A black and white photograph of a classroom. In the foreground, several students are seen from behind, with their arms raised high, indicating they want to answer a question or participate. The background is a chalkboard filled with faint, illegible mathematical or scientific diagrams and equations. The overall atmosphere is one of an active and engaged learning environment.

# **Effective Classroom Management**

Maria Teresa F. Calderon, Ph.D.

# The Critical Role of the Teacher as Classroom Manager

- Classroom management is one of the most important roles played by teachers because it determines teaching success.
- Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes.
- Effective classroom managers are those who understand and use specific techniques.
- Even if the school they work in is highly ineffective, individual teachers can produce powerful gains in student learning.

# Functions Performed by an Effective Teacher

- Chooses, makes and uses the most effective instructional strategies
- Designs classroom curriculum that facilitates student learning
- Also considers, when designing a curriculum, the needs of the students collectively and individually and not just relying on the textbook provided by the district
- Implements rules and regulations and imposed disciplinary actions

# Importance of Effective Classroom Management

- Effective use of classroom management techniques can dramatically decrease the disruptions in your classes.
- Students in classes where effective management techniques are employed have achievement higher than students in classes where effective management techniques are not employed.
- It is not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines for how to behave or when to move about the room, or if they frequently interrupt teacher and one another.
- Students in the class where rules and procedures were implemented might have been less disruptive by their very nature than students in the class that did not implement rules and procedures.

# Rules and Procedures

- Effective classroom management needs good rules and procedures
- Rules and procedures vary from one teacher to another and from one classroom to another.
- The most effective classroom management involves the design and implementation of classroom rules and procedures.
- Rules and procedures should not simply be imposed on students. The proper design of rules and procedures involves explanation and group input. Explanation is important in helping the students to see the need for the rule therefore to accept it.

# Designing Rules and Regulations

Identify specific classroom rules and procedures for:

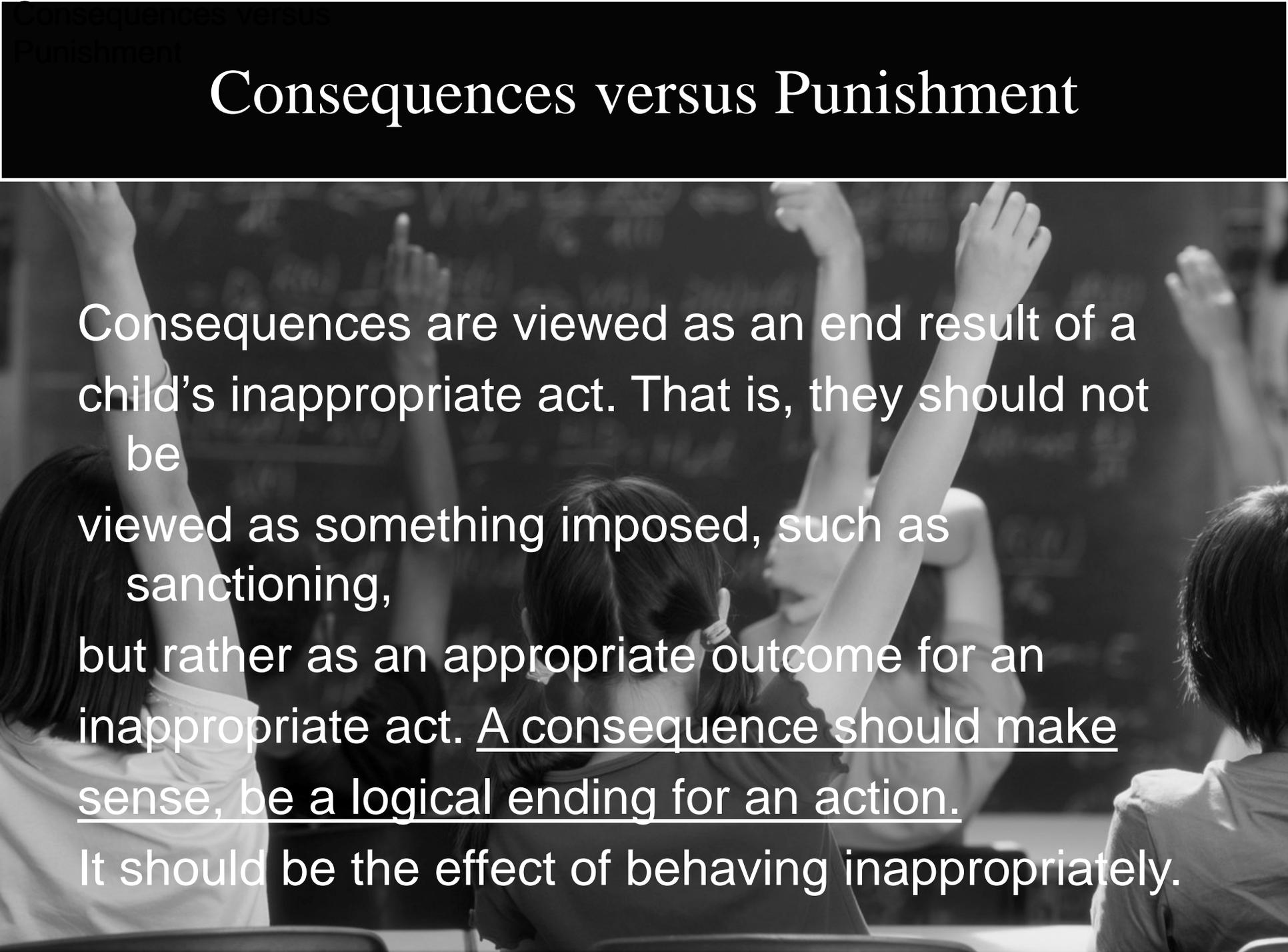
- General Expectations for Behavior
- Beginning and ending the class day or the period
- Transitions and interruptions
- Materials and equipment
- Group work
- Seatwork and teacher-led activities

