

Alabama Professional Development Modules

**Alabama Department of Education
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Developed with funding by Alabama's Title II
Teacher Quality Enhancement Grant

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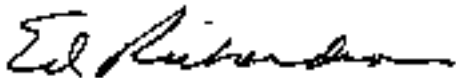
Welcome Message

Dear Alabama Teacher or Administrator:

The Alabama Department of Education is happy to make available to you this professional development module. Created as part of Alabama's Teacher Quality Enhancement Project, these modules are intended to help you augment your knowledge and skills in the PEPE competencies and indicators. These competencies and indicators are the descriptions of teaching performance that serve as the basis for the PEPE Teacher Evaluation System. As you know, this information is based on research in effective teaching; i.e., teaching that produces student learning and best practice in Alabama classrooms and classrooms throughout the country.

We hope that this module, and the others that you may study, will be an enjoyable approach to professional growth. More importantly, however, we hope that it will be valuable to you and, ultimately, to those you teach.

Sincerely,



Ed Richardson
State Superintendent of Education

CLASSROOM AND BEHAVIOR MANAGEMENT

(Supports PEPE Teacher Indicator 4.1, 4.2)

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A. Classroom and Behavior Management

This module contains information for all grades, K-12. Part of the material is more suited to primary or lower elementary grades, while other sections are more appropriate for middle school and high school. The examples (that have come from practicing teachers) often include the grade level at which they were used. In addition, there are many sources on the Internet that offer techniques that have also been submitted by teachers. In many of the areas in this module there is no "single right answer" because teachers and students vary from classroom to classroom, school to school, and school system to school system.

Classroom organization/management, time management, and behavior management are related and influenced by a number of factors. The teacher's philosophy and instructional style, the type of learning activities, the age and maturity of the students, and the available resources all play a part. What at first glance might be considered a behavior problem can sometimes be resolved by making a change in the way the classroom is arranged, the way the activities are organized, or management of the instructional time available.

In the following segments of this module, each of these aspects of classroom management (organization, behavior management, time management) is discussed in more detail. These discussions include "tips" that can be helpful to you in your classroom. A good way to think about classroom management and teaching is to recognize that you are the CEO of an organization (your classroom and the students in it). You are responsible for how that organization operates and for creating the conditions that enable the people (students) in the organization to be productive.

This module has the following parts:

- A. introduction to the module
- B. an information section on classroom organization
- C. a self-quiz titled "Check Your Knowledge" about classroom organization and management (on part B)
- D. an information section on classroom rules for behavior management

- E. a self-quiz titled "Check Your Knowledge" about classroom rules for behavior management (on part D)
- F. an information section on time management
- G. a self-quiz titled "Check Your Knowledge" about time management (on part F)
- H. practice activity
- I. classroom application
- J. references and resources

Because this module is lengthy, it has been divided into three informational sections, each followed by a brief self quiz. The practice activity (H), classroom application (I), and references and resources (J) utilize and support content in all three information sections (B, D, and F).

To complete this module you will need pencil or pen and paper.

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B. Classroom Organization

Physical Arrangement of the Room

The physical arrangement of the room can either promote or hinder the teacher's instructional efforts and the quality of learning that takes place. Different seating arrangements are appropriate for different instructional styles and learning activities. A classroom that is not arranged to be functional can encourage student off-task behavior.

Carolyn Evertson emphasizes examining the physical arrangement of the classroom to minimize distractions and maximize access (student access to instructor, materials, demonstrations as well as teacher access to each student), matching the arrangement to the objectives of the lesson.

Arrangement of the classroom furniture influences student behavior and the efficiency with which procedures and routines can be carried out. While some classrooms may have seats or tables that cannot be moved, such as those in a science or computer lab, students in other classes may be seated at individual desks with unattached chairs, at chair desks (chairs with a writing surface attached), or they may share space with other students at a table. In the latter situations the furniture can be rearranged to the most appropriate configuration. Young children may also need an open area for activities and space for lining up, or they may need to be able to move within the classroom to access various learning centers.

Considerations

Therefore, regardless of the instructional method used in the classroom, teachers must consider each of the following before selecting instructional resources:

1. **Eye Contact:** Many authors agree that it is important for all students to be able to see the teacher as well as for the teacher to be able to see all students. (Students should not have their backs to the teacher when instruction is being provided.) A good way to check this out is for the teacher to occupy each seat when the students are not in the room.
2. **Room Dividers:** Bookshelves or other classroom dividers should be short enough that the teacher can see over them to observe students in any area of the classroom.

3. **Instructional Aids:** If instruction involves use of the board or an overhead projector, all students should be able to see the board or screen.
4. **Unobstructed Passageways for Teachers:** The teacher should be able to move freely about the room, between students or student groups, to monitor their work or provide help. This can be checked out by moving around the room when there are no students present. Frequent movement by the teacher within the classroom supports on-task behavior.

One elementary school teacher circulates around the room about two minutes after students start a written assignment. This allows enough time to be able to tell if everyone is on the right page, has his or her name on the paper, and is following directions

