management techniques
- * Set a goal to achieve high expectations



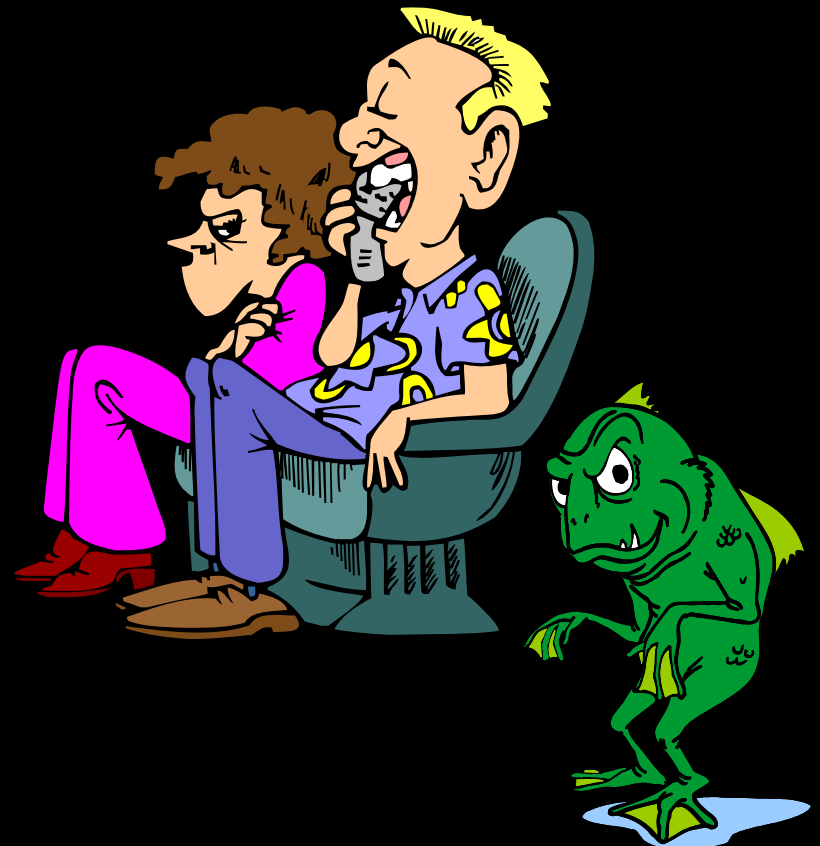
TEACH EXPECTATIONS

- * Introduce the expectation during a neutral time
- * Provide a rationale
- * Model what the behavior "looks like" (positive examples)
- * Demonstrate non-examples
- * Schedule practice opportunities
- * Provide specific feedback
- * Acknowledge students who demonstrate the skill
- * Use prompts and pre-correction



CLASSROOM RULES

- * Acknowledge rule-following behaviors
- * Refer to the rules often
- * Post rules in a prominent location
- * Link behavior to consequences
- * Embed into all interactions



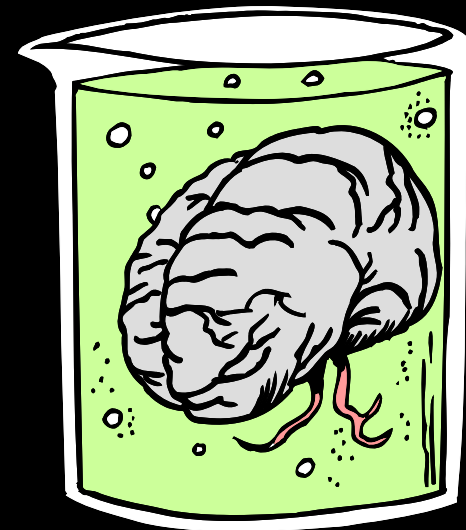
CLASSROOM ROLES

- ✓ Monitors: door, light, plant
- ✓ Cleaning: white board
- ✓ Supplies: pencils, paper
- ✓ Attendance folders
- ✓ Absentee folders
- ✓ Library books
- ✓ Flag salute
- ✓ Runner
- ✓ Chairs
- ✓ Phone



EFFECTIVE TEACHERS

- * Think through a discipline plan and convey it to students
- * Involve the administration to guarantee and enforce the plan
- * Have high expectations and confidence to teach students self-discipline



