

The Research Literature: Classroom Management

Management and Order

Classroom management has been defined as the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur (Duke, 1979). The primary goal of effective classroom management is not the reduction of misbehavior or even the creation of an "orderly" environment (see Figure 1). Although they are related issues, effective classroom management and the establishment of order are not synonymous. For example, teaching practices that lead to passive nonengagement would not threaten an orderly environment, but would reduce opportunities for learning (Doyle, 1986). Student learning is the primary goal of effective classroom management.

Although the presence of order in a classroom does not necessarily indicate high levels of learning, the research clearly suggests that an emphasis on effective strategies to promote learning can facilitate order. Doyle (1984) reported that effective teachers in difficult management situations pushed students through the curriculum as a way of achieving and sustaining order.

The Emphasis in Classroom Management

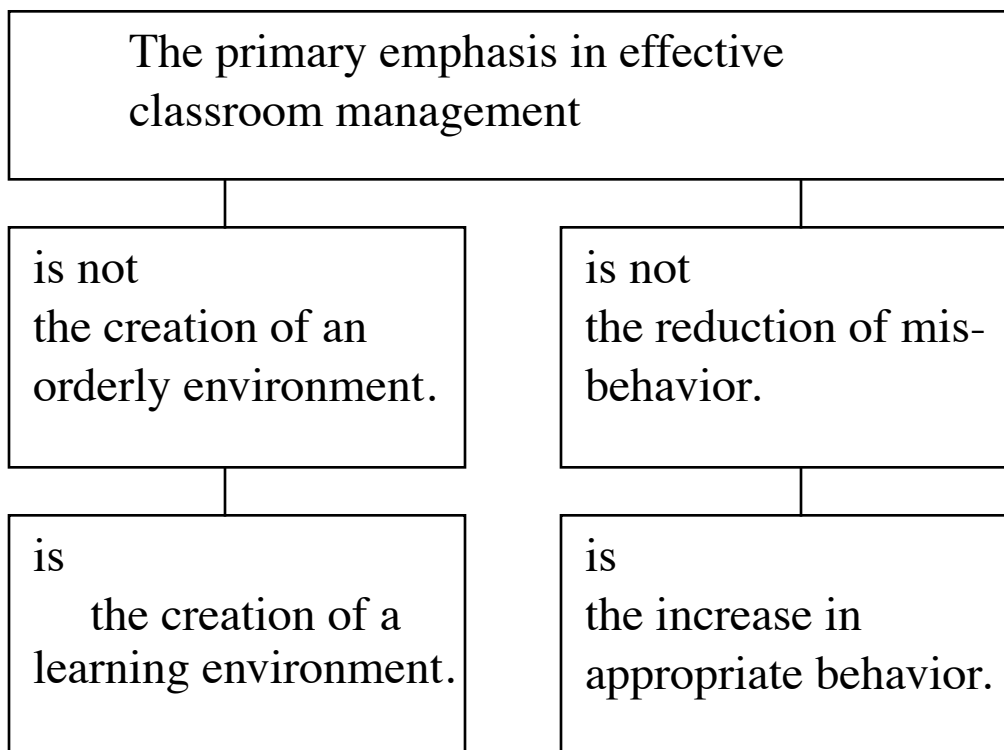


Figure 1

Classroom Management Concepts

Instructional Strength.

In summarizing the findings from the research, Doyle (1986) made the observation that the quality of classroom management depends on "the strength and durability of the primary program, or vector of action" (p. 393). In essence, then, the essential prerequisite for effective classroom management is instructional strength in the implementation of:

8. Time management procedures, such as appropriate pacing and well-planned transitions.
9. Teaching functions, such as attention to prerequisites, guided practice and systematic reviews.
10. Effective academic feedback and monitoring skills.

Instructional strength supports a teacher's efforts to bring about both learning and order in a classroom.

Although it seems obvious to state that effective classroom management is facilitated if students are actively and successfully engaged in the planned program of instruction, most teachers know that it is easy to be distracted by student misbehavior, and therefore to forget to stress the primary instructional tasks. A vicious cycle can be created, in which lack of attention to the primary instructional tasks creates the vacuum in which misbehavior thrives, and this misbehavior further distracts the teacher from the primary instructional tasks.

The effective teacher knows full well that effective class management is not primarily the process of reducing misbehavior, but rather the process of increasing appropriate behavior.

