

Introduction

Classrooms are busy, crowded, and complex places. The demands placed on teachers and the push for rapid decisions often leave little time to think before having to act. For the most part, teachers have been left on their own to solve the problems related to creating well-managed learning environments that will facilitate, not interfere, with learning.

There are countless materials and “How to” books lining the shelves of educational bookstores. New teachers can become frustrated in trying to decide upon “the best” management approach for their classrooms. The purpose of this section is to provide an overview and framework for mentors so that they will be able to support new teachers in making sound classroom management decisions.

Defining Classroom Management

Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place. It includes all of the things that a teacher must do toward fostering student involvement, cooperation, and a productive working environment.

The Louisiana Components of Effective Teaching delineate the behaviors considered by Louisiana teachers, administrators, and the State Board of Elementary and Secondary Education to be effective teaching practices. Domain II of the Louisiana Components of Effective Teaching addresses effective classroom management. Before helping the new teacher, the mentor or mentor support team member must have a thorough understanding of the Attributes that comprise the Management Domain. Reviewing some of the important research about classroom management will deepen one’s perspective and understanding of the related Attributes.

“You were hired to take a group of possibly disinterested, howling, unruly ~~p~~adple and turn them into interested, disciplined, and productive learners in a well-managed environment.”

Harry K. and Rosemary Tripi Wong,
The First Days of School

The Louisiana Components of Effective Teaching

It is the mentor's or mentor support team member's first responsibility to support the new teacher as he/she develops an effective system for managing the classroom. The mentor must support the new teacher in understanding the components and attributes that comprise the Management Domain of the Louisiana Components of Effective Teaching. (Additional definitions and examples may be found in the Louisiana Teacher Assistance and Assessment Program *Assessor Training Manual*.)

Domain II. Management

Component A: The teacher maintains an environment conducive to learning.

Attributes:

1. Organizes available space, materials, and/or equipment to facilitate learning
2. Promotes a positive learning climate

Component B: The teacher maximizes the amount of time available for instruction.

Attributes:

1. Manages routines and transitions in a timely manner
2. Manages and/or adjusts time for activities

Component C: The teacher manages learner behavior to provide productive learning opportunities.

Attributes

1. Establishes expectations for learner behavior
1. Uses monitoring techniques to facilitate learning



"I've come to the frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or de-humanized."

-Haim Ginott-
Teacher and Child
Avon Books, 1976

Research on Classroom Management

Some of the first and most important research on the management of classroom groups was conducted by Jacob Kounin (1970). In a 1970 study, Kounin concluded that effective teachers were no different from ineffective teachers in responding to or dealing with student's misbehavior after the misbehavior had occurred. However, there was a major difference in the behavior of effective and ineffective teachers PRIOR to the student's misbehavior. This prior behavior determines whether teachers are effective or ineffective. The reason effective teachers are effective is that they have far fewer student problems and are able to get their students to work and to achieve. Kounin's work was validated by further studies in 1976 and 1980 by Brophy and Evertson in *Effective Classroom Management at the Beginning of the School Year*.

Kounin's study showed that ineffective teachers were not ready. Confusion led to problems; problems led to misbehavior; misbehavior led to constant tangling between teacher and students. **Kounin's study showed that effective teachers were ready.** Because they had the classroom ready, they were able to prevent many misbehaviors from occurring. A review of the teacher behavior patterns, as described by Kounin, of effective classroom managers will give the mentor or mentor support team member insight into coaching the new teacher.

The Perfect Tribute, The Imperfect Film

This is a true story.

In haste, a teacher whipped out her film library catalog and ordered the perfect film for her U.S. History class lesson on the Civil War. The film was ***The Perfect Tribute (Abraham Lincoln)***.

She told the clerk the name of the film and the catalog number, inadvertently giving the clerk the catalog number of the next film, also called ***The Perfect Tribute***.

Without previewing the film, she showed it to the class. It was a film made for morticians on how to sell caskets-***The Perfect Tribute***.

Harry K. and Rosemary Tripi Wong, *The First Days of School*

Effective Teacher Behavior Patterns

In Kounin's studies, classroom lessons were videotaped, and teacher behaviors were analyzed to determine which ones predicted classrooms with high amounts of student involvement and low levels of deviant behavior. The concepts that emerged from this research provide a rich source of ideas about classroom management and providing instruction. Effective teacher behavior patterns identified in Kounin's research are described below.

- ◆ **With-it-ness** is a teacher's ability to communicate to students that he/she knows what they are doing in the classroom at all times. In effect, it's what teachers do to give their students the impression that they have eyes in the backs of their heads. The easiest and most visible way for teachers to let their students know they are "with-it" is by nipping behavior problems in the bud before they escalate, identifying the culprit, and stopping the more serious of two simultaneous misbehaviors first.

Supporting new teachers in developing "with-it-ness" will contribute to the understanding of Management Component C: The teacher manages learner behavior to provide productive learning opportunities; Attribute IIC1: Establishes expectations for learner behavior and Attribute IIC2: Uses monitoring techniques to facilitate learning.

- **Overlapping** is the teacher's ability to handle two classroom events effectively at the same time as opposed to becoming so totally glued to one event that the other is neglected. Teachers frequently encounter such problems as having to deal with a student who needs assistance completing an assignment or who has just returned from a pull-out program, while trying to work with a small group of students. Teachers skilled in overlapping are able to maintain the flow of their instruction, holding students accountable for their work, while at the same time effectively dealing with interruptions.
- **Smoothness** is a teacher's ability to manage smooth transitions between learning activities. It involves having good transition routines, using signals as cues to prepare students for transitions, and clearly ending one activity before moving on to another. Smoothness also involves selectively ignoring certain minor misbehaviors, which can be handled just as effectively after a learning activity, in order to avoid interruption of the instruction.

