
Classroom Management

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- Marzano, R. J. (2003). *Classroom management that works*. ASCD: Alexandria, VA.
 - Students can not learn in poorly managed classrooms
 - Instructional effectiveness is the single largest factor affecting student achievement
 - Effective teachers establish effective learning environments
 - “...students in the classes of teachers classified as the most effective can be expected to gain about 52 percentile points in their achievement over a year’s time.” (p. 2).
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- Three components of effective teachers
 - Instructional strategies
 - Classroom curriculum design
 - Classroom management
 - “...poor management wastes class time, reduces students’ time on task and detracts from the quality of the learning environment.” (p. 4)
 - Key elements of effective classroom management: (p. 5)
 - “withitness” = situational awareness
 - “smoothness and momentum during lesson presentations” = flow of the lesson
 - “letting students know what behavior is expected of them at any given point in time” = clear, consistently applied
 - variety of instructional activities and task = keep it interesting
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Classroom Rules & Procedures

- Students will not learn if they do not have a clear understanding “...of how to behave or when to move about the room.” (p. 13)
 - Students need to not only understand the rules of classroom behavior, they must also be involved in the development of those rules.
 - The focus of such rules must be on recognizing when students “get it right,” vs. simply punishing them when they get it wrong.
 - Gathering information from your Cyber Mentors re. this topic would be a logical FEP
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- Classroom rules generally focus upon the following “chunks” of the class day: (p. 18)
 - Overall expectations for student behaviors
 - Start and end of the class day (elementary level), or class period (high school level)
 - Transitions and interruptions
 - Group work
 - Seatwork and teacher-led activities
 - Research would indicate that teachers should establish between five to eight classroom rules.
 - At all levels, teachers need to follow a consistent sequence of classroom activities, this allows students to develop an understanding of how to act as the class progresses
 - The lack of a fair, consistent and understandable progression of instructional activities leads to student misbehavior because they do not know what will happen next.
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Disciplinary Interventions

- Most teachers are not prepared to deal with student's inappropriate classroom behaviors.
- It is imperative that you understand the cause of the misbehavior, once this is understood, it may very well be possible to provide the student with an alternative, more acceptable way of accomplishing their goal.
 - e.g., it is not unlikely that what the student wants is not wrong, as much as the way they are going about getting what they want

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- Research indicates that when students misbehave, teachers either:
 - Reinforce = give student attention
 - Punish = withdraw 'x'
 - No response = ignore
 - Punish and reinforce = give attention + withdraw 'x'
 - Inconsistent response to student behavior often increases the frequency of the student behavior
 - It is imperative that more attention be given to pointing out when students get it “right,” vs. when they get it “wrong” = gives positive attention + provides explicit examples of the expected behavior.
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- It is important for teachers to use a “balanced” approach that both recognizes positive behaviors and punishes negative behaviors.
 - In relation to students who are d/hh, teachers and parents are frequently uncertain if the negative student behavior is caused by the student, or due in some way to their hearing loss.
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What to do when....

- When a student acts particularly well, or bad, follow these two steps:
 - Use your eyes, gestures, and physical presence to note your pleasure, or displeasure
 - e.g., a teacher's "look," "head-shake," smile, point, standing near the individual, a gentle touch on the shoulder, etc.
 - Provide tangible recognition for the "+" or "-" behavior
 - e.g., "+" = lead the class out to 'x', opt to choose what, among several options, what to do for homework, simply sharing a private word of appreciation to student
 - e.g., "-" = loss of an earned privilege, loss of a choice, detention vs. recess....all are short term!
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