Setting and Implementing Rules.

In summarizing the findings from a study that involved the intense observation of classroom management procedures in 75 elementary school classrooms, Crocker and Brooker (1986) stated that "higher achievement is attained in classrooms that function in a businesslike manner, under high teacher direction, with a minimum of lost time or task disruption" (p. 10).

Teachers who operate classrooms in a businesslike manner explicitly communicate not only the goals of the instruction but also the rules students need to follow, so as to ensure a productive interaction between teaching procedures and student behavior. To the casual observer, the process of rule setting appears to inform students of new expectations. The effective classroom manager realizes that the process of rule setting is far more complex and subtle. In reality, most students in most grades already know the rules. What, then, is the primary purpose of rule setting if it is not the imparting of new information? The issue has been summarized by Doyle (1986) as follows:

By setting rules, a teacher communicates his or her awareness of what can happen in a classroom and demonstrates a degree of commitment to work. Students are thus able to acquire valuable information early in the year about a teacher's approach and expectations for behavior. The more explicit the rules and the more clearly they are communicated, the more likely the teacher will care about maintaining order and not tolerate inappropriate and disruptive

behavior. But simply stating the rules is not enough. A teacher must also demonstrate a willingness and an ability to act when rules are broken [p. 413].

Rules should have a strong preventive role. For example, if a teacher constantly reprimands students for playing with objects on their desks and sets no rules related to what should be on the desk for a specific activity, he or she has failed to make use of a simple preventive option—the use of a set of rules to guide the effective use of desk space in school and in future work places.

The process of setting and implementing rules has instructional as well as management value. The students are learning procedures for ensuring their effective participation and acceptance in social settings. For this reason, rules should be introduced in the same way as any academic concept is introduced. The rationale for the rules should be clarified, and the processes used to present the rules should promote both understanding and respect for the rules. Rules should not be defined and followed just "because the teacher says so."

Managing Interventions.

The process of monitoring student behavior and intervening when necessary is clearly one of the most demanding requirements for effective classroom management. The need for interventions is reduced if credible rules are clarified and instructional activities are appropriately implemented, but there may still be several times in each lesson when some type of intervention is necessary.

The misbehavior being addressed in this discussion is the kind teachers typically encounter. Typical misbehaviors include tardiness, cutting classes, failure to bring supplies and books, inattentiveness, talking, call-outs, and mild forms of verbal and physical aggression (Silverstein, 1979).

The propensity for student misbehavior is clearly related to students' perceptions of the teacher as a manager. One way the teacher establishes credibility is by demonstrating an awareness of who will probably misbehave, and when. The research has consistently documented the fact that most misbehavior is initiated by only a few students (Metz, 1978). We also know that the time and the type of task are factors in predicting the occurrence of misbehavior. Rusnock and Brandler (1979) noted that higher ability students were more prone to misbehavior during transitions and near the end of instructional segments. Lower-ability students were more likely to be off-task in the middle of an instructional segment.

The teacher who demonstrates an awareness of times of high probability for misbehavior, and exercises increased vigilance or takes other preventive action, is building credibility and preventing the occurrence of misbehavior. The teacher who, for example, initiates a transition and then turns to write on the blackboard is inviting challenges and reducing credibility.

The teacher's physical placement in the classroom can create or reduce opportunities for monitoring student behavior and managing interventions. The teacher who spends virtually all class time at the front of the class will not have the opportunity to observe what is really going on at each desk, nor will he or she be able to make the timely and personal contacts that build produc-

tive relationships between teacher and students. The effective teacher is very aware that management is far easier from the back than from the front of the classroom.

There is little in the research literature to suggest that there is a positive correlation between the frequency of interventions to reduce misbehavior and student achievement. Kounin (1983), in an observational study, noted that the least successful teacher in the study conducted 986 interventions to reduce misbehavior in one day. During that same day, the students were "on-task" in the same classroom only 25 percent of the time.

Interventions range from relatively unobtrusive signals to extremely disruptive actions. The less obtrusive signals would include such actions as pointing to the student's notepad, eye contact, proximity, and gesturing by touching a finger to the lips or ear to prompt the student to stop talking or to listen. Teacher statements such as "Wait," "My turn," "Jane's turn," and "Stop" can be very effective if the statements are delivered quickly and serve to terminate an inappropriate utterance or action without interrupting the lesson activity.