# Students' involvement in designing and implementing

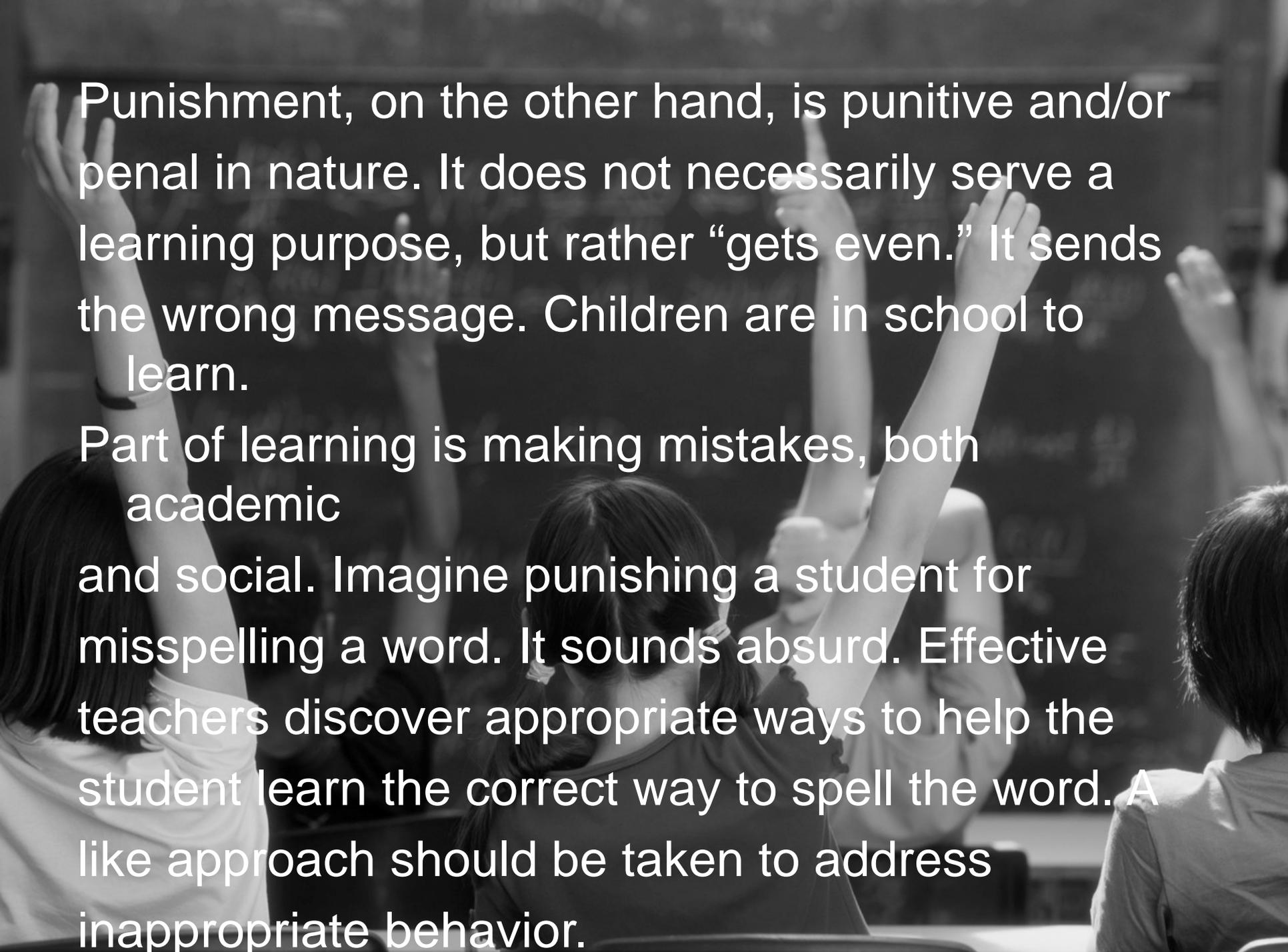
- The most effective classroom managers don't simply impose rules and procedures on students. Rather, they engage students in the design of the rules and procedures
- A group discussion will produce a compromise rule or procedure that all can live with. If not, you, the teacher, should have the final word in the deliberations
- Well-articulated rules and procedures that are negotiated with students are a critical aspect of classroom management, affecting not only the behavior of students but also their academic achievement.



# Consequences versus Punishment

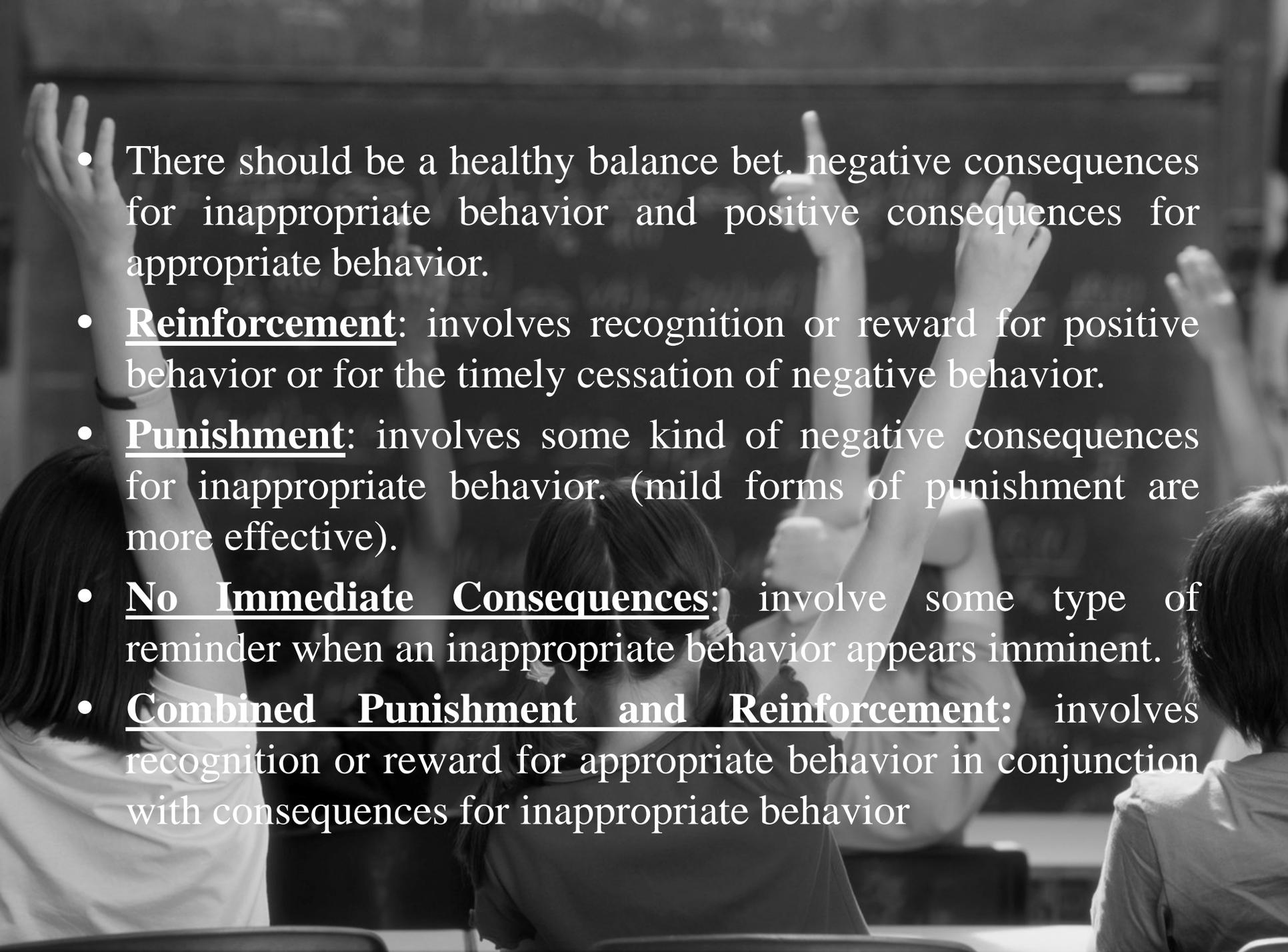
A black and white photograph of a classroom. In the foreground, the backs of several children's heads and shoulders are visible as they sit at their desks. Many of the children have their right arms raised high, with their hands open, indicating they want to answer a question or participate in a discussion. The background is slightly blurred, showing more children and the general atmosphere of a busy classroom.