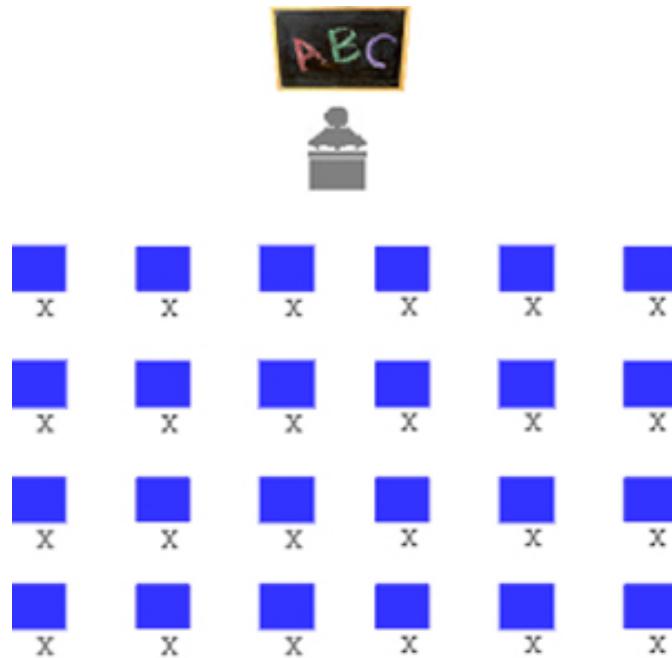
5. **Student Traffic:** High traffic areas, such as around the teacher's desk, the wastebasket, the pencil sharpener, and doors, and windows should provide easy student access and movement.
6. **Student Space:** For independent seatwork, sufficient separation between individuals is necessary.
7. **Student Access to Materials:** Materials for student use should be in a location accessible to all students, and movement to and from this area should be clear and unobstructed. The teacher may have a designated area or container where materials for the day's class or subject are placed prior to class, if the students are to pick up the materials themselves.
8. **Restricted Access:** Materials for controlled student access should be stored in a location not easily accessible to students.
9. **Distractions:** Unnecessary objects and materials should be removed from the room or placed in storage in the classroom to minimize distractions. The location of doors, windows, other students, reading groups, animals in the classroom, etc. can also serve as distractions and their locations should be considered when planning the arrangement of the classroom.

Various Seating Arrangements

Many variations in arrangement of student desks or tables are possible. In a large classroom there may be a special open area designated for "circle time" or similar activities for young children.

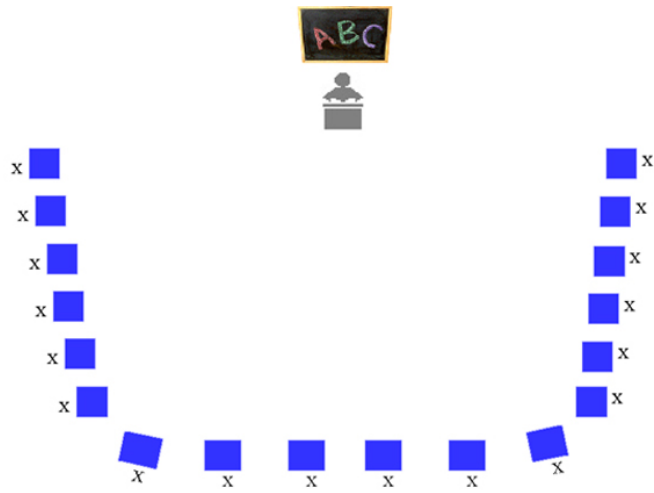
Seating for Lectures or Demonstrations

One traditional room arrangement includes rows of tables, individual seats, or desks with all students facing the same direction. This arrangement may serve lectures and demonstrations well, but discussion is somewhat hampered because some students have their backs to others. (Someone once said that it is a wonder we know how to communicate face-to-face, since we spent 12 years looking at the backs of heads.) This arrangement is also suitable for individual seatwork, providing there is sufficient space between individuals to limit contact and permit the teacher to move between rows or desks.



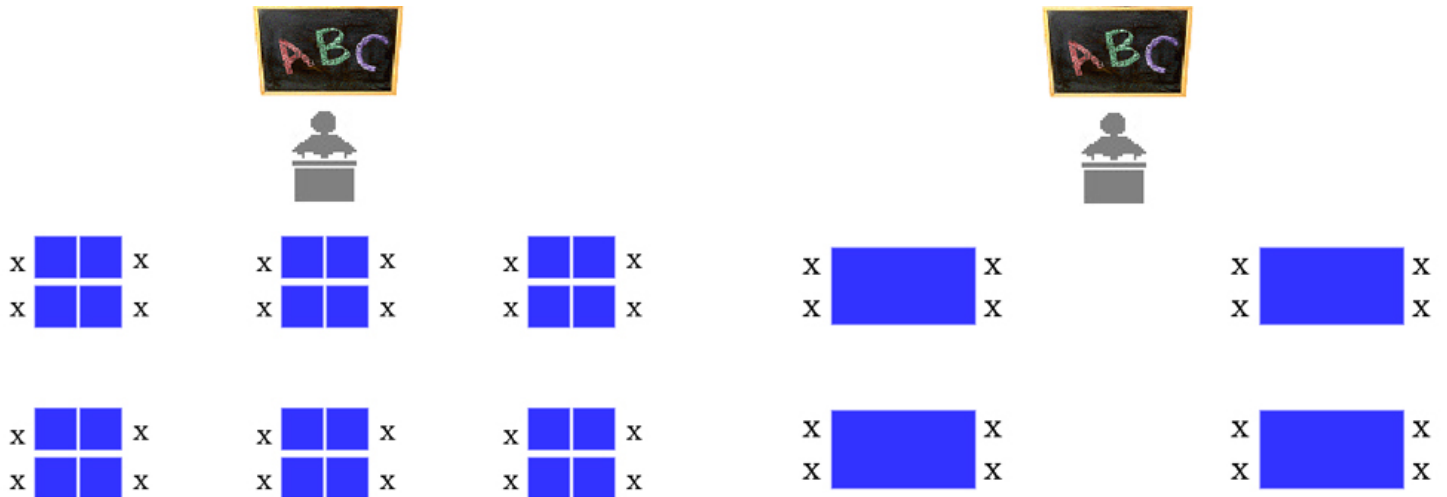
Seating for Discussion

Seating students in a semicircle or circle improves the climate for discussion. Each student can see everyone else. If students are seated at tables, they can be formed into a horseshoe or "u" shape rather than a true curved configuration.



Seating for Group Activities

Using tables or grouping desks/chair together enables students to work cooperatively more easily. Desks can be arranged so students face each other. If there is much teacher direction, it may be desirable to have the desks/tables arranged so that students have their sides toward the teacher, avoiding a situation in which some students have their backs to the teacher.



