



Classroom Management

Part 1

Getting to Know Your Student

Objectives

- To understand the importance of getting to know your students before a classroom management plan can be developed and implemented.
- Examine resources and strategies to get to know your students.

Facts About Your Student

What do you need to know
about your students to guarantee
their academic success?



Astounding Fact!

It is an astounding fact that.....

Teachers and paraprofessionals begin school each year and attempt to teach students with whom:

- **They know little or nothing about, and**
- **Have not sought to learn anything about beforehand.**

Getting To Know Your Students

Look at their:

- Age, birthday – developmental readiness;
- Special Education or other special services;
- Achievement scores;
- STAAR status;
- Reading level;
- School history

Getting To Know Your Students (continued)

Look at their:

- **Family situation**
- **Frequency of moves;**
- **Siblings;**
- **Health factors;**
- **Personal interests; and**
- **Learning styles.**



Seeking Assistance

Use your resources:

- Counselors,
- Special Education Support Staff,
- Past Teachers
- **ASK-ASK-ASK!**

Search for answers **BEFORE** the first day of school!

Develop a Plan

PARAPROFESSIONALS need this information to properly assist in the development of an effective classroom management plan.



Make A Connection

- ***A connection* must be made in order for children to learn**
- **There must be meaning.**
- **Children must trust you.**
- **Children must feel accepted.**

Summary

Effective classroom management begins with knowing your students. Students in turn will trust you and want to do their best.



Classroom Management Part 2

Be Organized



Objective/Rationale

Examine strategies and procedures to improve your organizational skills so that you can effectively assist the teacher during instruction.



As Strange As It May Sound...

- **...Students from Kindergarten through Seniors are watching from the first day of class to see if the teacher is organized! They are watching you too!**
 - **...They watch carefully to see if you have your “stuff together!”**

Organization

Organization for today began yesterday!



When?

The best way to start the day....

Is at the END of the previous day!



Absolute Requirement!

- A teacher must be organized – it is an absolute requirement for success – both for the students' success and that of the teacher.
- One cannot manage others and other things, if one cannot first manage themselves.

Assisting the Teacher

It is the paraprofessionals responsibility to assist the teacher in instruction, therefore they must also assist in preparing and organizing a successful learning environment so that instruction can take place.

Research Shows

...that there is a direct correlation between being ready and being effective.



Assist the Teacher with...

- Any special equipment in place.
- Room is orderly and neat.
- That you are aware of the lesson to be taught
AND make sure that you and the teacher have decided what your responsibilities will be during the lesson!

...then

PREPARE > PREPARE > PREPARE !!!

How Well Are You Organized?

Can someone step into the classroom and pick-up where I left off and assist the teacher?



Policy/Procedures/Materials Checklist

Can you assist the teacher with these organizational strategies?

- Fire drills
- School nurse
- Attendance
- Access Counselor
- Assemblies
- School dismissal procedures
- Textbooks

Policy/Procedures/Materials Checklist (cont.)

- **Furniture**
- **Custodians/maintenance**
- **Audio/Visual equipment**
- **Library**
- **Computer labs**
- **Volunteers**

Summary

BE ORGANIZED

Teachers who develop skills in effective classroom management have classes in which students are on task, deeply involved with academic work and misbehavior is rare (Wrong).

Be Organized

- **Paraprofessionals play a vital role in assisting in the teachers develop an effective classroom management plan. Being organized helps the teacher successfully instruct the students.**

Classroom Management

Part 3

Managing Space



Objective

- **Examine strategies to assist the teacher in creating a successful learning environment by managing space.**

Manage SPACE

Assist the teacher-Arrange Your Room!

A happy, positive classroom atmosphere doesn't just happen.

It is carefully planned and created.

Think about...