Consequences are viewed as an end result of a child's inappropriate act. That is, they should not be viewed as something imposed, such as sanctioning, but rather as an appropriate outcome for an inappropriate act. A consequence should make sense, be a logical ending for an action. It should be the effect of behaving inappropriately.

A black and white photograph of a classroom. In the foreground, several students are seen from behind, with their arms raised high, indicating they want to answer a question or participate. The background shows a blurred classroom setting with other students and possibly a teacher at the front. The overall atmosphere is one of active participation and learning.

Punishment, on the other hand, is punitive and/or penal in nature. It does not necessarily serve a learning purpose, but rather “gets even.” It sends the wrong message. Children are in school to learn.

Part of learning is making mistakes, both academic and social. Imagine punishing a student for misspelling a word. It sounds absurd. Effective teachers discover appropriate ways to help the student learn the correct way to spell the word. A like approach should be taken to address inappropriate behavior.

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- A black and white photograph of a classroom. In the foreground, a young girl with dark hair is looking down, her hand raised. To her left, another child's hand is raised high. In the background, several other children have their hands raised, some pointing upwards. The scene is brightly lit, and the focus is on the children's hands and heads.
- There should be a healthy balance bet. negative consequences for inappropriate behavior and positive consequences for appropriate behavior.
  - **Reinforcement**: involves recognition or reward for positive behavior or for the timely cessation of negative behavior.
  - **Punishment**: involves some kind of negative consequences for inappropriate behavior. (mild forms of punishment are more effective).
  - **No Immediate Consequences**: involve some type of reminder when an inappropriate behavior appears imminent.
  - **Combined Punishment and Reinforcement**: involves recognition or reward for appropriate behavior in conjunction with consequences for inappropriate behavior

# Teacher-Student Relationships

- Important to the success of two of the other aspects of effective classroom management – rules and procedures, and disciplinary interventions.
- It is important to communicate appropriate levels of dominance and to let students know that you are in control of the class and are willing to lead.
- It is also important to communicate to convey the message that you are interested in the concerns of the students and individuals and the class as a whole.

- Students with good relationship with the teacher accept more readily the rules and procedures and the disciplinary actions that follow their violations.
- Teachers should be effective instructors and lecturers, as well as friendly, helpful, and congenial. They should be able to empathize with students, understand their world, and listen to them.
- The nature of an effective teacher-student relationship is one that addresses the needs of different types of students.

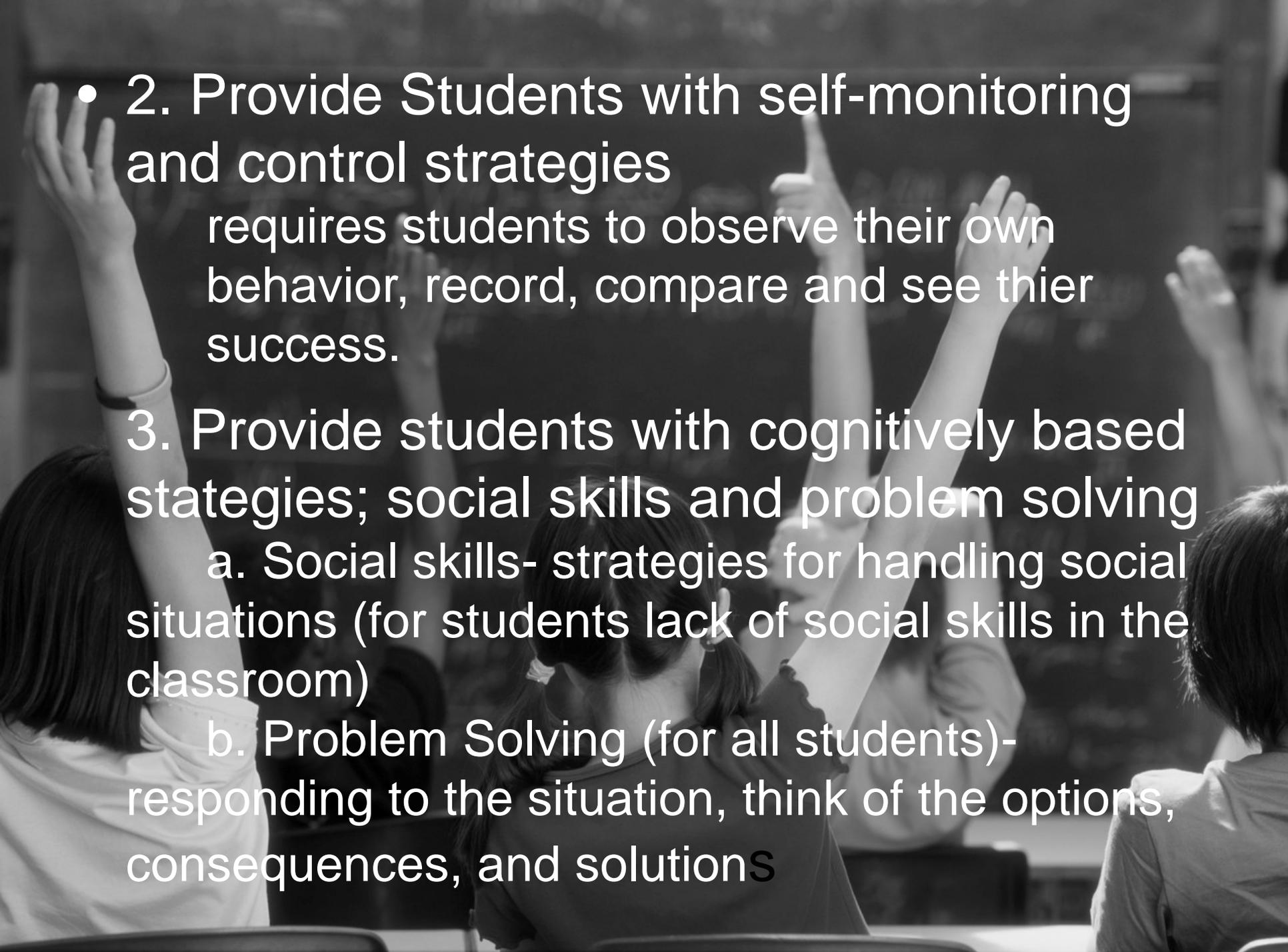


# The Students Responsibility for Management

## 1. Employ general classroom procedures that enhance classroom responsibility

-Classroom meeting (Determine who can call a class meeting)

-A Language (Vocabulary) of Responsibility ( express their opinions, to get help when needed)

A black and white photograph of a classroom. Several students are visible, with their hands raised in the air, suggesting an interactive or active learning environment. The text is overlaid on this image.