Procedures and Routines

Another important aspect of classroom management that effective teachers use is prevention or anticipation of conditions that could lead to inappropriate behavior. Engaging lessons that actively involve students, and implementing routines for transition times are two major preventative strategies.

Teaching and learning time can be preserved by developing procedures for those aspects of teaching that recur each day with predictability. These procedures can also minimize teacher time spent performing non-instructional duties. Examples of procedures and routines include taking roll, beginning the day or the class period with students involved in learning activities, transitions within the classroom, display of assignments, storage and distribution of materials, collection of student work, getting student attention, and redirecting student off-task behavior to the appropriate activity.

Establishing procedures and routine ways of doing business can prevent confusion and promote independence and a sense of security in the students because they know what is expected of them. It is far more efficient for each of 15 students to do something for themselves than to have the teacher do (or assist the student to do) the task for each student. Depending on the students' age and maturity level, they can also perform tasks for the teacher or assist the teacher or each other. Some teachers have their students apply for classroom "jobs" at the beginning of the year and periodically during the year.

Unlike rules, which can involve students in their establishment, procedures are determined by the teacher. A procedure is a specific sequence of actions to efficiently achieve an end result. Procedures have to be taught, just as content is taught. Explaining them to students should be followed by practice and frequent reminders before a procedure occurs enabling students to complete it correctly. Some situations for which procedures are commonly established are listed below. Procedures become routines when the same procedure is consistently used in like situations.

Beginning the Class

Getting Ready: It is important to determine and convey your expectations for your students upon their entrance into your classroom.

You may want your students to be in their seats, with their materials, and ready to work when the beginning of class is signaled.

One teacher instructs students to make sure they have two sharpened pencils before the start of class.

Some teachers have a designated place in the classroom for students to pick up materials before they take their seats, rather than having the materials distributed by the teacher after the students are seated.

Another teacher places the materials on each student's desk before students enter the room.

Signals: There should be a signal to indicate the start of class (as well as transitions during the day). The most common signals are a bell, a buzzer, a specified time on the clock, or an announcement by the teacher.

Involving Students in Learning Activities: Students need to be engaged immediately in learning activities when they enter the classroom. This beginning activity should be one that each student can accomplish independently (for example, practice or review) in a short amount of time. Teachers may choose to begin the day's instruction when all students have finished the beginning activity or at a specific time, with time allowed later to finish the opening activity.

An assignment can be posted each day in the same location. Students are taught to look for the assignment and begin work immediately upon entering the room appropriately.

Each student may have an individual folder stored in a wall file, pocket chart, or upright organizer. An independent, individual assignment is placed in each folder before class begins. Students take folders, go to their seats, and begin work immediately. (This can also serve as a way of taking attendance and providing the materials for students who are absent.)

Taking Attendance: The teacher's use of a seating chart to determine absentees is only one way of taking attendance.

As students enter the room, students can indicate they are present by having each student move a movable marker to a specified location to indicate presence on a display of student names. Upon entering, the student moves his or her marker to the "present" location. Some teachers vary this practice by having the student indicate a "lunch choice," thereby indicating their presence.

One middle school teacher has used a wooden board with a column of student names adjacent to two columns of peg holes - one for "absent" and the other for "present." Before students enter, all pegs are placed in the "absent" position.

For either of the two systems above, a student assistant or paraprofessional can be used to move the markers to the beginning position at a specified time each day.

Collecting Completed Work: This should be done with minimal distraction, disruption, and loss of teaching and learning time. Depending on the maturity of the students and the nature of the class, the procedure could have papers collected from all students at the same time or individually as students complete the work.

Work can simply be passed to the front (or left, or right) of each row. It can also be placed in an assignment box in a designated classroom area, or placed in student individual folders that are turned in with finished assignments in them. Different receptacles for specific types of work can be provided. Teachers sometimes use color-coded paper or containers to differentiate between work for different subject areas in self-contained classrooms or for different classes in middle school and high school.

Some teachers of middle and high school students emphasize collecting something from everyone. If a student does not have the assignment, writes that on a sheet of paper with the date and turns it in so there is no question later about whether the assignment was turned in or not.

One teacher uses the method above but has the student write the reason why the assignment was not turned in. When parents are contacted after the third instance, the student's note is attached.

Early Finishers: All students will not finish independent or guided work at the same time. Students who finish early should know what they are expected to do upon finishing each assignment. Students may place their assignments in individual student folders in the classroom. Appropriate classroom resources and choices should always be available (bookshelf, spelling practice, Accelerated Reader, Accelerated Math, computer time, learning centers, drill and practice with a peer, etc.) to occupy early finishers in accepted ways, or the choices can be rotated weekly. Students also enjoy the opportunity to CREATE games or puzzles for the other students. Doing word and number puzzles, and reading newspapers, and magazines may appeal to older students.

Late Finishers: Students who work at a slower pace should also know what is expected of them if they do not complete the work within the prescribed time. One technique is to place it in a folder to be completed at home (or at some other time during the school day) at the end of the work time so that it does not present a distraction during subsequent activities.

Leaving the Room: The conditions and times when (and if) students can leave the room independently should be the same from day to day. If some type of hall pass is needed, there should be no question about its use.

Students can be instructed to ask permission any time they need to leave the room.

Many teachers do not allow students to leave the room when instruction is going on unless it is an emergency.

Having a single re-usable hall pass limits the number of students who can be gone at any one time.

Another suggestion from a veteran teacher is to have one reusable hall pass for each destination of the common destinations. (bathroom, office, library, locker, etc.)

Hall passes can be color coded so that upstairs bathroom passes are only good upstairs. Or the color-coding can indicate the destination (library passes are blue, bathroom passes are green, etc.).

If there is no way to write the student's name, time, and destination on the pass (as might be true of reusable passes), some teachers of older students have them sign out, indicating the time and destination, when they leave and record the time when they return with the pass.