Interventions that interrupt the flow of the lesson and invite negotiation or discussion at an inappropriate time can be counterproductive. Teacher statements such as "Weren't you here when we discussed the rules on talking during seatwork?" open up class time to unnecessary and inappropriate discussions. Rules have little value if the teacher is not absolutely certain that all students know and understand them.

One intervention that preserves the flow of the lesson is the use of a work assignment to terminate an inappropriate behavior. Having the student answer a question does a number of things. It keeps the class focused on the learning task, serves notice to the student that the teacher is monitoring the student's behavior, and assigns the student a task that is usually incompatible with the inappropriate behavior.

If an intervention can't be handled quickly, the teacher should not interrupt the flow of the instruction, but rather set the class a task that ensures its active engagement while freeing the teacher to deal with the problem and with the student or students involved. One clear advantage to taking time to make sure the class is productively engaged is that it reduces the possibility of an irrational, negative response by the teacher. If the teacher takes a little time to "cool down" and plan the interaction, an unproductive confrontation can be avoided. The teacher can then use the opportunity to model appropriate social processes, such as asking the students to explain their perceptions of the problem before sharing the reasons for the teacher's concern.

More extreme forms of intervention, such as parental contacts and sending students to the principal's office, may be necessary, but they should be viewed as a sign of a breakdown in classroom management. The effective classroom manager will conduct a "post-mortem" each time a more extreme intervention has been used, to see whether other management procedures might be more effective. The excessive use of mild interventions should also prompt a review of instructional practices.

One form of intervention is task engagement feedback: feedback to the student about whether classroom behavior is acceptable or unacceptable. After intensely observing a large number of teachers, a group of researchers (Fisher et al., 1980) reported as follows:

Most of the task engagement feedback we observed turned out to be negative, such as reminders to students to get back to work when they were off task. We found no evidence that frequent use of such reprimands had any positive effect. It may be that some well-timed and well-phrased reminders are useful, but when task engagement feedback becomes frequent, it is a sign that some structural changes are needed. There is an important lesson here for teachers who use these findings to increase student engagement: Scolding students more often is not the answer. Instead, one might (1) check to see that tasks are not too hard for the student (task engagement feedback was positively correlated with low success rate), (2) increase the clarity and emphasis with which expectations are stated and the consistency with which students are held accountable, or (3) increase the amount of substantive interactive instruction [p. 28].

Increasing Appropriate Behavior.

Clearly, one of the most important types of appropriate behavior is success in the curriculum, and such success must be followed by timely reinforcing consequences. However, other competencies are often required of students and these are not always formally stated. Trenholm and Rose (1981) identified the following categories: responding in appropriate form to academic requests or tasks, controlling impulsiveness, dealing with problems and negative feedback in mature ways, interacting courteously and cooperatively with peers, attending to and becoming involved in classroom activities and procedures, and recognizing appropriate contexts for different types of behavior. If the teacher feels that any of these behaviors are important, he or she should say so and possibly post a list of them. It is unfair and instructionally ineffective to expect a student to deduce a teacher's "silent curriculum" by observing or experiencing the teacher's system of rewards and punishments.

The silent (or hidden) curriculum refers to the nonacademic curriculum modeled and implied in the management procedures used by the teacher. Affective goals such as "respect for others," "improved self-concept," and "increased desire for learning" are modeled by the instructional and management practices in use in the classroom.

Perhaps the most frequently mentioned consequence for appropriate behavior is teacher praise. Researchers who have observed the use of praise in the classroom suggest that all is not well. Brophy (1981), in a summary of the research, reported that "Classroom-process data indicate teachers' verbal praise cannot be equated with reinforcement. Typically, such praise is used infrequently, without contingency, specificity, or credibility" (p. 5).

In an effort to exemplify effective and ineffective procedures for using praise in the classroom, Brophy (1981) provided a listing of examples. Table 6.1 is an adaption of the original listing.

Reducing Reprimands and Punishments.

One of the most unfortunate misconceptions that can develop in a classroom is the confusion of academic errors with misbehavior. Students should be required to do their best, but they cannot be required to be successful on every response. If an affective climate is created in which students feel punished for making errors, whether subtly or overtly, then errors will have been equated with misbehavior. Such confusion can easily occur and must be guarded against.