- 2. Provide Students with self-monitoring and control strategies

requires students to observe their own behavior, record, compare and see their success.

- 3. Provide students with cognitively based strategies; social skills and problem solving

- a. Social skills- strategies for handling social situations (for students lack of social skills in the classroom)

- b. Problem Solving (for all students)- responding to the situation, think of the options, consequences, and solutions

# Getting Off a Good Start

- ❑ Arrange and decorate your room in a manner that supports effective classroom management.
- ❑ Begin with a strong first day of class, “first impression”.
- ❑ Emphasize classroom management for first few days.

# Classroom Arrangement

As Fred Jones, a noted classroom management expert, explains:

“A good classroom seating arrangement is the cheapest form of classroom management. It’s discipline for free.”

Many experienced teachers recommend assigned seating for students to facilitate discipline and instruction. They argue that students left to their own devices will always choose a seat that places the teacher at the greatest disadvantage.



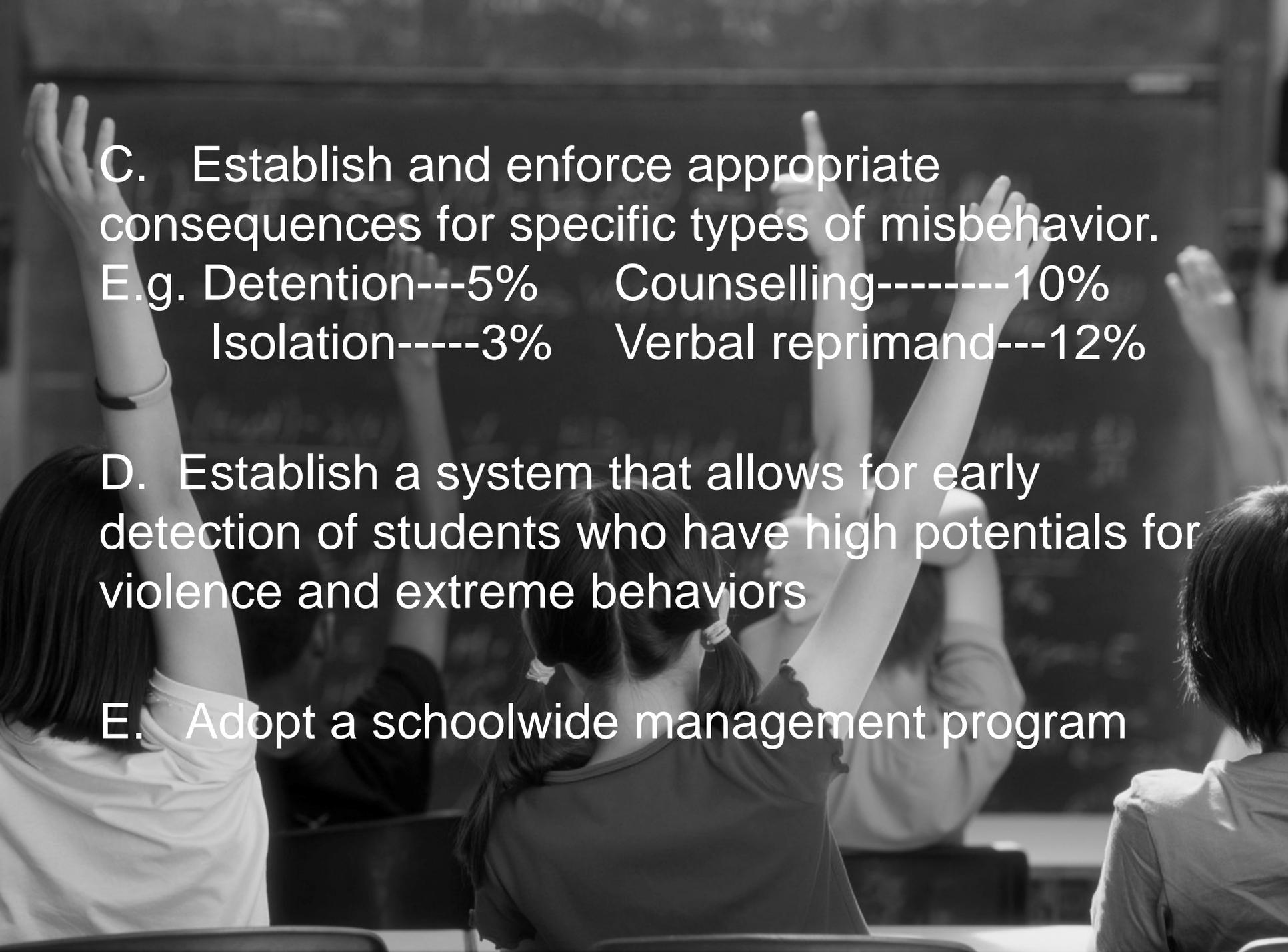
- Students should be seated where their attention is directed toward the teacher.
- High traffic areas should be free from congestion.
- Students should be able to clearly see chalk board, screens, and teacher.
- Students should be seated facing the front of the room and away from the windows.
- Classroom arrangements should be flexible to accommodate a variety of teaching



# Management at the School Level

A. Establish rules and procedures for behavioral problems that might be caused by the school's physical characteristics or the school routines. "an ounce of prevention is worth a pound of cure."

B. Establish clear schoolwide rules and procedures regarding specific types of misbehavior. (bullying, verbal harassment, use of drugs, gang behavior, theft, etc.)

A black and white photograph of a classroom. In the foreground, several students are seen from behind, with their arms raised high, indicating they want to answer a question or participate. The background shows a chalkboard and other students in the class.

C. Establish and enforce appropriate consequences for specific types of misbehavior.

E.g. Detention---5%      Counselling-----10%  
Isolation-----3%      Verbal reprimand---12%

D. Establish a system that allows for early detection of students who have high potentials for violence and extreme behaviors