An understanding of "smoothness" will help new teachers develop competence in Component IIB: The teacher maximizes the amount of time available for instruction. Developing smoothness in transitions between learning activities will strengthen the new teacher's ability with respect to Attribute IIB1: Manages routines and transitions in a timely manner.

- **Momentum** is the ability to maintain a steady sense of movement or progress throughout a lesson or the day. Teachers skilled in momentum conduct their lessons at a brisk

pace, providing continuous academic signals or tasks for students to focus upon. They avoid any behavior which may slow down a lesson or lose students' interest such as giving long, drawn out directions or explanations, lecturing on student behavior, breaking activities into steps which are too small, or having time left over with nothing for students to do.

Mentors need to be aware of strategies to help new teachers keep lessons moving briskly. Skill in maintaining momentum will deepen the new teacher's understanding of Attribute IIB2: Manages and/or adjusts time for activities.

- **Group Focus** refers to a teacher's ability to keep the whole class or group of students "on their toes" and involved in learning by 1) structuring activities so that all students are actively participating; 2) holding students accountable for doing their work; and 3) creating suspense or other high interest techniques for holding students' attention.

Communicating to the students that their participation will be observed and evaluated will encourage accountability. Mentors or mentor support team members will be able to provide support to new teachers in developing group focus.

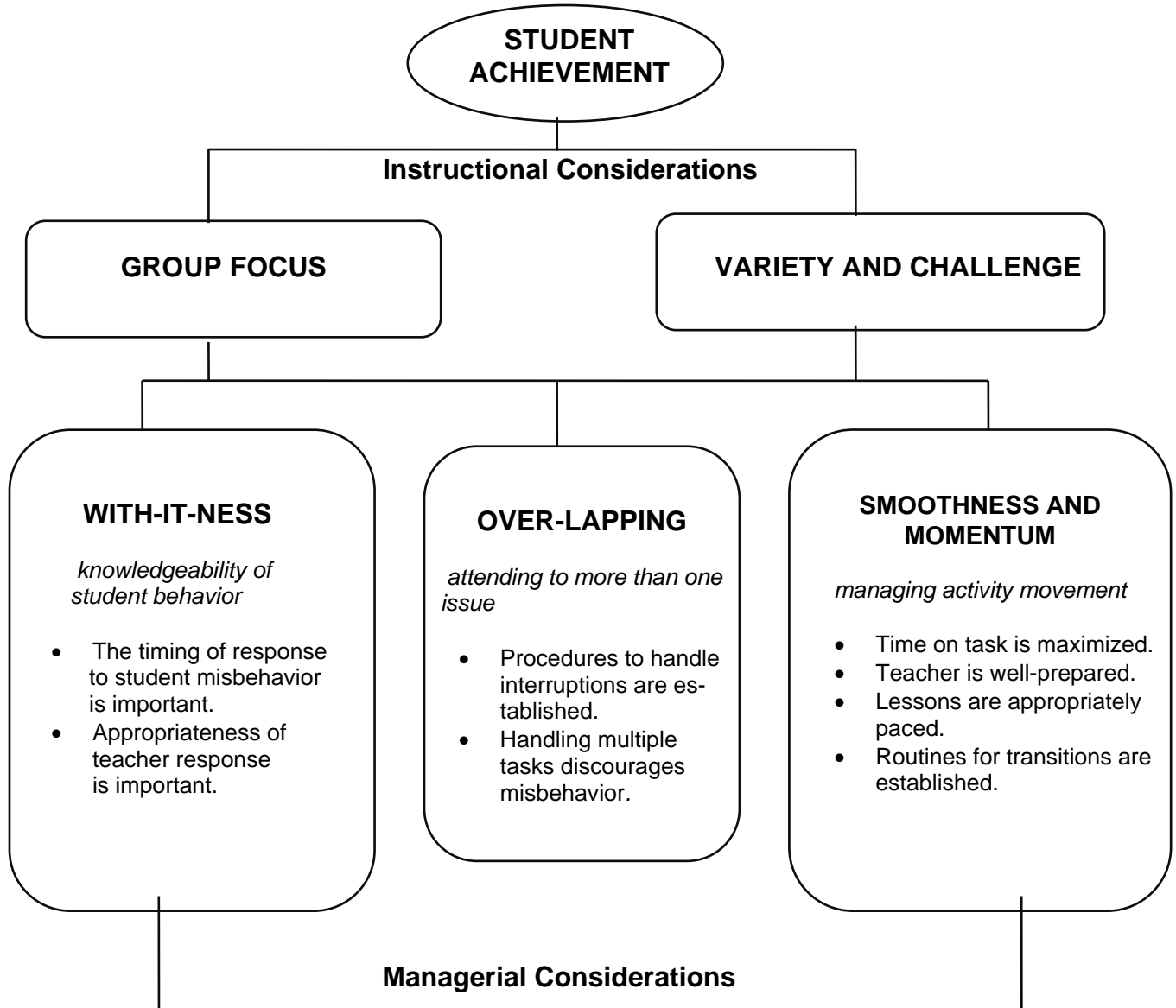
Preventative Strategies to Maximize On-Task Behavior

1. Planning efficient room arrangement = easy monitoring = fewer opportunities for distractions and disruptions
2. Establishing rules and procedures (teaching and reinforcing)
3. Reducing transition time between activities
4. Having with-it-ness, overlapping, smoothness, and momentum
5. Building a strong group focus and holding students accountable
6. Building variety into learning activities

Classroom Management Research
Kounin, Rosenshine, Weber, Everston, Emmer, Anderson

- **Accountability** If students know that the teacher expects them to do their work, will always check to see that they did it, and will provide feedback on their performance, they are more inclined to remain academically involved and on task, and to complete their work.

