Classroom management is:

*All of the things that a teacher does to organize students, space, time, and materials so that student learning can take place.* – Wong & Wong

*A set of techniques and skills that allow a teacher to control students effectively in order to create a positive learning environment for all students.* – Sternberg & Williams

*Meaning business without being mean. The best discipline is good teaching.* – Jordan Reeves

**Goals of classroom management:**

- Foster student engagement and cooperation for all classroom activities
- Establish a productive work environment
- Increase student achievement
The classroom environment creates the students’ first impression of what to expect from that class and teacher. Make it a positive one by taking the following into consideration:

- Providing an inviting classroom climate (seating arrangement, what’s on the walls, etc.) leads to appropriately behaved students
- Be sure there is adequate space for “traffic flow”
- Stand by the door and greet the students as they enter the room
- Be sure the room is arranged in a way for all students to see whiteboard, demonstration area, etc.
- Arrange the room in a way that the teacher can monitor all areas at all times
- Insist on a seating chart, but feel free to change it often
- Be prepared; disorder breeds disorderly behavior
- Most everything that happens in class should be task oriented and predictable
- Very little class time should be wasted; well planned lessons that go from bell-to-bell are key to keeping control
- “Work the crowd” – Circulate throughout the room whenever students are working – do not sit at the desk to get caught up on computer work
- Recognize positive behaviors

CREATE A STRUCTURED ENVIRONMENT AND WELCOMING CLASS CLIMATE

Communicate high expectations:
• Clearly communicate and post the attitudes and behaviors you expect to see exhibited by all students in your classes
• Good teachers have high expectations for their students at all times
• Communicate expectations specifically and immediately, with a reason for each expectation
• Keep your list short – 3 to 6 would be a good range. Consider including student input for the list. Some ideas include:
  • Come prepared to class (homework complete, materials needed, etc.)
  • Participate fully
  • Do your best!
  • Be present (physically and intellectually)
  • Be respectful of self, others, and property
  • Be responsible for your own learning
  • Be honest
  • Follow all safety procedures

If managed well, the concepts of “Expectations, Procedures and Routines” can take the place of the need for “Rules, Discipline, and Consequences.”

COMMUNICATE HIGH EXPECTATIONS
**Procedure:** What the teacher wants done

**Routine:** What the students do automatically without prompting or supervision

Procedures promote structure and allow students to develop a respectful and trustful relationship with their teacher.

Procedures should be clearly stated.

Introduce routines as they are needed, and change those that aren’t working as anticipated.

Procedures should answer questions such as:

What to do when:
- the teacher wants the class quiet
- the bell rings (beginning and end of the hour)
- it is time to clean up
- working in groups
- done with an assignment early
- the student has a question
- absent from class
- the student needs to get the teacher’s attention
- papers are turned in and returned (notebooks?)
- transitioning from one activity to the next

Procedures need to be taught in three steps –
- Explain clearly
- Rehearse until they become routines
- Reinforce – reteach and practice until they become student habits

Well-defined and rehearsed procedures become routines.

The first five minutes of class is the most critical time!

- The first five minutes sets the tone for the remainder of the hour
- Students should have a task or assignment to be working on the second the bell rings each day
- The first five minutes should be spent with an independent “review or preview” activity that students can do independently while the teacher takes roll

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**ESTABLISH PROCEDURES AND ROUTINES**
Develop relationships for optimal learning:
When the students know that you genuinely care about their success, and about them as individuals they will be more likely to behave appropriately in class.

Teachers that do the following develop positive teacher/student relationships:
- Show respect
- “Be there” for students
- Actively listen
- Make time for one-on-one communication
- Encourage students to express opinions
- Avoid “put-downs”
- Display student work
- Identify students’ talents, strengths, and interests
- Be enthusiastic
- Use positive humor
- Serve as a role model
- Celebrate accomplishments
- Have learning names a top priority
- Avoid sarcasm at all times
- Be consistent and fair to all
- Recognize student successes in and out of the classroom
- Team building / get acquainted activities at the beginning of the year
- Rewards, recognition, and incentives
- CTSO (Career and Technical Student Organization) club activities and competitions
**Additional Tips for Teacher Success:**

- Begin with a strong first day; make sure the students know who is in charge from the onset of the semester
- When students see the relevance of what they are learning they are more likely to stay engaged in the lessons
- Don’t overload students with too much information the first day of class; use that time to begin to build classroom relationships
- Being well prepared for each class period with all resources and handouts ready to go – A well planned lesson eliminates 90% of discipline problems
- Over-plan rather than under-plan – It is preferable to have too much planned to accomplish than to have wasted instructional time
- Wait until everyone is quiet and listening before teaching or giving directions
- Do not rely on volunteers for answers – when you do that it allows for students to disengage, knowing that they will not be called on to answer
- Hold students accountable for all of your expectations
- Focus on positive behaviors, complimenting students often, and find positive ways to satisfy students’ needs for attention
- When students are not on task, approach their work area – proximity can improve control
- Choose your battles wisely – decide whether it would be better to ignore or respond to behaviors
- Do not “engage” with argumentative students – there is no winning that battle, regardless of the outcome
- Handle inappropriate behavior immediately and efficiently
- Get parents involved with both positive and corrective calls
- Don’t put demands on students that you wouldn’t do yourself (ie: cell phone use, eating in class)

**When in spite of your best efforts problems arise:**

- Deal with problem students individually
- Be consistent with enforcement of consequences for inappropriate behavior
- Stay calm; never shout
- Avoid power struggles
- Call parents/guardians before referring to administrator
- Seek assistance from other school personnel