E. Adopt a schoolwide management program

# Classroom Management Styles

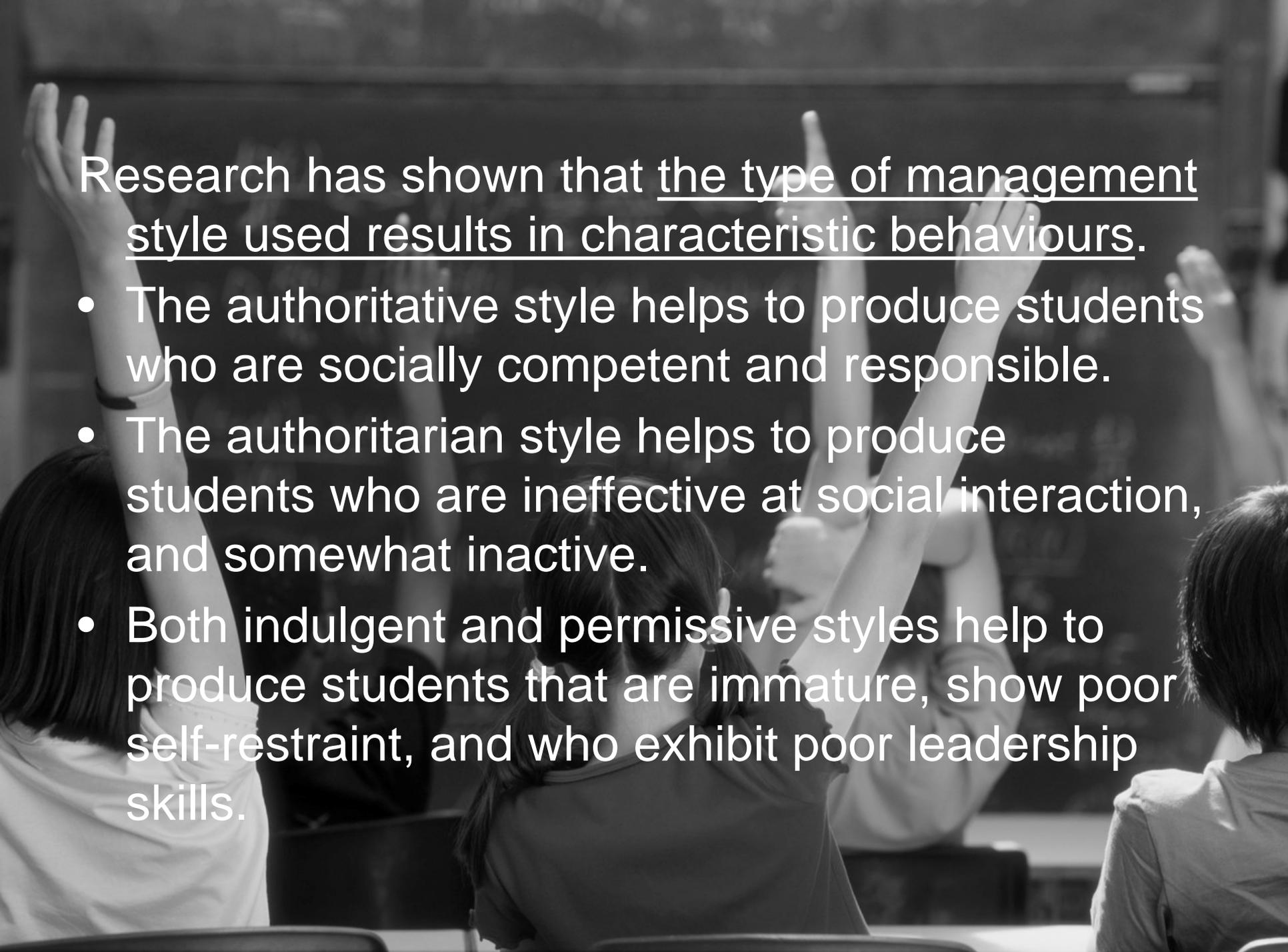
- The classroom management styles of teachers can be readily identified on the basis of both degree of control and level of involvement. The nature of each management style can be identified from the chart below.

	High Involvement	Low Involvement
High Control	Authoritative	Authoritarian
Low Control	Indulgent	Permissive

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- A black and white photograph of a classroom. Several students are visible, with their hands raised in the air, suggesting an interactive or participatory learning environment. The students are seen from behind, and their arms are extended upwards. The background is slightly blurred, focusing attention on the students' actions.
- The ***authoritative*** style is characterized by behavioural principles, high expectations of appropriate behaviour, clear statements about why certain behaviours are acceptable and others not acceptable, and warm student-teacher relationships.
  - The ***authoritarian*** style tends to be characterized by numerous behavioural regulations, is often seen as punitive and restrictive, and students have neither a say in their management, nor are they seen to need explanations; the teacher's character is sometimes perceived as being cold, even punishing.

- 
- A black and white photograph of a classroom. In the foreground, several students are seen from behind, with their arms raised high, indicating they want to answer a question or participate. The background is filled with other students, some also with their hands raised, creating a sense of an active and engaged learning environment. The lighting is soft, and the overall atmosphere is one of participation and learning.
- The *permissive* style is characterized by a lack of involvement, the environment is non-punitive, there are few demands on students, and there is a lot of freedom.
  - The *indulgent* style presents an environment where there are no demands on the student of any sort, and the students are actively supported in their efforts to seek their own ends using any reasonable means.

These four styles represent extremes, and most teachers demonstrate a certain degree of inconsistency in their use of styles

A black and white photograph of a classroom. In the foreground, the backs of several students' heads and shoulders are visible as they sit at desks. Many of the students have their right arms raised, with their hands open, indicating they want to participate or answer a question. The background is slightly blurred, showing more students and possibly a teacher at the front of the room. The overall atmosphere is one of an active learning environment.

Research has shown that the type of management style used results in characteristic behaviours.

- The authoritative style helps to produce students who are socially competent and responsible.
- The authoritarian style helps to produce students who are ineffective at social interaction, and somewhat inactive.
- Both indulgent and permissive styles help to produce students that are immature, show poor self-restraint, and who exhibit poor leadership skills.



## **QUESTIONS:**

- What sort of classroom management style will you exhibit once you begin teaching?
- Which style is most consistent with your personality?
- Would you feel comfortable with this style?
- How might you work to achieve changes if you don't like what you see?

# Characteristics of Effective Behaviour Managers

- Respect their own strengths and weaknesses as seriously as those of their students.
  - Understand that social-emotional growth is a never-ending process.
  - Clearly communicate rules, goals, and expectations.
  - Respond to behaviours consistently and predictably.
  - Discriminate between issues of responsibility and problem ownership.
  - Exhibit high degrees of empathy and self-efficacy.
- 

Behaviours teachers exhibit that contribute to successful classroom management include:

- having materials organized
- using a pleasant tone of voice
- being aware of multiple elements of group functioning simultaneously
- being able to anticipate possible problems and react quickly to avoid them.





High levels of self-efficacy have a positive effect on behaviour management as well as academic achievement.

Teachers who exhibit high levels of self-efficacy use more positive reinforcement, prefer to work with the whole group, and persist with students who are experiencing difficulty, rather than ignoring or giving up on them.

