

The image shows the cover of a spiral-bound notebook. The cover has a light beige, textured fabric-like appearance. A silver metal spiral binding is visible along the left edge. The text "Welcome to Classroom Management" is printed in a black, serif font, centered on the cover.

Welcome to Classroom Management

A spiral-bound notebook with a light beige, textured cover. The metal spiral binding is visible on the left side. The text is centered on the page.

Presenter today

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DO NOW: Describe your Ideal Classroom:

- Once you have settled in take out paper and a pen and complete the Do Now.
- Wait quietly for all to finish.
- Set your response aside.

Today's Objectives

- Explore strategies to aid in establishing a well-managed classroom;
- Analyze the importance of organization in both your preparation for class and the way you run your classroom, and
- Assess the importance of clear learning goals and good lesson plans on an effectively managed classroom.

From Robert Marzano author of
Classroom Management that Works

Effective teaching and learning cannot take place in a poorly managed classroom.

. . . [W]ell managed classrooms provide an environment in which teaching and learning can flourish.

It[a well-managed classroom] takes a good deal of effort to create—and the person who is most responsible for creating it is the teacher.



Part I: Setting the Ground Work/Tone

How do I do it?

Meet students at the door

“Perhaps the most important elements in making class changes orderly are your presence at the classroom door and the procedure you have in place for entering and leaving” (McLeod 17).

Build Rapport

- *Building rapport is an important part of establishing and maintaining an orderly classroom. If you care about them, they want to care about what you are doing. Keep the conversations appropriate so they also learn that there is a line that cannot be crossed.*

A spiral-bound notebook with a light-colored, textured cover. The spiral binding is on the left side. The text is centered on the page.

You can be student centered

and still be teacher controlled

HOW?

A spiral-bound notebook with a light beige, textured cover. The metal spiral binding is visible on the left side. The text is centered on the page.

Set rules by which you can live.

List the Objectives of the day

This shows students that you are prepared and ready to go and that you want them to know what is expected of them during the period.

Be prepared with a good lesson and all the materials needed for the period

- *This is all part of setting up the procedure for the class, it helps the class flow more smoothly, it shows the students you are ready to start the lesson, it emphasizes that being on time is important, and we hope it communicates our excitement for the lesson.*

Do Now

- Or a Check in, or a quick check
- This is a question you want them to think about before class starts
- Either a review from yesterday to see that they are ready
- Or a preview of today

DO NOW: Describe your Ideal Classroom:

- ✓ **One in which the students respect the teacher and their peers;**
- ✓ **One in which the teacher respects his/her students;**
- ✓ **One in which work is completed and objectives are met;**
- ✓ **One in which disruptions are kept to a minimum;**
- ✓ **One that is fun to be in;**
- ✓ **One in which learning takes place, and**
- ✓ **One that the students continue to talk about as they leave the room.**



Part II: Maintain Control


- Set rules and follow through
 - Begin class on time
- Establish clear learning goals
 - Develop solid lesson plans

Role Play #1

- Your rules clearly say that there is to be no food in the classroom at any time. Besides that it is school policy, yet Jean comes to class each day with a yogurt and says she has blood sugar problems. After the first two times she said that you checked with the nurse. You found out that this is untrue. Jean just walked into the class eating a yogurt. What do you do?

Role Play #2

- Sue enters class late for the third time. Your policy clearly states that there are consequences for the third tardy. She comes in 9 minutes after class has started and you are in the middle of giving directions. What do you do?



In addition to [a] strong emphasis on rules and procedures, [it is important to develop] techniques for organizing the classroom, developing student accountability, planning and organizing instruction, conducting instruction and maintaining momentum. . .

Marzano 17

Establish Clear Learning Goals

- What will they know and be able to do by the end of the lesson?
- What do you want them to learn?
- What are the rules/procedures for whichever type of activity you plan to do that day?

Group work

- A fun exciting way to set goals and plan lessons can also be a way for students to goof off and allow someone else to do the work for them. Which way this goes depends solely on the teacher.
 - Get into groups of 3—assign roles in the group
 - Recorder, supply manager/facilitator, reporter (could also be timekeeper)
 - Supply managers come and get materials
 - You have 10 minutes to complete Task #1—I will stop you at ___
 - Be sure to work on the task while you complete your role

Task #1

- What are some productive ways to give group work and to increase student learning while maintaining control of the classroom and student behavior?
 - Give focused instructions on how to work with a small group
 - Recorder, reporter, facilitator, supply manager, timekeeper
 - Give clear directions for the task
 - Tell them what to do, where the materials are, what they should have completed
 - On paper, on the board, on a slide
 - Give a timeline for completing the work
 - Always give a time on the clock NOT number of minutes
 - What is the difference?
 - Let the group know how they will be evaluated (McLeod 12)
 - Students are always concerned with “what is this worth?” Tell them.
 - “This is a classwork grade worth 5 points.”