EFFECTIVE GROUP MANAGEMENT PRACTICES



Effective group management practice maintains high-levels of student work involvement and minimizes student misbehavior. Researcher: Jacob Kounin

Group Management Skills

Self-Assessment Inventory

The Self-Assessment Inventory is one way to help the new teacher focus on Group Management Skills. Through self-reflection, the new teacher will be able to determine specific behaviors that need reinforcement. Through debriefing, specific strategies to improve management skills can then be identified.

Directions: Place yourself on a continuum from 1 to 10 (10 being the highest) for each of the group management skills listed below.

1. **Group Format:** I organize lessons to involve all students actively.

1 2 3 4 5 6 7 8 9 10

2. **Group Alerting:** I use a variety of strategies to keep students focused on the learning activity.

1 2 3 4 5 6 7 8 9 10

3. **Accountability:** I hold students accountable for doing their work, both during in-class activities and on homework assignments.

1 2 3 4 5 6 7 8 9 10

4. **Progress:** Students feel a sense of progress and accomplishment in my class.

1 2 3 4 5 6 7 8 9 10

5. **Challenge:** I am enthusiastic; I use techniques to motivate students and to create interest in the learning activities.

1 2 3 4 5 6 7 8 9 10

6. **Variety:** I incorporate a variety of strategies, grouping configurations, and presentation styles in planning lessons.

1 2 3 4 5 6 7 8 9 10

7. **With-it-ness:** I have a keen sense of what's going on in the classroom, and I communicate that ability to my students.

1 2 3 4 5 6 7 8 9 10

Management Before School Begins

“All battles are won before they are fought.”

Sun Tzu

Harry K. and Rosemary Tripi Wong, *The First Days of School*

Classroom Considerations

Mentors or mentor support team members need to be equipped with a variety of ideas for organizing the available space, materials, and/or equipment to facilitate learning. In *The First Days of School*, by Harry and Rosemary Tripi Wong, the following truisms are presented for teachers to read before beginning to set up their classrooms. In sharing these with the new teacher, the mentor may refocus efforts on developing a climate to promote learning.

- 1. A climate of work is what you want to establish during the first week of school.**
- 2. The first week of school should stress large group organization and procedures.**
- 3. Spend your time on classroom management of student behavior, rather than on making your classroom look like a showcase.**
- 4. Do not over arrange or over decorate your room for the opening of school.**
- 5. Your room should be neat and pleasant, but don't spend time making it the ultimate room you want by Back-to-School Night.**
- 6. A few bare bulletin boards, shelves, and flowerpots won't bother anyone.**
- 7. And don't bother having the learning center, library, or resource center complete.**

Room Arrangement

“Readiness is the primary determinant of teacher effectiveness.”

Harry K. and Rosemary Tripi Wong, *The First Days of School*

In assisting with classroom management, the mentor or mentor support team member ideally will be able to meet with the new teacher prior to the opening of school. All new teachers have questions about classroom organization, utilization or arrangement of available space, and equipment (The Louisiana Components of Effective Teaching, Component IIA1: Organizes available space, materials, and/or equipment to facilitate learning).

The following examples are general, and the mentor or mentor support team member should adapt them as needed to the teaching context of the new teacher.

Considerations for an Effective Classroom Arrangement

1. Floor Space

- Count the number of desks and chairs needed. Try to ask for furniture or needed items well ahead of time. Be flexible.
- Meet the custodian.
- Even if you plan to change your room arrangement during the year, you may want to begin with eyes facing the teacher.
- Place the desks where students can easily see the teacher.
- Keep high-traffic areas clear.

2. Work Area

- Arrange all work areas so that all can be seen and monitored.
- Keep traffic areas clear.
- Learn the regulations regarding fire, tornadoes, hurricanes, and other natural disasters, and have the classroom ready for such emergencies.
- Test any audiovisual equipment to make sure that it works before you intend to use it.
- Arrange work areas where students can go for reading and math groups, science laboratories, project work, learning centers, and independent study.

3. Student Area

- Plan areas for student belongings.
- Provide space for student binders, back-packs, lunch boxes, umbrellas, shoes, etc.
- Plan for students to hang up/store jackets or coats.

4. Wall Space

- Cover one or more bulletin boards with colored paper and leave bare for student work.
- Display discipline plan.
- Post procedures, assigned duties, calendar, clock, emergency information, schedules, menus, charts, maps, etc.
- Have a consistent place for listing the day's or week's assignments.
- Post a large example of the proper heading or style for an assignment to be done in class.
- Display the feature topic, theme, or skill under discussion.

5. Bookcases

- Keep materials on the shelves up-dated.
- Include items that students are allowed to handle.
- Place bookcases against walls or where vision is not obstructed.

6. Teacher area

- Determine traffic patterns of students and the teacher before positioning the teacher's desk, files, and other equipment.
- Avoid placing the teacher's desk near the door.
- Consider security when determining the placement of the teacher's desk and all teaching materials.
- Determine and plan to teach the rules affecting any personal property.

7. Materials

- Prepare a letter for parents listing any materials needed from home.
- Determine the procedure that will be followed with any supplies sent from home.
- Prepare name cards for student desks (elementary).
- Determine whether a seating chart will be used (secondary) and, if so, what kind.
- Find and organize containers for materials.
- Consider safety and electrical outlets when placing electronic media.
- Have an extension cord and an adapter plug handy.
- Organize all files (spirit masters, mimeograph stencils, copy machine masters, and computer disks).
- Prepare and file with the principal a general lesson plan for substitutes to use.

8. Teacher

- Prepare a "survival kit." (Include tissues, paper towels, lotion, soap, first-aid kit, etc.)
- Synchronize the classroom clock with the school's "bell schedule."
- Purchase a timer for the class.
- Review and file all of the forms used for daily routines in an easily accessible location.
- Get a good night's sleep!