The teacher's ability to be empathetic can also be associated with student success. Empathetic teachers report experiencing less stress and exhibit the following qualities:

# Characteristics of an Empathic Teacher

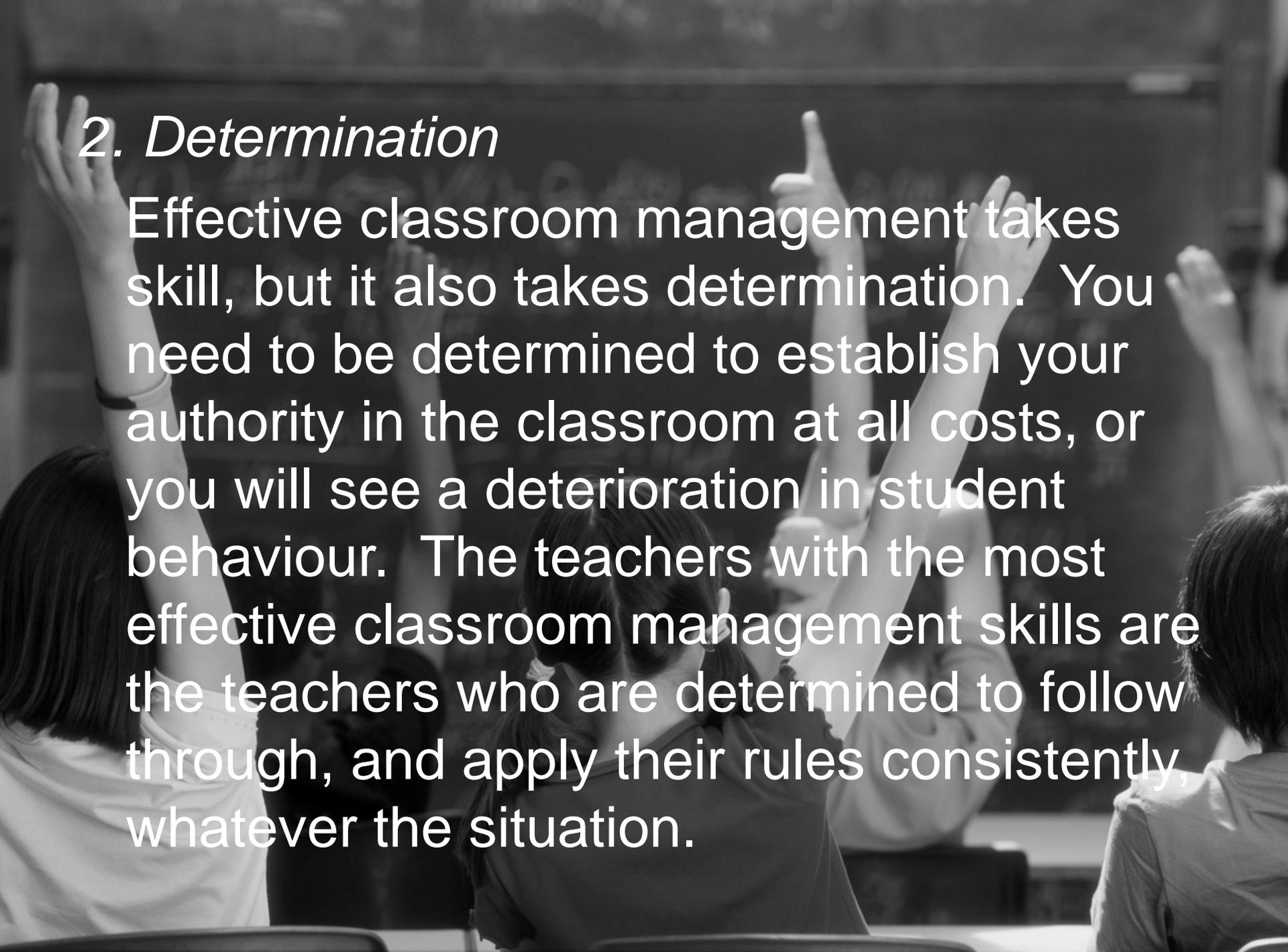
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- A black and white photograph of a classroom. In the foreground, the backs of several students' heads and shoulders are visible. They are all raising their right hands, indicating they want to answer a question or participate. The background is slightly blurred, showing more students and the general atmosphere of an active classroom.
- Warm
  - Caring
  - Affectionate
  - Friendly (smile frequently)
  - Soft-spoken
  - Calm
  - Relaxed
  - Humorous
  - Analytical of behavior and motives
  - Able to predict how another will act
  - Able to sympathize
  - Not easily incited to express anger
  - Not easily depressed under difficult circumstances
  - Able to subordinate their own needs and feelings for another's benefit
  - Spontaneous
  - Balanced in feelings of self-worth and self-regard
  - Encouraging
  - Inspiring

- 
- Motivating
  - Adaptable to the needs of others
  - Altruistic (desire to make a personal contribution)
  - Able to give positive verbal and nonverbal feedback
  - Conscientious in attending to students' needs
  - Do not need to be the center of attention
  - Make others centrally involved
  - Independent and creative
  - Totally accepting of individual differences, but do not focus on deviance
  - Highly intuitive and feeling
  - Do not feel a great need to control all people

# Golden Virtues

## 1. *Patience.*

I'm sure you've heard the saying that patience is a virtue. Well scrap that, because in the classroom patience is a necessity. In order to maintain good working relationships with the students that you teach, you need to be able to demonstrate patience. Get stressed out and start snapping at your pupils, and you will find [classroom management](#) harder than ever.

A black and white photograph of a classroom. In the foreground, several students are seen from behind, with their arms raised high, indicating they want to answer a question or participate. The background is filled with more students, some also with their hands raised, creating a sense of an active and engaged learning environment. The lighting is soft, and the overall tone is educational and focused.

## *2. Determination*

Effective classroom management takes skill, but it also takes determination. You need to be determined to establish your authority in the classroom at all costs, or you will see a deterioration in student behaviour. The teachers with the most effective classroom management skills are the teachers who are determined to follow through, and apply their rules consistently, whatever the situation.

### *3. Consistency*

If you're not consistent in your classroom, then you will find effective classroom management hard to achieve. The teachers who have the least problems with student behaviour are the teachers who deal with the pupils in a consistent fashion. Treat identical situations differently, simply because of the child involved, and you're setting yourself up for failure.

# Preventing Disruptions

- ***“Withitness.”*** Communicating that you know what the students are doing and what is going on in the classroom.
- ***Overlapping.*** Attending to different events simultaneously, without being totally diverted by a disruption or other activity.
- ***Smoothness and momentum in lessons.*** Maintaining a brisk pace and giving continuous activity signals or cues (such as standing near inattentive students or directing questions to potentially disruptive students).

- ***Group alerting.*** Involving all the children in recitation tasks and keeping all students “alerted” to the task at hand.
- ***Stimulating seatwork.*** Providing seatwork activities that offer variety and challenge.



- **Monitoring your Own thoughts**

- Try to replace your negative expectations with positive ones.
- Interact with these students positively (don't hold a grudge).