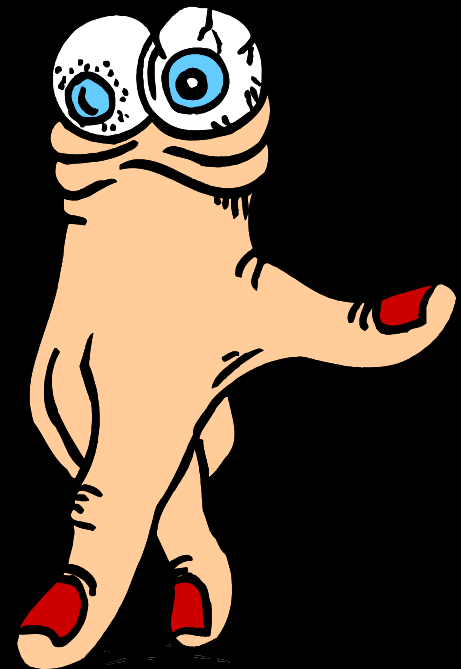
BEHAVIOR

- * Pre-plan "consequences" & evaluate effectiveness
- * Frequently reinforce the right behaviors
- * Address behaviors while they are small
- * Utilize peer attention to your advantage



EFFECTIVE TEACHERS

- * Have well-thought-out and structured procedures for EVERY activity
- * Teach the procedures often
- * Rehearse procedures until they become class routines
- * Re-teach procedures when necessary
- * Acknowledge when procedures are appropriately followed



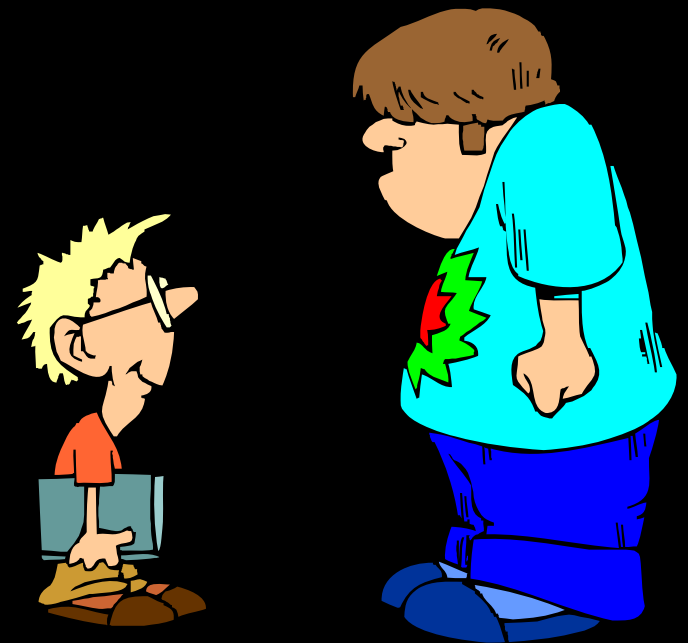
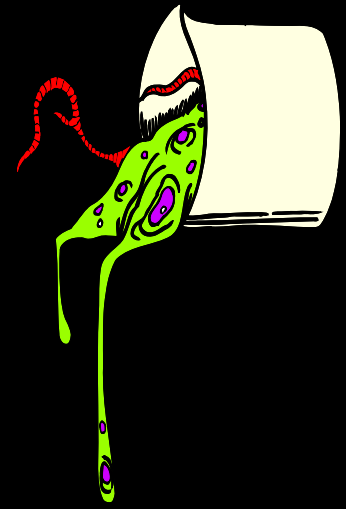
PROCEDURES

- ◆ Entering the classroom: on-time, tardy
- ◆ Getting to work immediately
- ◆ Being dismissed from class
- ◆ Participating in class discussions
- ◆ Obtaining pencil/paper
- ◆ Keeping an orderly desk
- ◆ Indicating an understanding
- ◆ Coming to attention
- ◆ Making up work: absent, out of room
- ◆ Working cooperatively