Included on the next few pages are additional management checklists including "Room Arrangement: A Checklist of Factors to be Considered," "Preparing Procedures for the First Day," and "Classroom Management: Beginning of the Year Checklist."

ROOM ARRANGEMENT A Checklist of Factors to be Considered

- ___1. Fixed Features
- ___2. Instructional Materials and Supplies
Are materials and supplies readily accessible?
Is there evidence of preorganization?
- ___3. Traffic Areas
Are traffic areas free of congestion?
- ___4. Study Areas
Are study areas quiet, private, and away from traffic?
- ___5. Activity Areas
How are learning centers organized?
- ___6. Setting Boundaries
Are designated areas for activities clearly defined?
- ___7. Visibility
Can the teacher see all class members?
Can all students see presentations?
- ___8. Purposes for Seating Arrangements
Does the seating arrangement maximize teacher-student interaction?
Is the seating arrangement helpful in monitoring the behavior of students?
- ___9. Flexibility
Can the design or seating arrangement be easily modified?
- ___10. Action Zone
Identify and be aware of "Action Zones," the busiest areas of the classroom.
- ___11. Teacher Proximity
Is the teacher able to move among the students easily so that learning time is increased?
- ___12. Teacher's Work Space
- ___13. Environmental Conditions
- ___14. Students with Disabilities



Preparing Procedures for the First Day

Efficiency in the classroom is the hallmark of the effective learning environment. Established procedures, consistently applied and taught to students at the onset of the school year, will significantly improve classroom management.

Directions:

- ◆ Place a check (√) beside each item for which a procedure has been established.
- ◆ Place an (X) by any item for which a procedure is yet to be established.
- ◆ Highlight those items that will be taught the the first day of class.

1. Beginning Class		Notes
<input type="checkbox"/> A.	Recording Attendance	
<input type="checkbox"/> B.	Academic Warm-Ups	
<input type="checkbox"/> C.	Distributing Materials	
<input type="checkbox"/> D.	Class Opening	

2. Room and School Areas		Notes
<input type="checkbox"/> A.	Shared Materials	
<input type="checkbox"/> B.	Teacher's Desk	
<input type="checkbox"/> C.	Drinks, Bathroom, and Pencil Sharpener	
<input type="checkbox"/> D.	Student Storage and Lockers	
<input type="checkbox"/> E.	Student Desks	
<input type="checkbox"/> F.	Learning Centers and Stations	
<input type="checkbox"/> G.	Playground and all Schoolgrounds	
<input type="checkbox"/> H.	Lunchroom	
<input type="checkbox"/> I.	Halls	
<input type="checkbox"/> J.	Seating Charts	

3. Setting Up independent Work		Notes
<input type="checkbox"/> A.	Defining "Working Alone"	
<input type="checkbox"/> B.	Asking for Assistance	
<input type="checkbox"/> C.	Identifying Resources	
<input type="checkbox"/> D.	Scheduling	
<input type="checkbox"/> E.	Interim Checkpoints	

4. During Instruction	Notes
<input type="checkbox"/> A. Teacher, Student Contacts	
<input type="checkbox"/> B. Student Movement in the Room	
<input type="checkbox"/> C. Signals for Students' Attention	
<input type="checkbox"/> D. Signals for Teacher's Attention	
<input type="checkbox"/> E. Passing Out Books or Supplies	
<input type="checkbox"/> G. Student Participation	
<input type="checkbox"/> H. Laboratory Procedures	
<input type="checkbox"/> I. Movement in/out of Small Groups	
<input type="checkbox"/> J. Turning in Student Work	
<input type="checkbox"/> K. Handing Back Student Work	
<input type="checkbox"/> L. Out-of-Seat Policies	
<input type="checkbox"/> M. Expected Behavior in Group	
<input type="checkbox"/> N. Behavior of Students not in Group	

5. Ending Class	Notes
<input type="checkbox"/> A. Putting Away Supplies, Equipment	
<input type="checkbox"/> B. Cleaning Work Areas	
<input type="checkbox"/> C. Organizing Class Materials	
<input type="checkbox"/> D. Dismissing Class	

6. Discipline Plan	Notes
<input type="checkbox"/> A. Rules	
<input type="checkbox"/> B. Conduct	
<input type="checkbox"/> C. Consequences and Rewards	

7. Other Procedures	Notes
<input type="checkbox"/> A. Fire Drills	
<input type="checkbox"/> B. Lunch Routines	
<input type="checkbox"/> C. Student Helpers	
<input type="checkbox"/> D. Parent Volunteers	
<input type="checkbox"/> E. Safety	
<input type="checkbox"/> F. Substitute Provisions	
<input type="checkbox"/> G. Internet Usage	

8. Work Requirements	Notes
<input type="checkbox"/> A. Heading for Papers	
<input type="checkbox"/> B. Use of Pen or Pencil	
<input type="checkbox"/> C. Writing on Back of Paper	
<input type="checkbox"/> D. Neatness, Legibility	
<input type="checkbox"/> E. Incomplete Work	
<input type="checkbox"/> F. Late Work	
<input type="checkbox"/> G. Missed Work	
<input type="checkbox"/> H. Due Dates	
<input type="checkbox"/> I. Makeup Work	
<input type="checkbox"/> J. Supplies	
<input type="checkbox"/> K. Coloring or Drawing on Paper	
<input type="checkbox"/> L. Use of Manuscript or Cursive (Elem.)	