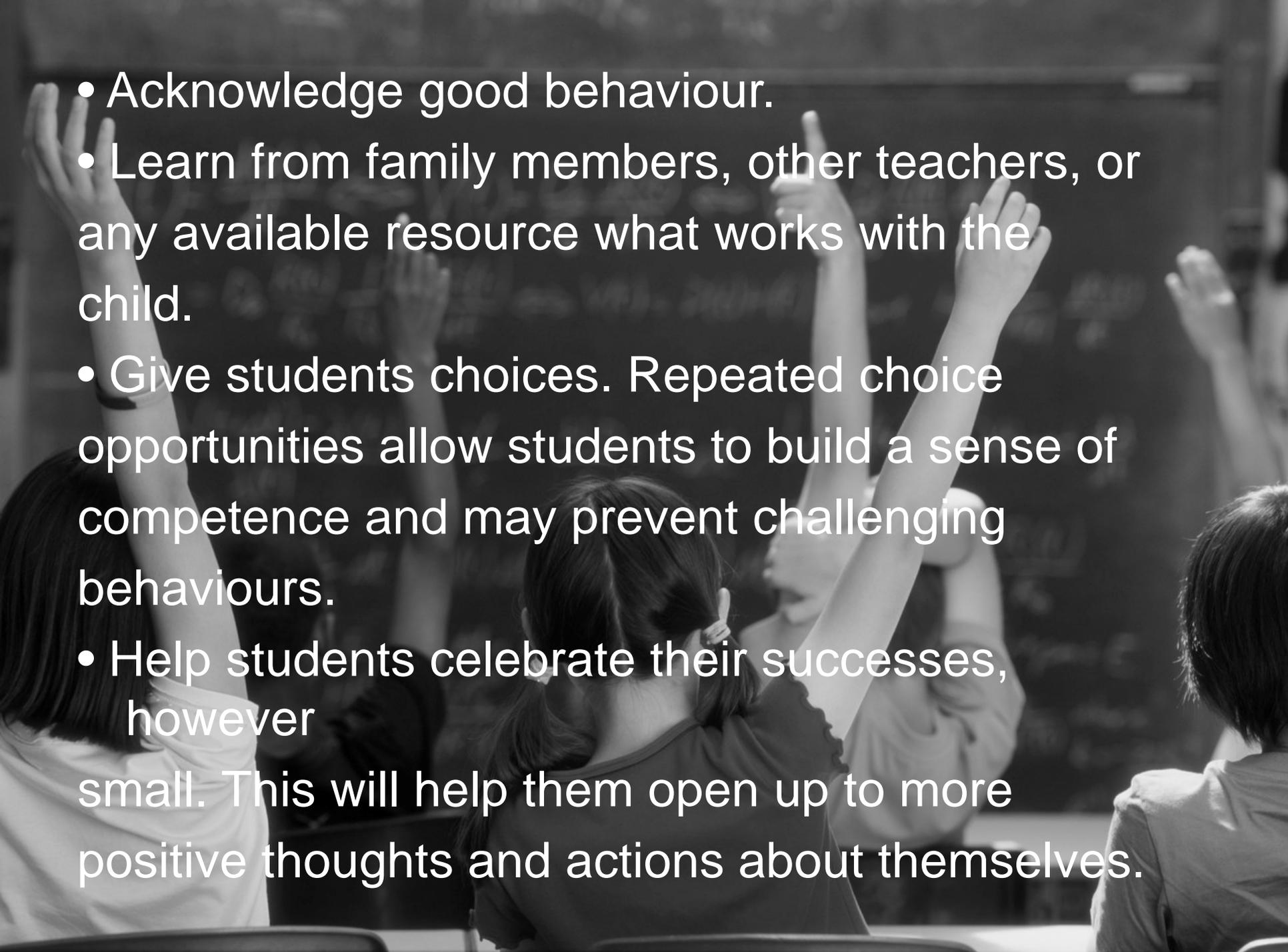


- **Taking care of Yourself**

- Create a private retreat at the end of each day.
- Maintain healthy sense of humor.
- Seek out movies and televisions that make you laugh.

# Encouraging Student Success

- Get to know the child. Solicit support from family members. Uncover the child's likes and dislikes.
- Never publicly humiliate a child. You can't imagine how this can adversely impact this child.
- Yelling at children all day is ineffective. Try lowering your voice.
- Tell children something about you, perhaps a funny story. Children want to know that you are human too!
- Remember what it was like being a child.

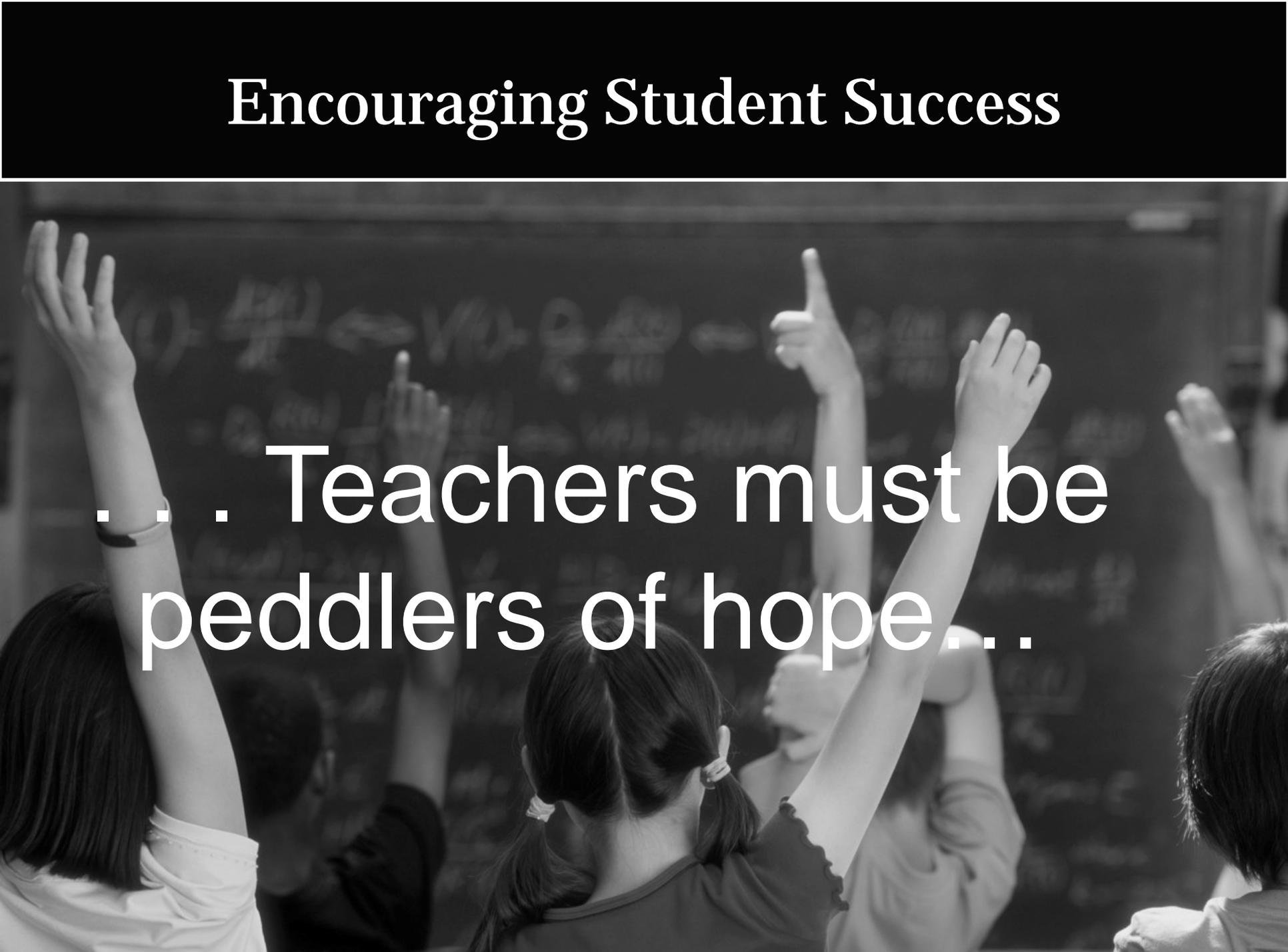
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- Acknowledge good behaviour.
  - Learn from family members, other teachers, or any available resource what works with the child.
  - Give students choices. Repeated choice opportunities allow students to build a sense of competence and may prevent challenging behaviours.
  - Help students celebrate their successes, however small. This will help them open up to more positive thoughts and actions about themselves.