If a problem occurs in the school, it is important that the teacher can determine who was not in class at the time it happened.

Getting the Attention of the Students: Teachers use various means to get the attention of their students. Some lower or turn off the lights. Others may use a bell or buzzer. For still others, moving to a particular place in the room or simply stopping the instruction until students have quieted triggers the desired response in the students.

Interruptions and off task student behaviors

Occasionally non-instructional duties and student behavior interfere with teaching and learning activities. The teacher can give the class specific tasks to accomplish when these responsibilities take attention from the class. It is preferable to limit the amount of time devoted to such interruptions.

In the case of student misbehavior, effective teachers tend to be aware of such behavior and respond promptly. They frequently move through a progressive routine that involves eye contact with the student, moving into close proximity to the student, touching the student lightly on the shoulder, and using facial expression to signal displeasure. If it becomes necessary, the student can be relocated on either a temporary or permanent basis. Should it become necessary to devote full attention to the student, it is best to speak privately with the student.

Kounin (1977), in discussing effective teacher behavior (behavior that enhances student learning), speaks of teacher "withitness," i.e., a teacher's ability to be aware of many things going on in a classroom simultaneously. Although some people seem to be born with this ability, most of us have to learn and nurture it. It is important that you train yourself to become aware of every student, even as you deliver instruction to a large group or work with small groups or individuals at various places in the classroom. "Withitness" is the key to good classroom management and maybe your survival as a teacher.

Other Situations: There are many other situations for which teachers commonly develop procedures and routines. Some examples are listed below:

- how and when students can secure individual help from the teacher or other students,
- how and when students are allowed to move about the classroom,
- the amount of conversation or talking that is permitted,
- how and when restroom breaks are permitted,
- how students are dismissed at the end of class or the end of the day,
- how students move to the lunchroom and back
- how, when, and by whom the classroom is cleaned up (trash on the floor picked up, etc.),
- how, when, and by whom classroom rules are developed,
- how students who are absent receive and make up their assignments, and

- using the class (group) to hold individuals accountable and promote appropriate behavior.

We find that some high school teachers feel that procedures and routines are only for elementary or middle school age learners. Nothing could be further from the truth! We need good procedures and routines at any age to manage our lives and to be productive. The secret is tailoring the procedure to the age(s) and levels of understanding of the students.

This concludes Part 1 of the information on Classroom and Behavioral Management.

Go to the next section to check your knowledge (covering Section B).

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C. Check Your Knowledge About Classroom Organization and Management

DIRECTIONS: On a sheet of paper, number from 1 to 5 down the left margin. Beside each number write the number of the correct or best answer to each of the following questions. Do not continue until you have answered all 5 questions.

1. What is the major purpose of having a well organized classroom?
 - A. Maximize student access to the teacher
 - B. Minimize distractions
 - C. Increase the amount of time for instruction and learning
 - D. Decrease the need for behavior management

2. Which of the following would be an acceptable physical arrangement of the chairs/tables in a classroom?
 - A. Horseshoe or semi-circle
 - B. Rows and columns of chair desks (like a checkerboard)
 - C. Chairs or desks in groups of 4 or 6 with half of the students facing the other half
 - D. Only B and C
 - E. All of the above

3. Who is permitted to perform non-instructional tasks in the classroom?
 - A. Teacher
 - B. Teacher and student
 - C. Teacher and parent volunteers
 - D. Teacher, student, and parent volunteers

4. When a child's behavior threatens to disrupt a class discussion, what is the preferred action for the teacher to take?
- A. Deal promptly with the student on a one-to-one basis after having the rest of the class proceed to another task
 - B. Ignore the behavior
 - C. Send the student to the office, with a paraprofessional if necessary
 - D. Stop the discussion, verbally reprimand the student, then continue the discussion
5. Ways of unobtrusively addressing student misbehavior suggested in the module include all but which one of the following?
- A. Calling on the student by name to answer a question
 - B. Making eye contact with the student
 - C. Moving to stand close to the student
 - D. Touching the student lightly on the arm or shoulder

Check your answers on the next page.

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C. Check Your Knowledge About Classroom Organization and Management - Answers

Correct Answers are shown in bold type.

1. What is the major purpose of having a well organized classroom?
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 - C. Moving to stand close to the student
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If you missed two or more questions, you may need to review Section B of the Module. If you missed only one or none of the questions, proceed to Section D.

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D. Behavior Management

Schools are expected to provide safe, orderly environments that are conducive to learning. Positive school climate contributes significantly to managing student behavior. A positive school climate is a caring environment where every student feels he or she belongs. Establishing that sense of belonging and security can be facilitated by specifying expected behavior. School rules that apply throughout the building should be posted in each classroom, as well as classroom rules.

Classroom rules and procedures establish appropriate expectations for student and teacher behavior in the classroom. Rules frequently focus on the way students interact with each other and with the teacher. Classroom rules should not conflict with school-wide or school district-wide rules. Further, our behavior as teachers should conform to the rules and procedures we establish for others if we want to be respected and have those rules and procedures respected.

No one system for managing behavior has been found to be uniformly effective. Teachers frequently use Assertive Discipline, Teacher Effectiveness Training, a Positive Approach to Discipline, Reality Therapy, and other approaches. A number of resources are included at the end of this module for further reading about specific techniques. Your school or school system may have adopted a particular system and expect you to use it. You need to find out, if you don't know. There are, however, some general guidelines regarding classroom rules that enjoy fairly wide acceptance.

Schools frequently emphasize student responsibility. Familiarizing students with the rules provides a structure in which students know what is expected of them. They receive positive reinforcement for behaving responsibly within that structure. Responsible behavior is also encouraged when students have jobs in the classroom in addition to responsibilities associated with their own belongings and learning. Students may even have to "apply" for such jobs. Fifth grade students in one class apply for, and are assigned, jobs such as teaching assistant, computer technician, librarian, zookeeper, etc.