9. Communicating Assignments	Notes
<input type="checkbox"/> A. Posting Assignments	
<input type="checkbox"/> B. Orally Giving Assignments	
<input type="checkbox"/> C. Provision for Make-Up Work	
<input type="checkbox"/> D. Long-term Assignments	
<input type="checkbox"/> E. Term Schedule	
<input type="checkbox"/> F. Homework Assignments	

10. Student Work	Notes
<input type="checkbox"/> A. In-class Participation	
<input type="checkbox"/> B. In-class Assignments	
<input type="checkbox"/> C. Homework	
<input type="checkbox"/> D. Stages of Long-term Assignments	

11. Checking Assignments in Class	Notes
<input type="checkbox"/> A. Students Exchanging Papers	
<input type="checkbox"/> B. Marking and Grading Assignments	
<input type="checkbox"/> C. Turning in Assignments	
<input type="checkbox"/> D. Students Correcting Errors	

12. Grading Procedures	Notes
<input type="checkbox"/> A. Determining Grades	
<input type="checkbox"/> B. Recording Grades	
<input type="checkbox"/> C. Grading Long Assignments	
<input type="checkbox"/> D. Extra Credit Work	
<input type="checkbox"/> E. Keeping Papers, Grades, Assignments	
<input type="checkbox"/> F. Grading Criteria	
<input type="checkbox"/> G. Planning for a Portfolio	

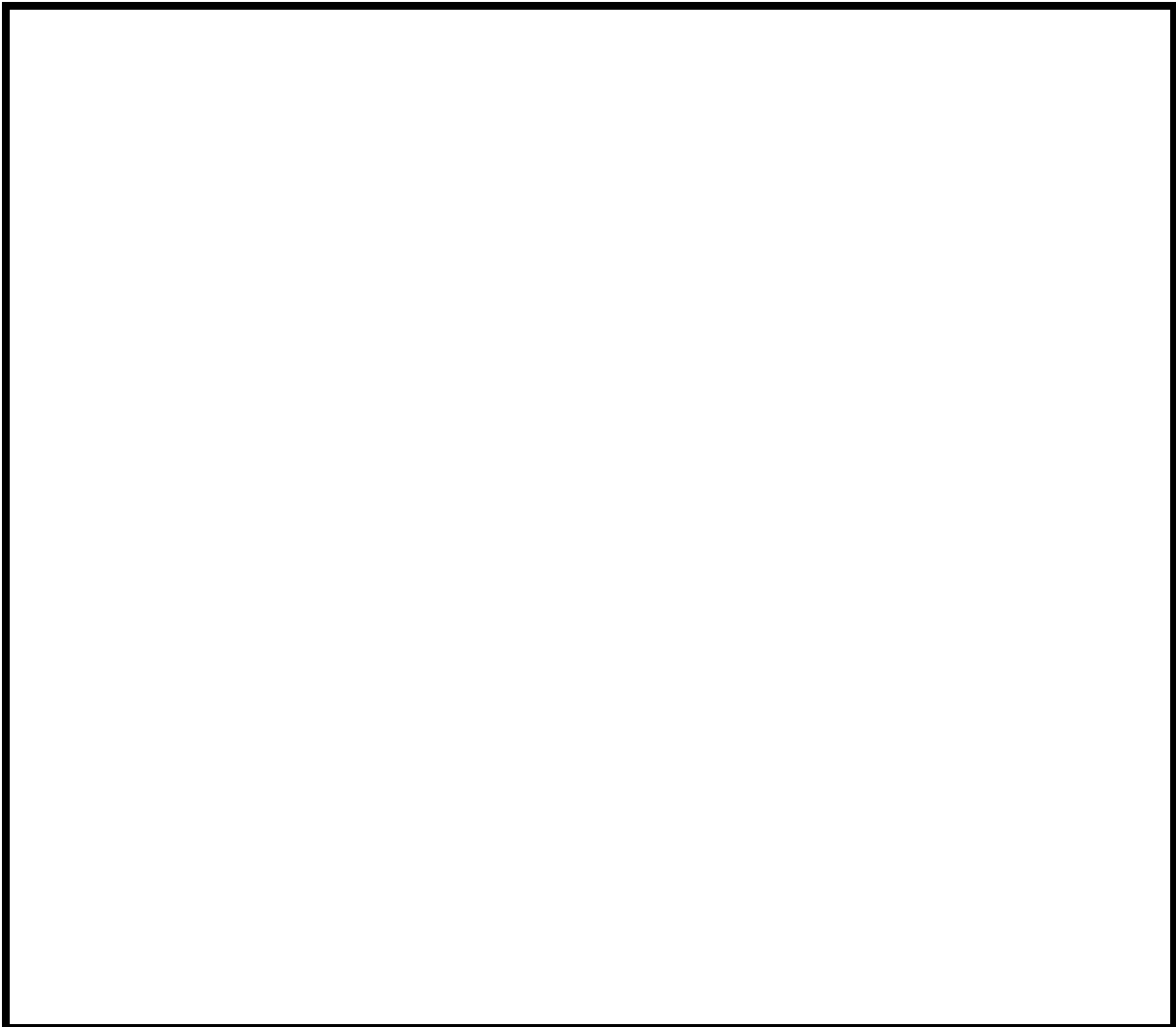
13. Academic Feedback

Notes

-
- A. Rewards and Incentives
 - B. Posting Student Work
 - C. Communicating with Parents and Other Teachers
 - D. Students' Records of Grades
 - E. Written Comments on Assignments
 - F. Electronic Messages
-

Use the space below to draw a diagram of the new teacher's classroom. Include traffic patterns and permanent fixtures.