The psychological climate created by the teacher's feedback procedures should be a critical element in keeping errors from being equated with misbehavior. If a reprimand is associated with an error, it must be made clear that the teacher's concern addresses the perceived cause of the error (e.g., homework not done) rather than the error itself. If the teacher uses reprimands, the same rules that are suggested for delivering praise must be followed. The reprimands should be contingent, specific, and credible.

If reprimands are too general and given too often, the long-term consequences can be devastating for student and teacher. Common consequences include confusion of errors with punishment, a lowered student self-concept, which further decreases students' interest in the curriculum; and reduced effect of the reprimand, which causes the students to take less notice of teacher statements.

The following guidelines are suggested for verbal reprimands:

1. If reprimands are used, make sure that they are used sparingly and effectively.

2. Make certain that praise statements greatly outnumber verbal reprimands.

3. Ensure that no student is consistently subject to verbal reprimands. The impact of a reprimand will vary with the student and the content, but if any student consistently receives more than one reprimand for every ten positive or neutral statements, the teachers should search for alternate instructional procedures.

In the short term, verbal reprimands and other punishment delivered in a public and personally destructive manner can be very effective in spotting a specific misbehavior. For this reason, a teacher can be trapped into increasing such responses to student misbehavior. Again, the long-term consequences of such teacher actions can be devastating for teacher and student. The teacher loses the respect of all students, and reprimands lose their effectiveness. Future reprimands have to be even more personally destructive to be effective. The cycle of a gradually increasing emphasis on reprimands and decreasing student sensitivity to reprimands has been documented by a number of researchers. Becker (1986) refers to it as "the criticism trap" (see Figure 1).

Reprimands: A Trap for the Unwary

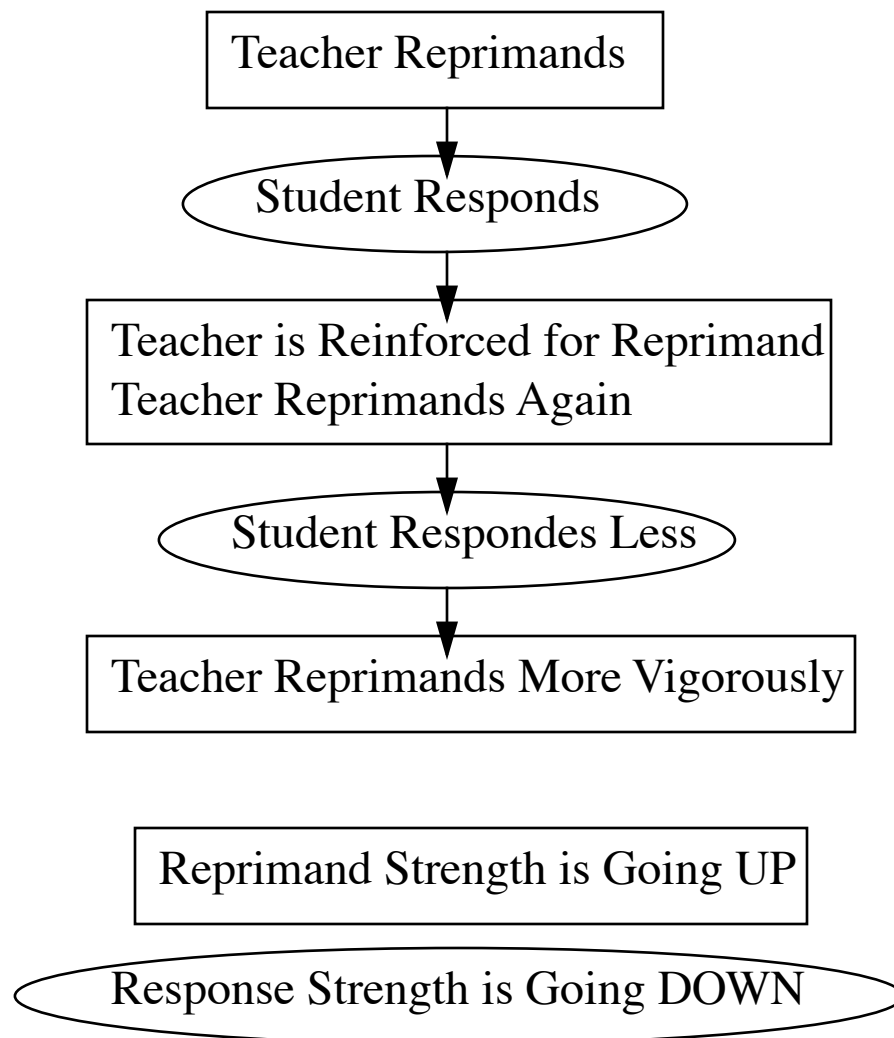


Figure 1

If a public reprimand is called for, the following suggestions are offered to minimize the damage and increase the effectiveness of the action:

1. Address the specific action, not the person, as undesirable.

2. Give a reason why the behavior is undesirable.

3. Provide a suggestion for a more appropriate behavior to address the underlying concern of the student and to replace the undesirable behavior with an incompatible, appropriate behavior.