Guidelines for Developing Classroom Rules

1. **Establish Rules Early**, at the beginning of the school year.
2. **Involve Students** in establishing the rules.

Classroom meetings (based on writings of William Glasser) are frequently used for this purpose. The teacher becomes a facilitator, rather than the leader of the group. Guidelines for the meeting are minimal. Students and the teacher are seated in a circle. Students listen when someone else is talking and show respect for the ideas of others.

One teacher has middle school students respond to four questions: How do you want me to treat you? How do you want to treat each other? How do you think I want to be treated? How should we treat one another when there's a conflict? Vague terms such as 'be nice' have to be explained.

Middle school and high school teachers sometimes place the students in groups to discuss and recommend suggested rules that are shared, compared and refined over the first days of school.

3. **Limit the Number of Rules.** For young children, five may be the maximum with which they can cope.
4. **State Rules Positively in Short, Clear Terms** appropriate to the level of the students. Convey expected student behavior rather than all the ways students might break the rules.
5. **Identify Rewards and Consequences.** Whatever rewards and consequences are specified must be consistent with school policy.

Common rewards for primary and intermediate grade students might include some of the following: doing a particular job in the classroom, being first in line, helping in the library (or elsewhere in the building), taking the class pet home for the night or weekend, receiving a no homework pass, using the computer, having extra center or free time, being the leader in a class activity or game.

A secondary Spanish teacher, when there is a quiz, makes a list of all students who have completed all the assignments in the past five days. Each name is put on a slip of paper, and one is drawn out. (That person doesn't have to take the quiz.) Note: there have to be enough measurements (quizzes, tests, assignments, etc.) that the lack of one quiz won't unduly influence a grade.

Middle school and high school teachers sometimes place the students in groups to discuss and recommend suggested rules that are shared, compared and refined over the first days of school.

In using group contingencies, the reward is for the group and is based on the behavior of everyone in the group. Theoretically, peers will exert pressure on the students who do not conform to expectations so that the group can be rewarded.

One example of this involves the teacher's writing something on the board (such as the term "surprise" or "party"). The consequence for misbehavior is that the teacher erases the last letter from the word. Students know how they are progressing toward the reward by the teacher's action without the teacher having to stop class and discuss the behavior.

In determining consequences, first offense might cause only a reminder. The second could be a warning, while the third results in loss of privileges, and the fourth resulting in a penalty of another type, or contact with the parent. Some schools have in-school suspension, among the consequences. Assigning additional schoolwork becomes more of a punishment than a consequence, and this adds to the perception of schoolwork as something to be avoided. Middle and high school students may have a consequence of attending Saturday school or an alternative school, or even out-of-school suspension.

6. **Post Rules** in the classroom or **Have a Copy for Each Student** to keep. One teacher signs the posted list and has each student sign, as with a contract.
7. **Practice and Review Frequently**, particularly at the beginning of the year. Discuss the rules thoroughly with your students. During the first few weeks of school, be proactive and remind them of the rules in advance of situations in which they might be violated. Reinforce student behavior that follows the rules
8. **Inform Parents** of the rules at the beginning of the school year. This can be done in a letter, a memo, in person at a PTA meeting, by email, a class web page, or by whatever means you feel is most effective. If there is concern that written materials may not be delivered by the student or read by the parent, teachers sometimes have the students return a tear-off section at the bottom of the page on which parents initial or sign that they have received and read the rules.
9. **Monitor Behaviors Systematically**, using a system to monitor rule compliance and rule violations. This monitoring can be accomplished in several ways.
10. **Enforce Rules Consistently**. Once students demonstrate understanding of the rules after much practice, the rules need to be enforced consistently. Consistent enforcement is critical for effective classroom management. The rules are applied to all students equitably, and they are applied during the last hour of the day in the same way they are during the first hour of school. However, enforcement can allow for different consequences for repeated infractions, if that is established in the rules.

Rules will necessarily vary with the age and maturity of the students. The Internet offers many examples of classroom rules. Specific websites are not included because of the frequency with they become obsolete. Using a search engine with appropriate keywords can easily locate currently available examples, similar to those below:

Kindergarten: Walk inside
 Use an inside voice
 Follow directions
 Use words to let others know what you need
 Be kind to others

Elementary: We raise our hand to speak.
 We keep hands, feet, and objects to ourselves.
 We walk in the classroom and hall.
 We listen when our teacher or classmate is speaking.
 We follow directions

Walk, don't run
Listen
Keep hands, feet, objects to ourselves
Respect others

Third Grade: **1. Be polite.** Raise your hand to speak
 2. Be kind. Keep your hands to yourself except to help someone.
 3. Be responsible. Always do your classwork and homework. Take care of school property.
 4. Be considerate. We are here to learn. Do not do things that prevent you or your classmates from learning.

Be respectful of yourself and others.
Raise your hand before you speak during a classroom lesson.
Listen quietly while others are speaking.
Obey all school rules

Leave your seat only when necessary.
Keep your hands to yourself.
Be quiet in lines, hallways, and restrooms

Middle School: Be in our seats when the bell rings.
Bring paper, pencil, notebook, book.
Follow directions.
Speak without using any negative comments.
Accept group role and responsibility

While the meaning of many rules might appear to be self-evident to us, that may not be the case for some of your students. Sadly, we live in a society where many children may not have been taught what it means to "be respectful of yourself and others." When classroom rules are established, make sure everyone understands those rules in the same way.

This concludes Part 2 of the information on Classroom and Behavioral Management.

Go to the next section to check your knowledge (covering Section D).

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E. Check Your Knowledge About Behavior Management

DIRECTIONS: On a sheet of paper, write the letter of the correct or best answer to each of the following statements as consistent with the material in this module. Do not continue until you have answered all 5 questions.

6. Which of the following can be included in the definition of "consistently" enforcing rules?
 - A. The consequence depends on the time of day.
 - B. Everyone receives the same consequence for breaking a rule.
 - C. Substitutes are not expected to enforce the rules
 - D. The same consequence occurs every time a rule is broken.