My Classroom



CLASSROOM MANAGEMENT – BEGINNING OF THE YEAR CHECKLIST ROOM ARRANGEMENT AND PROCEDURES

Room Preparation

- A. Bulletin boards and walls
- B. Student desks and tables
- C. Teacher's desk and equipment
- D. Centers/work areas
- E. Plants and pets
- F. Shelves/bookcases
- G. Storage of supplies/textbooks

Beginning of Class

- A. Attendance check/absentees
- B. Tardy students
- C. Expected student behavior
- D. Beginning Routine
- E. _____

In/Out of Room Procedures

- A. Bathroom
- B. Office
- C. Drinking fountain
- D. Fire and disaster drills
- E. Library
- F. Cafeteria
- G. Playground

Materials and Equipment

- A. Pencil sharpener
- B. Centers/stations
- C. Student contact with teacher desk, storage, and other materials

Seatwork and Instruction Procedures

- A. Student attention
- B. Student participation
- C. Talk among students
- D. Obtaining help
- E. Out-of-seat
- F. Interruptions
- G. When work is completed
- H. Expected behavior in/out of group
- I. Activities for early finishers

Ending Class

- A. Cleaning up
- B. Putting away supplies
- C. Dismissal procedure
- D. _____

Grading System

- A. School Policy
- B. Grading criteria
- C. Percent for each criteria
- D. Organizing your grade book
- E. _____

Feedback and Monitoring

- A. Checking assignment
- B. Monitoring of projects/
classwork (when and how)
- C. Student's work record
- D. Communicating with parents
- E. Written comments on
assignments
- F. Assessing student progress
(when and how)
- G. _____

Communicating Assignments

- A. Homework assignments
- B. Posting of assignments
- C. Returning assignments
- D. Grading criteria
- E. Standards for neatness
- F. Incomplete/late work
- G. Make-up work procedures
- H. Help for absentees

Determining Rules, Procedures, and Consequences

Rules are a fact of life. Effective classroom managers both in elementary and secondary schools have well-developed classroom rules and procedures and spend much of the time at the beginning of the school year teaching them.

Rules differ from procedures in that they have consequences whereas procedures do not. The following guidelines will be helpful to the mentor or mentor support team member when assisting the new teacher in developing classroom rules. The mentor must help the new teacher discriminate between the Attributes IIC1: Establishes expectations for learner behavior and IIC2: Uses monitoring techniques to facilitate learning. Every teacher must decide just what rules are the most appropriate for his/her classroom.

Points to Consider in Developing Effective Rules

1. **Rules should be stated clearly.**
Students need to be able to apply the rule to a specific behavior. For example, a rule such as “Be in the right place at the right time” sends confusing meaning to the student. “What time is right?” “Where is the right place?” A better way of stating the rule might be, “Be in your seat and ready to work when the bell rings.”
2. **Rules should be kept to a minimum.**
Usually four or five well-planned rules are sufficient. Long “to do” or “not to do” lists are confusing and not necessary.
3. **Rules should contribute to a positive class climate.**
Negatively stated rules may convey negative expectations, discourage student participation and responsibility, and defeat the goals of a productive class.
4. **Classroom rules must be consistent with the school rules.**
Forbidden behaviors such as running in the halls must be supported in each classroom. School and/or district discipline policies already in place should be reviewed by the new teacher. Rules developed in the new teacher’s classroom will then reinforce the School Discipline Plan.

The following examples of effective classroom rules are presented in Evertson, Emmer, Clements, and Worsham’s classroom management books for elementary and secondary teachers.

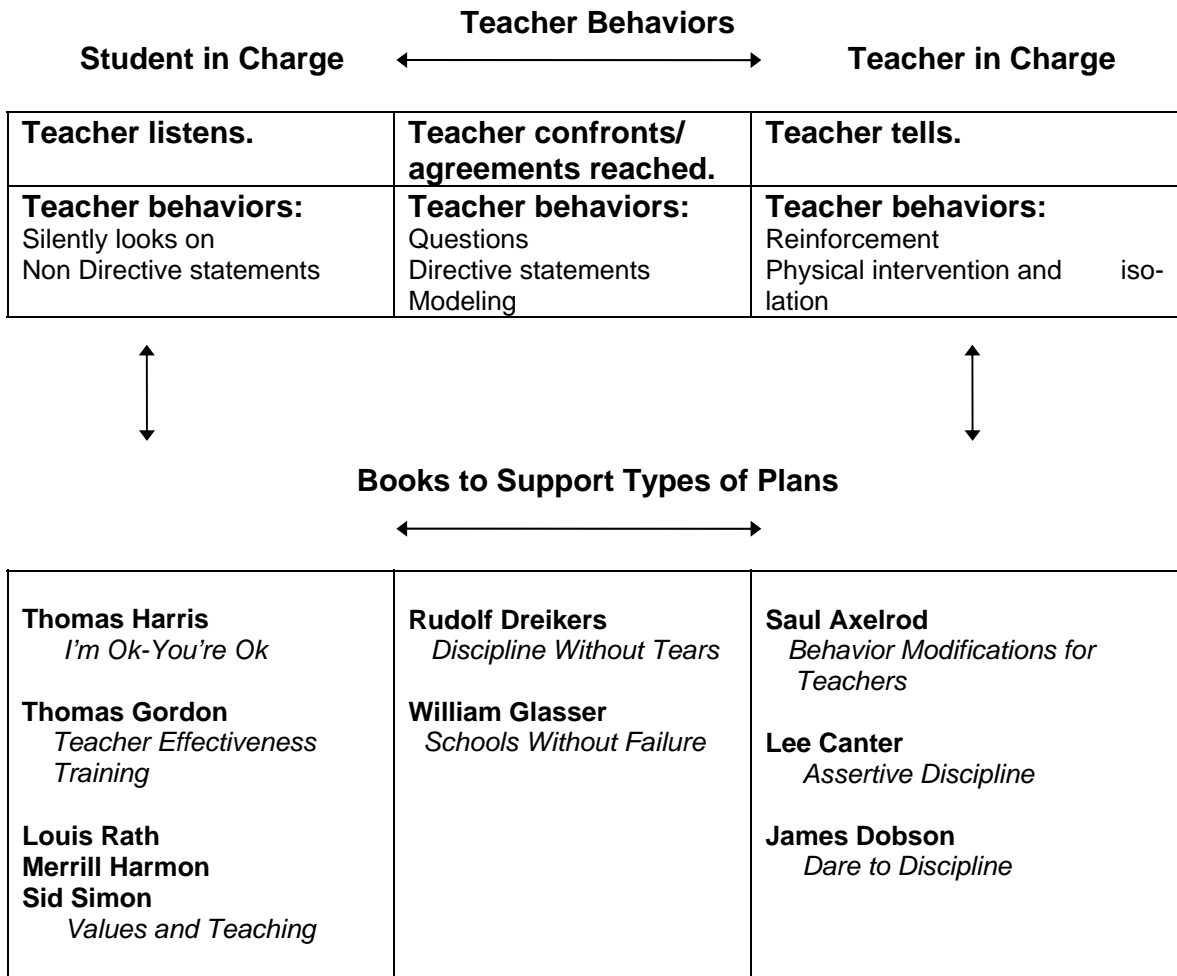
Classroom Rules Elementary	Classroom Rules Secondary
<ol style="list-style-type: none"> 1. Wait quietly for directions. 2. Eyes front when the teacher is talking. 3. Change tasks quickly and quietly. 4. Respect the property of all others. 5. Obey all school rules. 	<ol style="list-style-type: none"> 1. Be in your seat when the bell rings. 2. Bring all books and materials to class. 3. Sit in your assigned seat daily. 4. Follow directions the first time they are given. 5. Obey all school rules.

