

Classroom Management

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80 percent of behavior problems in the classroom have nothing to do with discipline, it's about classroom management. Classroom management is the way a classroom is organized, so the professor can be the instructor and the student can learn and achieve.

3 EFFECTIVE PROACTIVE STRATEGIES TO IMPROVE CLASSROOM MANAGEMENT

The strategies could be presented in the student syllabi. These need to be discussed, we can no longer assume that students are reading the syllabi on their own.

#1 Develop a Classroom Management Plan

A classroom management plan outlines classroom procedures. Procedures are not rules, they are used to increase learning in your classroom as steps used to accomplish a task.

- How to enter the room
- When does class begin, when am late
- What to do with homework
- How to handle make-up/late work
- Personal technology
- Absences (professor and student)

#2 Develop a Discipline Plan

A discipline plan includes rules and how you will handle misbehavior in your classroom.

- Review and make sure your plan is in accordance with ASU Policies and Procedures/Student Code of Conduct
- Establish a few classroom rules (short, simple, and easy)
- Create consequences for noncompliance
 - Consequences need to be consistent
 - Consequences need to fit the severity and frequency of behavior
 - Implement consequences unemotionally (avoid the power struggle)
- Document behaviors addressed and action taken

#3 Set Positive Expectations for All Students

We receive exactly what we expect of our students.

- Outline what students can expect from you
 - Quality Instruction
 - Additional Support if Needed (how, when and where)
 - Safe and Positive Learning Environment
 - Respect
 - Fairness
- Outline what you expect of your students
 - Be punctual
 - Prepared to work and learn
 - Complete all assignments
 - Listen and pay attention
 - Follow all classroom requirements

DEALING WITH BEHAVIOR

Despite proactive plans, you may still encounter students who will be non-compliant. It's important to identify when the student is knowingly or intentionally violating a rule. Behaviors can range from moderate to severe and the frequency of the behavior is also important to note, as behavior can become chronic. The basic rules for early stages of misbehavior is to try the easiest solutions first.

- Proximity
- Gentle Verbal Reprimands (short, near, tone and content respectful and clear)
- Non-verbal Cues
- Discussion (neutral time—deal with it later)
- Humor (only done with pre-established student-teacher relationships—avoid sarcasm or ridicule)

Keep in mind to stay calm, some students love the power struggle. When you are calm, you have the power. It also reduces the chance that in the heat of the moment, you might say something hurtful, inappropriate or embarrassing. Although, keep in mind, it's about acting calm, not necessarily being calm.

Be Respectful—correct objectively and as privately as possible. Remember to comment on the behavior not the person.