- ✓ **Visibility**
- ✓ **Accessibility**
- ✓ **Distractibility**

Visibility

Make sure that students can easily see:

- **Teacher,**
- **Paraprofessional,**
- **Board,**
- **Overhead screen, and**
- **All parts of instructional presentation area.**
- **Leave lights on when using overhead projector and face the group when using the overhead projector.**
- **Make sure that bulletin boards are neat and creative and display important information and are changed regularly.**
- **Make sure that you dress professionally.**



Accessibility

- **Traffic areas are free of congestion... (books, backpacks, etc.).**
- **Effective placement of furniture**
- **Make sure that you are easily accessible to all the students that you are working with.**



Distractibility

Assist the teacher by making sure that...

- **Students' are not facing classroom entrance.**
- **Students should face away from high traffic areas:**
 - **Pencil sharpener,**
 - **Trash cans,**
 - **Computer centers, and**
 - **Animals**
- **Allow for ease of transition from one station to another.**
- **Separate students who constantly interact.**
- **Arrange classroom for large group, small group, and individual instruction/work.**



Summary

A well-thought out use of space can increase the effectiveness of teaching/learning in any given classroom. Remember to think about visibility, accessibility and distractibility when you assist the teacher in creating a successful learning environment and space.

Classroom Management

Part 4

Managing Students



Objectives/Rationale

Examine strategies to assist the teacher develop and maintain a well-managed classroom. Ensure that...

- **Students know what is expected of them.**
- **There are rules and routines in place and clearly stated.**
- **There are NO surprises...create a predictable environment.**

Setting the Stage

- **How do you manage students?**
- **Make sure that students understand what is expected of them.**
- **Clearly establish:**
 - **Relationships**
 - **Routines/procedures**
 - **Rules**

Routines

- A routine is what the student does automatically without prompting or supervision.
- Routines should become a habit for the student.

Assist the teacher by establishing routines:

- Sharpening pencils
- Turn in work
- Getting teacher's and paraprofessional's attention
- Leaving class during class-time
- Dismissal
- Distribution of supplies, materials, textbooks



Procedures

- A procedure is how you want something done.
- It is the teacher's responsibility to have the procedures set and *clearly* stated!
- With procedures set, students are less likely to act up in frustration (due to their attempts to try and figure out what the teacher wants).
- Student procedures include:
 - Entering class,
 - Storing personal belongings, and
 - Asking for help.

Rules

Rules and Expectations –

Encourage students to help develop classroom standards. If they are responsible for developing rules and consequences then they feel that their contributions are valued and important.

Rules and Expectations

1. Few in number (no more than 5!).
2. Simple in language.
3. Clearly and carefully stated.
4. Justifiable, with a sound rationale.
5. Stated positively.
6. Rules should be written and posted in the classroom at all times.
7. Rules should be sent home in the form of a letter – one to sign and return and one to keep.
8. Rules should be in compliance with building and district policies and philosophies.

Sample Rules

- **Keep our class safe, neat and clean.**
- **Work together to learn.**
- **Always do the best work possible.**
- **Follow class rules.**
- **Be prepared to work.**
- **Enjoy learning.**
- **Treat each other in a kind way.**
- **Learn something new each day.**
- **Come to class on time.**

Enforcing Rules

Enforcing the rules requires a plan that must be taught.



Respect

Respect is the center of appropriate student behavior. Respect for:

- **Teachers and paraprofessionals**
- **Adults**
- **Materials**
- **Self**
- **Building**
- **Furniture**

Mutual Respect

Should emerge if:

- **Procedures**
- **Routines**
- **Standards**
- **Expectations are in place and appropriate!**

Monitor, Monitor, Monitor

Poor monitoring habits cause students to “Fall Through the Cracks!”

- Look carefully at work.
- Ask the students to explain what they have done.
- Never throw out homework!

Student Behavior

Student behavior is directly related to how the teacher and the paraprofessional treat the student and the level of their expectation.

Students rise or fall to the instructors expectations.

Empower Students

Teachers can help a student feel more empowered within themselves by providing structure, expectations, choices and opportunities to succeed.

Long after students forget the facts, they remember the people who influenced them and why.

Dealing with behavior gives the teacher and paraprofessional numerous opportunities to really make a difference in a child's life.