*Kind words can be  
short and easy to speak,  
but their echoes are endless.*

*Mother Teresa*



# Encouraging Student Success

A black and white photograph of a classroom. In the foreground, several students are seen from behind, with their arms raised high, indicating they want to answer a question or participate. The background shows a chalkboard with some faint writing on it. The overall atmosphere is one of active learning and engagement.

... Teachers must be  
peddlers of hope...

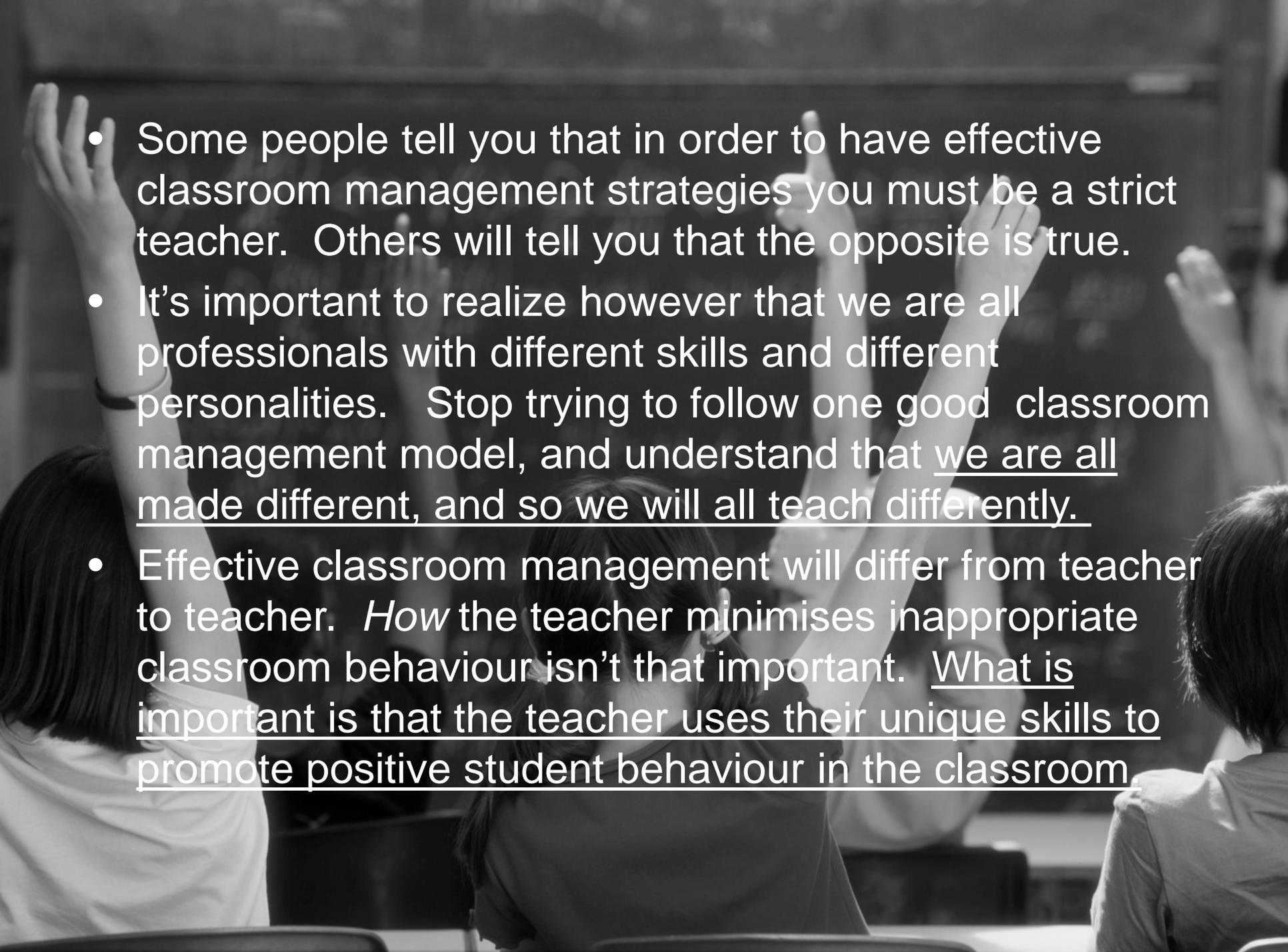
*The good teacher makes  
the poor student good  
and the good student superior.*

*When our students fail,  
we, as teachers, too, have failed.*

*Marva Collins*



- 
- Different teachers have different standards of behaviour that they expect from the students they teach, and so ideas about what is inappropriate pupil behaviour, and what is an **effective classroom management plan** varies from teacher to teacher.
  - In my opinion, classroom management is effective when you are able to minimise **innappropriate student behaviour**, and **promote a positive learning atmosphere**.
  - How you achieve a positive learning environment in your classroom is secondary to actually achieving it.

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- Some people tell you that in order to have effective classroom management strategies you must be a strict teacher. Others will tell you that the opposite is true.
  - It's important to realize however that we are all professionals with different skills and different personalities. Stop trying to follow one good classroom management model, and understand that we are all made different, and so we will all teach differently.
  - Effective classroom management will differ from teacher to teacher. *How* the teacher minimises inappropriate classroom behaviour isn't that important. What is important is that the teacher uses their unique skills to promote positive student behaviour in the classroom.

Our goal (and for many, our calling) is to provide the best educational opportunity for all children who come into our classrooms. This profession provides some days that are much more complicated than others—for example, days when all we can do is collapse when we arrive home because we have given all we had to give. We have undertaken a huge responsibility. We have someone else's children for whom we are responsible for a good portion of the day.

Perhaps it would be less complicated if all our children were well nourished and emotionally, physically, and spiritually healthy. It would probably be much easier if we were sure that all of the children returned home to families who were happy to see them coming. Life as a teacher would be easier if school resources were distributed so that all children had access to new books, updated technology, and the best teachers (who were well compensated for their work). But our reality is different; we take all children and all that they bring to the classroom. And, inevitably, there are some children for whom school is a far greater challenge than it is for others.



## 100 Years from Now

. . . it will not matter  
what

My bank account was,  
The type of house I  
lived in,

Or the kind of car I  
drove,

But the world may be  
different

Because I was important  
In the life of a CHILD.