Paired Assignments

- When students work in pairs sometimes they do equal work. The best way to make sure of it is to move about the classroom and monitor what is going on. Have each student responsible for a piece of the work but ultimately both responsible for all of the information—they can each have a job.
 - Be Prepared
 - Set Goals
 - Create good lesson plans

Your Job


- One of you will be recording, the other is the idea person
- When the idea person bounces an idea the recorder writes it down
- Both of you work with it from there, develop it, improve it
- Give both of you parts in the role play


Task #2


- Create a scenario of a problem that has come up in class..
- Role play the problem and demonstrate **options** on how to fix it.
- Any volunteers to share their role-play?

Teacher led presentations

- When the teacher is in front of the classroom it is most important to maintain rules and procedures.
 - Be ready and organized with the day's lessons and any materials needed.
 - Handouts are on the table by the door, students know to pick up the handouts when they arrive
 - PPT is up on my computer
 - I checked the sound
 - I have books, white boards, markers, paper all ready

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- Be ready and organized to handle any disruptions that may occur.
 - I have a sign out sheet for the bathroom
 - I have a clear path to the phone (it will ring)
 - I have paper and pens/pencils (I even keep a few notebooks, just in case)
 - Expect all students to participate. Their attention should be on the teacher and the student generated questions. Their attention and participation is essential to classroom management.
 - Don't be afraid to cold call—if you are concerned about “catching” kids off guard, ask a question, give them a minute to write a response, then call on anyone
 - Don't lecture, Q & A—make them participate in your “lecture”
 - Have students repeat other students' answers to check for understanding and paying attention

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- What are some productive ways to give teacher led presentations and to increase student learning while maintaining control of the classroom and student behavior?
 - Go back to your rules—enforce and follow through
 - Validate student responses!!!
 - Behavior modification sheets—seem simplistic, but they work—let students score themselves so they see what they are doing
 - Be aware or “**withit**”




. . . [Demonstrate] withitness to students
by intervening promptly and accurately
when inappropriate behavior threatens to
become disruptive. (Marzano 67)


What is Withitness?

- Know what is happening in your classroom.
- Hard to do with cell phones—keep them in bags OR keep them on their desks screen side down
- Position yourself so that you see or sense the whole room.
- Leave the back wall free—leave room to walk around the class as you teach—keep everyone on their toes
 - Watch for clues: kids watching you, inappropriate giggling, or loud noises.
 - **React!**

Improve Withitness

- **React Immediately**—Call attention to whatever it is—you DO NOT even have to know what happened, just that something happened.
 - The kids will be amazed and say things like, “how did you hear that?”
 - They will give you clues about what happened and they will be more mindful of the fact that you know what is going on.
 - This will make them less likely to get involved in the next disruption if there is one.

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- ✓ **Forecast problems**—mentally review what might go wrong with a lesson or a student. Periodically scan the classroom noting student behaviors.
 - ✓ **Observe master teachers**—just ask, most teachers welcome observers

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Effective managers monitored their classroom regularly. They positioned themselves so that they could see all students and they continuously scanned the room to keep track of what was going on, no matter what else they were doing at the time. They also let their students know that they were “with it”—aware of what was happening and likely to detect inappropriate behavior early and accurately. This enabled them to nip problems in the bud before they could escalate into serious disruptions. If they found it necessary to intervene directly to stop misbehavior, they focused on the students who started the problem or were most responsible for its escalation. If they were uncertain about who was most responsible for the problem, they simply told the entire group involved to resume working on their assignments. (Marzano 68)

The Problem Solvers

- When at all possible, make students the problem solvers—tell them they have created the problem now it is up to them to find a fair and equitable solution.
- You will be amazed at how fair they can be.

Where to turn

- What other places can you go for help?
 - Department Chair
 - Colleagues
 - Guidance
- What steps can you take before an AP referral?
 - Conversation with student
 - Phone call home

In Closing

- Think for a minute about something that you were already aware of that has been reinforced here today.
- What is something you learned here today that you will try to implement tomorrow?

Remember to

- Be prepared
- Be organized
 - Be clear
- Follow through

Works Cited/Consulted

Marzano, Robert J., et al. *Classroom Management That Works*. Alexandria, VA: ASCD. 2003. Print.

McLeod, Joyce, et al. *The Key Elements of Classroom Management*. Alexandria, VA: ASCD. 2003. Print.