How to Empower Students

- Call students by their name.
- Look at students when they are speaking to you.
- Listen to what students are saying.
- Be sensitive to student's emotional needs.
- Show an interest in your student's lives and experiences.
- Validate learners in all situations.
- Give specific praise that is sincere.

How to Empower Students

- **Clearly communicate your expectations, goals and objectives.**
- **Teach students what is expected of them.**
- **Be an efficient manager of instructional time**
- **Remain non-confrontive and stay out of power struggles.**
- **Build for success and build responsibility.**
- **Allow adequate response time for students to answer (5 seconds).**
- **Be certain students receive the help they need, even those who do not seek it.**

Research Tells Us

- **80% of the students in a class will behave well as long as there is an effective and efficient management system.**
- **5% of the students will exhibit repeated misbehavior.**
- **15% are fence-sitters who can go either way depending on what is happening at home, how their teachers treat them, and how well their needs are being met.**

Summary

Why manage the student?

- **Maximize learning**
- **Minimize disruptions**
- **Build a relationship**
- **Empower students**



Student Discipline

To discipline your students use these steps:

1. **STOP** the behavior that is inappropriate.
2. Tell the child **WHAT** he/she did that was wrong.
3. Tell the child **WHY** the behavior was wrong, and its consequences.
4. Tell the child **HOW** to behave the next time.
5. Use the broken record strategy.

Consequences & Rewards

When working with young people, rules must have consequences to enforce them, and rewards to validate them.

Intrinsic/Extrinsic Rewards



Consequences

- **Must be logical.**
- **Must be able to be enforced.**
- **Should impact student behavior.**
- **Should be intended to change behavior.**
- **Should teach students to choose between acceptable and unacceptable actions.**
- **Should not include academic penalties.**

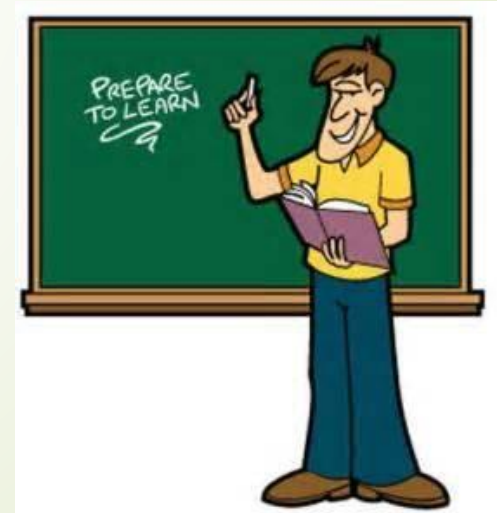
Components of Classroom Management

- 
- 1. Know Your Students**
 - 2. Be Organized**
 - 3. Manage Space**
 - 4. Manage Students**
 - 5. Manage Time and Materials**

Classroom Management

What is it?

Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that instruction and student learning can take place. The paraprofessional can assist the teacher so that this instruction can take place.



The Paraprofessional assists the teacher as they ...

- ✓ Plan, organize, and orchestrate everything that occurs in the classroom.
- ✓ Manage and organize students, space, time and materials.
- ✓ Prevent off-task behavior.
- ✓ Create an environment and atmosphere in the classroom so that all students will learn.

Discipline Problems vs. Classroom Management

Discipline problems are:

Those unacceptable or inappropriate behaviors that result from inadequate management of students...

and

Those which disrupt the learning of other students as well as interfere with the teacher's teaching.

Predictable & Preventable

95% of all discipline problems are both predictable and preventable.



Poor Management

Poor classroom management opens the windows of opportunity for unacceptable behaviors to occur!



Classroom Management Words to Know



Safety

Instruction

Procedures

Expectations

Behavior

Correlation

Effective

Organization

Accessibility

Routines

Cooperation

Strategy

Materials

Prevent

Relationship

Opportunities

Self-direction

Rules

Consequences

Rapport

Rewards

Motivation

Room set up and layout