7. When should parents be made aware of the classroom rules?
 - A. At the beginning of the school year
 - B. At the end of the first grading period
 - C. When their child first breaks a rule
 - D. When their child has broken rules multiple times

8. Students should be involved in the establishment of which of the following?
 - A. Classroom procedures
 - B. Classroom rules
 - C. Both A and B
 - D. Neither A nor B

9. Which of the following is true of classroom rules but is NOT true of procedures?
- A. They specify consequences.
 - B. They should be taught to the students.
 - C. They are developed for situations that occur regularly (often daily) and predictably.
 - D. They describe what the student SHOULD do rather than what the student SHOULD NOT do.
10. Consistency means that:
- A. All classrooms have the same rules.
 - B. All classrooms establish their rules in the same way.
 - C. The rules apply to all students in the classroom.
 - D. Each classroom has the same number of rules.

Check your answers on the next page.

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E. Check Your Knowledge About Behavior Management - Answers

Correct answers are shown in bold type.

6. Which of the following can be included in the definition of "consistently" enforcing rules?
- A. The consequence depends on the time of day.
 - B. Everyone receives the same consequence for breaking a rule.**
 - C. Substitutes are not expected to enforce the rules
 - D. The same consequence occurs every time a rule is broken.
7. When should parents be made aware of the classroom rules?
- A. At the beginning of the school year**
 - B. At the end of the first grading period
 - C. When their child first breaks a rule
 - D. When their child has broken rules multiple times
8. Students should be involved in the establishment of which of the following?
- A. Classroom procedures
 - B. Classroom rules**
 - C. Both A and B
 - D. Neither A nor B
9. Which of the following is true of classroom rules but is NOT true of procedures?
- A. They specify consequences.**
 - B. They should be taught to the students.
 - C. They are developed for situations that occur regularly (often daily) and predictably.
 - D. They describe what the student SHOULD do rather than what the student SHOULD NOT do.

10. Consistency means that:
- A. All classrooms have the same rules.
 - B. All classrooms establish their rules in the same way.
 - C. The rules apply to all students in the classroom.**
 - D. Each classroom has the same number of rules.

**If you missed two or more questions, you may need to review Section D of the Module.
If you missed only one or none of the questions, proceed to Section F.**

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F. Time Management

We have already discussed classroom practices that make optimal time available in the classroom for instruction; e.g., organizing space to eliminate confusion and bottlenecks when people move about and establishing procedures and routines. However, one of the frustrating aspects of teaching for both new and experienced teachers can be management of their own time. Good organization and classroom management techniques will increase the time available for instruction and teaching, but what you do to use your time effectively is just as important. Here are some tips:

1. Determine which organizational papers (memos from the principal, etc.) need to be kept on a long-term basis, a short-term basis, or not at all.
2. Try to handle each paper once. Have a generous supply of file folders (color coded if possible) and/or shallow boxes on hand so that a paper that is not immediately discarded can be appropriately disposed of after it has been read.
3. Make a "to-do" list for the next school day before leaving school at the end of the day. This list should include appointments, assignments, and meetings - things other than the actual business of instructing students. List only the tasks that can reasonably be completed.
4. Prioritize the tasks on your "to do" list to show the order in which you intend to do them, making sure that those that **HAVE TO BE DONE** are at the top of the list. If some tasks are not completed, they can be copied on the to-do list for the following day.
5. Arrive at school at least 30 minutes before the students so you can organize the materials you will need for the day, check to make sure equipment is available and functioning, etc.
6. Enlist volunteers from among parents and the community to help in the classroom. Be sure to give them specific tasks, so they don't feel they are wasting their time.

7. Delegate when possible to students, paraprofessionals, or volunteers. If there is a paraprofessional or someone else who can duplicate assignments, make games, help with testing, etc., have them do so. Try not to do for students what they can do for themselves.
8. Plan ahead for a specific length of time, perhaps a week, and photocopy materials at one time rather than daily. (Even machines sometimes stop working, so materials should be copied at least 24 hours before they will be used.)
9. Write something on the board so that students will have something to respond to as soon as they enter the classroom. It could be something as simple as a journal question, a review question based on the previous day's material, or an assignment. Specifying a minimum number of sentences for the journal entry and having the same specified length of time each day can become one of the classroom procedures.
10. Explore the Internet to find sites that contain lesson plans that are relevant to your content and style. Share what you find with fellow teachers, and ask about sites or other resources they have found.
11. Utilize your computer by creating and storing as much as you can on disk for easy retrieval.
12. Develop an orderly system for naming and storing the materials on disk so you can recognize (and find) what you want when you want it. Lesson plans, assignments and tests can be pulled up quickly, revised, and printed out.
13. Create (or download) forms to meet recurring needs or situations, such as student certificates and parent communications.
14. Schedule time on a regular basis to plan and organize. It is time well spent. (When you are looking for something that you know you have but can't find, it is DEFINITELY time for a time out to organize!)
15. Develop a system for recording information needed by students who are absent. Examples might include:

Posting the assignment and/or other material on a classroom website.

Writing the assignment and other pertinent materials on a large calendar

Putting the name of the student at the top of any handouts and placing the papers in a designated folder or location

Placing papers in an absent student's folder or desk, if each student has a folder or location for his or her materials.

Having a student serve as secretary to take notes and place them in a designated folder or location at the end of class after you have reviewed them.

If students tend to misplace or lose papers that are distributed to them, one teacher places a copy of each paper in a folder. Students can borrow the copy and return it after having a photocopy made at their own expense.

16. Learn to say "No" because what you are doing IS IMPORTANT.
17. Plan time to do things OTHER THAN school activities, planning instruction and grading papers.
18. Reward yourself when you complete each task or for completing everything on your list.
19. At the beginning of the school year, develop procedures for students to follow for situations and activities that occur predictably on a daily basis. Be proactive by teaching the students the procedures you expect them to follow. Have the students practice them, and remind students frequently (prior to the event) so they can be successful. You won't have to spend so much of your precious time and theirs repeating directions for specific tasks over and over once students learn the procedures.