5. Rules should be reviewed throughout the year.

Students may need reminders; rules that cease to modify behavior need to be eliminated. The new teacher may need support to understand that the behavior of the student may be the result of an ineffective rule.

A Continuum of Discipline Plans

One should remember that the function of a rule is to modify behavior. New teachers need to be encouraged to develop a discipline plan that is based upon what they are trying to accomplish. The continuum below showing a range of discipline plans is presented in *The First Days of School* by Harry K. and Rosemary Tripi Wong.



Points to Consider in Developing Effective Procedures and Routines

“The number one problem in the classroom is not discipline; it is the lack of procedures and routines.”

Harry K. and Rosemary Tripi Wong, *The First Days of School*

Procedures

Preventative measures for dealing with rules and procedures are more desirable than reactive ones. A *procedure* may be defined as an approved way of achieving a specific task, while routines serve as a means to establish and regulate activities. New teachers may adapt the following steps in establishing classroom procedures.

PROCEDURES IN THE CLASSROOM

STEP 1. Select the Procedures.

STEP 2. Teach/Review the Procedures.

- Explain the procedure immediately prior to the first time the activity will take place.
- Demonstrate the procedure.
- Practice and validate understanding.
- Give feedback.
- Reteach as needed.
- Review the procedures with the students prior to each situation for the first few weeks.
- Review the procedures after long holidays or breaks.

Routines

The following may assist new teachers in establishing routines/transitions.

Guidelines for Effective Transitions

- ☞ Begin the day with independent activities followed by whole group morning activities.
- ☞ Begin language arts with a warm-up activity to stimulate student interest and enthusiasm.
- ☞ Use nonverbal signals to begin / conduct activities.
- ☞ Use timers to keep class on schedule.
- ☞ Keep a posted list of “free time” activities.
- ☞ Model and practice routines until students become familiar and secure with transition procedures.

Classroom Management

Additional ideas and discipline forms for use by elementary and secondary teachers follow.

<u>Minor Interventions</u>	<u>Moderate Interventions</u>	<u>Extensive Interventions</u>
1. Nonverbal Cues	1. Withhold a Privilege	1. Contract with Student
2. Change the Pace	2. Isolate or Remove Student	2. Parent Contact
3. Move Closer to the Students	3. Use a Penalty	3. Demerit System
4. Refocus the Group	4. Assign Detention	4. Problem Solving
5. Redirect the Behavior	5. School-Based Consequence	5. *Five-Step Intervention
6. Instruct		

*Five-Step Intervention Procedure

1. Use a nonverbal signal to cue the student to stop.
2. If a behavior does not cease, then ask the student to follow the desired rule.
3. If the disruption continues, give the student a choice of stopping the behavior or choosing to develop a plan.
4. If a student still does not stop, then require that the student move to a designated area in the room to write a plan.
5. If the student refuses to comply with Step 4, then request outside assistance with the behavior.

Everston, Emmer, Clements, Worsham
Classroom Management for Elementary Teachers



MY PREVENTATIVE DISCIPLINE MEASURES

In order to minimize the occurrence of behavior problems in my classroom, I will take the following steps:

1. _____
2. _____
3. _____
4. _____
5. _____



MY CORRECTIVE DISCIPLINE MEASURES

When students misbehave despite my best preventative and supportive efforts, I use the following corrective measures:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

STUDENT DISCIPLINE LOG

Name _____ Class _____ Teacher _____

DATE	TIME	PROBLEM	ACTION TAKEN	FOLLOW UP

Implementing the System

The first days of school have a special effect on both students and teachers. Effective classroom managers seem to understand the importance of teaching their rules, procedures, and consequences as content. The first day of school is the first opportunity the new teacher has to begin the implementation of the management system. Students' first impressions about their classrooms, their teachers, and the standards expected by the teacher can have a lasting effect on their performance.

Beginning Activities for Elementary Teachers

“ How the class reacts to your first set of directions will be an indication of how they will react to your directions the remainder of the year.”