PROCEDURES

- ◆ Getting directions for assignments
- ◆ Changing groups
- ◆ Keeping a notebook
- ◆ Going to the office
- ◆ Knowing the schedule
- ◆ Keeping a progress report
- ◆ Passing in & exchanging papers
- ◆ Returning student work
- ◆ Getting materials without disturbing others



PROCEDURES

- ◆ Distributing playground equipment
- ◆ Moving about the room
- ◆ Going to the library
- ◆ Headings on papers
- ◆ Finishing early
- ◆ Returning to task after interruptions: guest, announcements, drill
- ◆ Asking a question
- ◆ Walking in the halls during class time
- ◆ Going to support staff for help



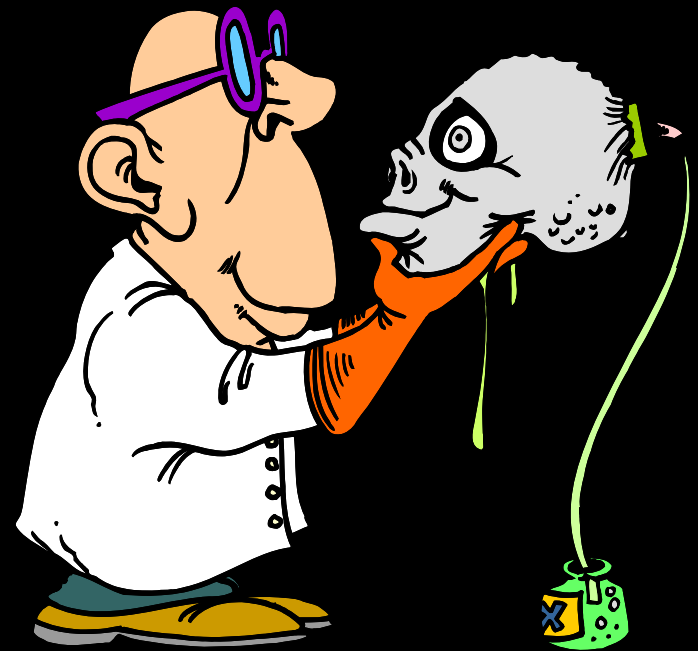
EFFECTIVE TEACHERS

- * Teach students - not a subject or grade level
- * Maximize academic learning time
- * Have students earn their own achievement
- * Keep students actively engaged in learning



SUPPORTING ACADEMIC DEFICITS

- * Team teaching
- * Targeted skill development based on data
- * Learning centers: class, school-wide
- * Academic mentors
- * Alternative strategies: computer, OT



CLASSROOM SCHEDULES

- * Clearly define and post classroom schedule
- * Prepare students for changes: assembly, Guest Teacher
- * Stick to the schedule as much as possible





POINTS TO PONDER

- I intentionally teach all classroom expectations.
- I re-teach expectations, as deemed necessary, by reviewing student behavior patterns of misbehavior.
- I have well-established classroom procedures.
- I define and post all expectations.
- I arrange my room to minimize crowding and distractions.
- I routinely prompt and/or pre-correct students.
- I provide behaviorally specific praise for appropriate behaviors.
- I provide behaviorally specific corrections for misbehaviors.
- I establish and assign roles for all my students.
- I have pre-planned and pre-taught consequences for misbehaviors.



EFFECTIVE TEACHERS:

Manage their classrooms rather than
control their classrooms



So WHAT IS CLASSROOM MANAGEMENT?

All the things a teacher does to organize students, space, time, and materials so that instruction and student learning can take place.

Students want a well-managed classroom...because a well-managed classroom gives students security. There are no surprises and no yelling in a classroom where everyone knows what is happening.



THE END



Jacquelin Patrick



Suzy Johns

CREDITS:

- ◆ Harry K. Wong & Rosemary T. Wong (1998). *How to Be an Effective Teacher: The First Days of School*. Harry K. Wong Publications: Mountain View, CA.
- ◆ Ginger Rhode, Ph.D., William R. Jenson, Ph.D., & Kenton Reavis, Ed.D. (1992). *The Tough Kid Book: Classroom Management Strategies*. Sopris West.
- ◆ Stan C. Paine, JoAnn Radicchi, Lynne C. Rosellini, Leslie Deutchman, Craig B. Darch (1983). *Structuring Your Classroom for Academic Success*. Research Press.