Grading Papers

Grading papers and record keeping tasks are inevitable. New teachers often feel the need to grade every paper completed by their students. They feel overwhelmed by the paperwork. Some ways to make the actual grading of papers less cumbersome are presented in the modules on developing various types of questions for assessment and the module on preparing and assembling the test. Teachers soon develop procedures to deal with these tasks. We include additional comments and suggestions about this activity here because your procedures for grading papers can, if carefully thought out, be a time saver.

Making sure the students know what they are to do and how the teacher will be scoring their work can make scoring less time consuming as students learn how to present their work in a more uniform manner that either does or does not demonstrate the knowledge and skill targeted in the assignment.

Decide whether it is important for students to have the correct answers on all assignments or if the important aspect of an assignment is that the students have completed the work. This decision will determine the extent to which it is necessary to have a grade or score reflecting quality of the work or simply a check or a specified number of points for completion.

One high school math teacher has two types of assignments: practice assignments and graded assignments. Students do practice assignments, which are reviewed the next day in class. The following day they turn in assignments to be graded. The practice problems are from the textbook and have the answers at the back of the book; the graded problems are also from the book but do not have the answers.

Students can exchange homework or assignment papers and grade them in class, although some frequent spot checking by the part of the teacher should be planned. The important decision here is determining what you need to know from these assignments.

Before having students submit written papers, have them critiqued by another student in the class. The feedback from the teacher should then be shared with both the student who submitted the paper and the one who reviewed it.

If assignments are a basis for discussion, students may be able to grade some in-class assignments themselves, either as a class activity or from an answer key provided by the teacher. Students can also be given the opportunity to improve their work before turning it in.

Develop a procedure for collecting student work that is helpful for you. Seating students alphabetically can result in papers being collected in the order in which you have them in your grade book.

An elementary school teacher has students leave their work on their desks when they go out for recess. The teacher checks the students' papers at each desk during recess for quick feedback when the students return. This way, the papers do not have to be collected. NOTE: This works only if someone else will be responsible for the students when they go out of the room.

This concludes Part 3 of the information on Classroom and Behavioral Management.

Go to the next section to check your knowledge (covering Section F).

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G. Check Your Knowledge About Time Management

DIRECTIONS: On your paper, write "yes" if the statement describes a time management practice that is described in this module, write "no" if it is not. Do not continue until you have answered all 5 questions.

11. Make a "to do" list each morning before school starts.
Yes
No

12. Develop procedures for your own tasks, such as communicating with parents.
Yes
No

13. There are circumstances in which allowing students to grade papers in class is appropriate.
Yes
No

14. Have a set time each day to do photocopying.
Yes
No

15. Try to fully utilize the skills and knowledge of students, paraprofessionals, and parent volunteers.
Yes
No

Check your answers on the next page.

G. Check Your Knowledge About Time Management - Answers

Correct answers are shown in bold type.

11. Make a "to do" list each morning before school starts.
Yes
No

12. Develop procedures for your own tasks, such as communicating with parents.
Yes
No

13. There are circumstances in which allowing students to grade papers in class is appropriate.
Yes
No

14. Have a set time each day to do photocopying.
Yes
No

15. Try to fully utilize the skills and knowledge of students, paraprofessionals, and parent volunteers.
Yes
No

If you missed two or more questions, you may need to review Section F of the Module. If you missed only one or none of the questions, proceed to Section H.

H. Practice Activity: Examining Your Classroom Arrangement and Procedures

Directions: On a blank sheet of paper or a sheet of graph paper, draw a sketch of your classroom.

1. On your diagram locate and identify the following if applicable:
 - Student desks/tables
 - Teacher's desk
 - Chalkboard
 - Overhead projector and screen
 - Pets
 - Window(s)
 - Door(s)
 - Books, reference materials, materials for optional activities for students who finish early
 - Dividers within the classroom
 - Open area for group activities
 - Computer(s)
 - Wastebasket(s)

2. Describe your instructional style by answering the following questions:
 - a. Do your students primarily work in groups or independently?
 - b. Do you use the chalkboard or overhead projector frequently or seldom?
 - c. Do you lecture frequently or seldom?
 - d. Do you conduct class discussions frequently or seldom?
 - e. Do you frequently or seldom monitor your students when they are working by walking among their desks or tables?
 - f. Does the physical arrangement of your classroom complement your instructional style?

3. Describe your classroom and behavior management by answering the following questions:
 - a. In what ways are students given responsibility in the classroom?
 - b. How are students involved in developing classroom rules?
 - c. How are the rules formalized, either by posting them in the classroom or giving each student a copy, and by making parents aware of them?

4. Identify and describe any changes you think you should make in your classroom arrangement (could be a new sketch) based on your answers to the questions and what you learned in this module. Then make the changes.

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I. Classroom Application: Finding the "hot spots" in your classroom

1. Directions: If there is overt misbehavior, off-task behavior or any other behavior problem in your classroom, describe the following:
 - a. What is the problem?
 - b. What classroom activity is being conducted (discussion, group activity, independent seatwork, etc.) when the problem occurs?
 - c. What are the students doing?
 - d. What are you doing when this is happening?
 - e. Where are you located?
 - f. Where (in the room) is it most likely to occur?
 - g. How is the classroom arranged?
 - h. What time of day is it most likely to happen?
2. Then comment on the way each of the above does or does not contribute to the situation.
3. Do you recognize a pattern in the circumstances surrounding the hot spot?
4. List the steps you have already tried to resolve this situation.
5. Suggest additional steps, which you now think you could take to resolve the problem.