Harry Wong

1. Greeting
2. Introductions
3. Describing the room and how to use it
4. Get-acquainted activities
5. Discussing rules and procedures
6. Teaching the procedures
(Describe, Rehearse, Practice)
7. Content Activities

Beginning Activities for Secondary Teachers

1. Introductions
2. Administrative Tasks
3. Discussing course requirements
4. Discussing rules and procedures
5. Content activities



Seven Things Students Want Answered

- 1 Am I in the right room?
- 2 Where am I supposed to sit?
- 3 What are the rules in this classroom?
- 4 How will I be graded?
- 5 Will the teacher treat me as a human being?
- 6 What will I be doing all year?
- 7 Who is this teacher?

Douglas Brooks

Maintaining the System by Monitoring Student Work

New teachers often need assistance in maintaining a systematic classroom management plan. Learning new strategies to monitor student work will deepen the new teachers' understanding of The Louisiana Components of Effective Teaching, Component II C: The teacher manages learning behavior to provide productive learning opportunities.

The mentor may want to share the techniques for monitoring found in *Strategies for Effective Teaching in the 21st Century*. Observing the new teacher instructing students will allow the mentor opportunities to watch the new teacher's monitoring techniques. Scheduling opportunities for the new teacher to observe an effective experienced teacher will also be beneficial. Using debriefing conferences will give the mentor and new teacher time to discuss findings from the observations and time to share additional ideas about monitoring. To be an effective classroom monitor, the new teacher must know what to look for. Emmer, Evers, Clements, and Worsham suggest two important categories of behavior:

Student involvement in learning activities

Student compliance with classroom rules and procedures

“It takes just as much energy to achieve positive results as it does to achieve negative results. So why waste your energy to fail when that same amount of energy can help you and your students succeed?”

Harry K. and Rosemary Tripi Wong, *The First Days of School*

Student involvement is indicated at many times throughout the class period or day. The new teacher needs to understand that monitoring should happen during presentations and class discussions as well as during independent seatwork. Also, the new teacher's monitoring of completed assignments will do much to foster student involvement. Students will not learn unless they are paying attention! Student involvement will be greater when the teacher is monitoring consistently and systematically.



Activity Scenarios

Beginning Year Classroom

After reading the following classroom observation scenarios, the mentor or mentor support team member may plan to use one or more of the examples to assist in the reflection of the new teacher. Develop a plan for solving each situation.

Scenario #1: Focus – Middle School Student Behavior Problem

Ms. Green is concerned about student misbehavior. She tries to follow through with consequences, but students are still disruptive. Ms. Green’s students call out, leave their seats, talk with other students, and pass notes during her lesson. Ms. Green wrote students’ names on the board for talking after having warned them several times to stop. She warned a boy twice about giving answers to other students who had been called to answer. She threatened two boys with detention for shooting paper balls into the trash, and she pulled a girl’s desk away from the class for making faces and causing other students to laugh.

Scenario #2: Focus –Elementary School Student Behavior Problem

Mr. Brown is concerned about two students. Troy rarely completes his work even if the teacher helps him to get started and sees that he understands. Kay, on the other hand, gets her work done but is constantly disruptive. Despite Mr. Brown’s efforts, these two students continue to cause problems.

In class, Troy spends most of his time watching other students. He just moves his papers around when told to get to work. Mr. Brown moved Troy’s desk close to his own to keep him on task.

Kay teases the boys sitting around her and keeps them laughing. Kay makes wise cracks in response to everything Mr. Brown says. When confronted, she grins and responds with exaggerated courtesy, “I’m so, so sorry, Mr. Brown.” The class laughs. Mr. Brown moves Kay’s desk away from her friends several times, but she is still able to stir up students wherever she sits.

Activity Scenarios

Beginning Year Classroom

Scenario #3: Focus — Kindergarten Behavior Problem

Miss Purple is concerned about a student in her kindergarten class. Even though school has been in session for three weeks, Alice cries and throws temper tantrums every morning upon her arrival in class. She usually does not calm down until after lunch. The behavior is very distracting to the whole class, and Miss Purple is unable to manage the remainder of the class.

Scenario #4: Focus — High School Behavior Problem

Mr. Black is concerned about students in his third hour physical education class who are refusing to dress out. Despite taking points away from their averages, the students continue not dressing out.

While the majority of the students are participating appropriately, the five “refusers” remain on the sidelines teasing and tormenting each other as well as others.

Scenario #5: Focus – High School Behavior Problem

Mr. Blue is concerned about two students. Marie and Janet are habitually late to their second hour class. They usually arrive at least five minutes after the bell; often they do not have all of the materials that are needed for class.

Mr. Blue has talked with each girl to try to find out why they are unable to get to class promptly. Marie says that she has to go to her locker on the second floor before coming to class, and Janet has no excuse. The school does not have a policy in place to monitor tardiness, and Mr. Blue does not know what to do to change the behavior.

Activity Scenarios

Beginning Year Classroom

Scenario #6: Focus- High School Behavior Problem

Mr. Red is concerned about a disrespectful student in his first hour World History class. When Mr. Red confronted Stacy about her attitude, she smirked, rolled her eyes, and muttered under her breath. The principal has made an announcement that no one should send students to the office and that all discipline problems should be handled in class.

Mr. Red has tried to contact Stacy's parents, but has had no success. Stacy continues to show disrespect daily.

Scenario #7: Focus – Middle School Behavior Problem

Mr. Yellow is concerned about the number of students who are not completing homework in his sixth hour class. After two weeks of class, thirty percent of the students are not turning in their homework assignments.

Mr. Yellow has tried lowering their grades, calling parents, and offering bonus points to those who turn in their homework. Nothing has worked.

Scenario #8: Focus – High School Behavior Problem

Mr. White is concerned about two students in his first hour algebra class. David has problems staying awake, and Ruth constantly interrupts Mr. White as he is presenting an assignment to the class.

David's desk has been moved to the front of the class, but David is still not able to stay awake. Mr. White has tried both ignoring and correcting Ruth, but she continues to interrupt.

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N O T E S