6. Discuss the problem and your plan with your evaluator, mentor, or a colleague. After getting this person's input, work your plan and see what happens. Try to be consistent in applying your plan for two weeks (unless it is obvious that the plan causes the problem to escalate). Keep a log in which you note any recurrences and/or changes in the problem situation.
7. At the end of the two weeks (or sooner if necessary) share the results with the person with whom you discussed the plan.

This concludes the module on Classroom and Behavior Management. If you have questions or comments, please direct them to your mentor teacher or evaluator. That person can direct you other resources if necessary.

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J. References and Resources

Listed below are textbooks and/or web sites that will provide additional help with classroom arrangement, procedures, discipline and behavior management.

Professional Books and Journals

Albert, L. (1996a). *A teacher's guide to cooperative discipline*. Circle Pines, MN: American Guidance Service.

Albert, L. & Desisto, P. (1996b). *Cooperative discipline*. Circle Pines, MN: American Guidance Service.

Canter, L., & Canter, M. (1993). *Succeeding with difficult students: New strategies for reaching your most challenging students*. Santa Monica, CA: Lee Canter & Associates.

Canter, L. & Canter, M. (1997). *Assertive discipline positive behavior*. Santa Monica, CA: Lee Canter & Associates.

Charles, C. M. (1999). *Building classroom discipline* (6th ed.). New York: Longman.

Coloroso, B. (1994). *Kids are worth it*. New York: Avon Books.

Corum, B. (1997). *Be the best you can be!* Florence, AL: Small Steps.

Curwin, R. L. & Mendler, A. N. (1988). *Discipline with dignity*. Alexandria, VA: Assn. for Supervision & Curriculum Development. A revised edition of *Taking charge in the classroom*, (1983).

Dreikurs, R. (1998). *Maintaining Sanity in the Classroom; Classroom Management Techniques*. 2nd ed. Washington, D.C.: Accelerated Development.

Emmer, E., Evertson, C., & Worsham, M. (2000). *Classroom management for secondary teachers*. (5th ed.) Boston: Allyn and Bacon.

Evertson, C., Emmer, E., Clements, B., Sanford, J., Worsham, M., & Williams, E. (1981). *Organizing and managing the elementary school classroom*. ERIC Document Reproduction Number 223 570.

Evertson, C., Emmer, E., & Worsham, M. (2000). *Classroom management for elementary teachers*. (5th ed.) Boston: Allyn and Bacon.

Ginott, Haim. (1972, 1993). *Teacher and child; A book for parents and teachers*. New York: Colliers.

Glasser, W. (1992). *The quality school: Managing students without coercion*. New York: Harper & Row.

Glasser, W. (1993). *The quality school teacher*. New York: Harper Perennial.

Gordon, T. (1987). *Teacher effectiveness training*. David McKay Co.

Gordon, T. (1989). *Discipline that works: Promoting self-discipline in children*. New York: Random House.

Jenson, W. R., Rhode, g., & Reavis, H. K. (1994). *The tough kid tool box*. Longmont, CO: Sopris West.

Jones, F. (1987a). *Positive classroom discipline*. New York: McGraw Hill.

Jones, F. (1987b). *Positive classroom instruction*. New York: McGraw Hill.

Kohn, A. (1996). *Beyond discipline: From compliance to community*. Alexandria, VA: Association for Supervision and Curriculum Development.

Kounin, Jacob. (1977). *Discipline and group management in classrooms*. Huntington, NY: R. E. Krieger.

Lewis, T. J., & Sugai, G. (1999). *Safe schools: School-wide discipline practices*. Reston, VA: Council for Children with Behavior Disorders.

Nelson, C. M., Scott, T. M., & Polsgrove, L. (1999). *Perspective on emotional/behavioral disorders: Assumptions and their implications for education and treatment*. Reston, VA: Council for Children with Behavior Disorders.

Nelson, J., Lott, L., & Glenn, H. (1997). *Positive discipline in the classroom*. Rocklin, CA: Prima.

Quinn, M. M., Oscher, D., Warger, C., Hanley, T. V., Bader, B. D., & Hoffman, C. C. (2000). *Teaching and working with children who have emotional and behavioral challenges*. Longmont, CO: Sopris West.

Rhode, G., Jenson, W. R., & Reaves, H. K. (1992). *The tough kid book: Practical classroom management strategies*. Longmont, CO: Sopris West.

Richardson, E. (1997). *Alabama professional education personnel evaluation program for teachers: Teacher system evaluator manual*. Montgomery, AL: Alabama State Department of Education.

Saville-Troike, M. (1978). *A guide to culture in the classroom*. National Clearinghouse for Bilingual Education.

Schmidt, R. E., & Evans, W. (Eds.). (1998). *Curriculum and instruction practices for students with emotional/behavioral disorders*. Reston, VA: Council for Children with Behavior Disorders.

Sheridan, S. M. (1995). *The tough kid social skills book*. Longmont, CO: Sopris West.

Sugai, G., & Lewis, T. J. (1999). *Developing positive behavioral support for students with challenging behaviors*. Reston, VA: Council for Children with Behavior Disorders.

Wong, H. & Wong, R. (2001). *The First Days of School; How to be an Effective Teacher*. Mountain View, CA: Harry K. Wong Publications.

Web sites:

Be aware that you may need to try various keywords before finding what you are seeking. Some of the topics related to this module are found in searches for "classroom arrangement," "discipline," "classroom management," and "behavior management," each of which produces different results.

<http://www.nwrel.org/scpd/sirs/5/cu9.html> this site representing the government-funded Northwest Regional Educational Laboratory contains a brief description of the major discipline approaches as well as other information

www.nea.org/helpfrom/growing/works4me This website is operated by the National Education Association (NEA) and lists tips from veteran teachers in a variety of areas. If this website is not available, try going to the main NEA website (www.nea.org) and proceed from there.

www.disciplinehelp.com is a website with information on dealing with a large number of individual behavior problems.

http://www.askeric.org/cgi-bin/print.cgi/Resources/Teaching/Classroom_Management.html is an ERIC site listing resources on classroom management.

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