4. Very often the underlying concern is valid, even though the form of expression is inappropriate expression: "You have every right to be bored while waiting for me to check your paper,

and I will get to you quickly next time. However, writing your initials on the desk is destroying a community resource. Erase it and start working on the next assignment while you are waiting."

5. Take every opportunity to praise the individual for appropriate behavior during the remainder of the class.

6. Never imply by word or action that you are expressing a personal dislike for the student.

One problem with punishment arises from the uncertainty of the consequences. Even a mild reprimand can be psychologically devastating for some very sensitive students but absolutely meaningless to other students. For some students, including those with chronic misbehavior, negative teacher attention can actually increase the misbehavior. One research summary reported that "any teacher attention (including reprimand) to the misbehavior of students with behavior problems may increase the frequency of the misbehavior" (Morsink, Soar, Soar, & Thomas, 1986, p. 35).

A teacher obviously cannot ignore all student misbehavior, since some misbehavior involves psychological and physical risk to the student and others, but any decision to give negative attention to students must be weighed carefully. The problems associated with punishment only increase the importance of prevention and early intervention before problems become severe.

Concepts Summary: Classroom Management

Effective Classroom Management and the Profession

Most experienced teachers have encountered a few peers trapped in a vicious cycle in which they are heavily dependent on reprimands and punishment as the primary vehicles for attempting to create order and reduce misbehavior. Such an approach to management strips teachers and students of dignity and threatens the credibility and professionalism of all teachers.

In contrast, teachers who clarify the "hidden curriculum" effectively implement a well-planned and validated sequence of instruction, and frequently recognize and praise students, thereby add to the credibility of the profession and have more positive feelings about themselves as persons and as educators. It has been reported that although effective teachers work hard, they rarely have difficulty "coping." Hosford (1984) summed up the issue as follows:

Effective teachers manage well. Coping is rarely an issue. The students are so busy at task-related activities, following sensible routines, and striving toward clearly understood objectives, that situations with which teachers must "cope" seldom have an opportunity to arise. Through management skills, superior teachers achieve what has commonly been labeled "preventive discipline" in the professional literature. They are not automatically superior teachers. They plan, worry, and work hard. I have never known superior teachers who "took it easy." But the secret to their success—what sets them above the good teachers who also work, plan, and worry—is their process of management. They have learned (and firmly believe) that process affects product; that how they manage their classroom significantly affects the climate, motivation, and goal achievement in their classrooms. In short, their knowledge base includes a thoughtful understanding of the importance of the Silent Curriculum [p. 145].

The achievement of affective and academic goals is an integrated and interdependent venture. No matter how affect-laden the communication used in the classroom may be, the student will not develop a positive self-concept when exposed to consistent failure experiences in the academic curriculum. The technical skills to ensure consistent demonstrations of success need to be complemented with management and communication processes that emphasize the worth and dignity of the individual. Teachers who are highly knowledgeable in the content area but deliver instruction in an arrogant manner, with no demonstrated respect for the weaker members of the class, are just as unprofessional as teachers so preoccupied with affective objectives that they fail to master the instructional skills needed to provide the consistent demonstrations of academic success that are so vital to the development of health self-concepts on the part of the students.

Knowledge Quiz: Classroom Management

Multiple Choice

Question 1. The primary goal of effective classroom management is

- 1. an orderly classroom.
- 2. to reduce misbehavior.
- 3. to prevent misbehavior.
- 4. to promote learning.

Question 2. The prevention of misbehavior is most effectively managed by

- 1. reprimanding students immediately.
- 2. ignoring all inappropriate behavior.
- 3. maintaining strong, durable instructional procedures.
- 4. keeping all desks in rows.

Question 3. A major reason for setting and implementing rules is to

- 1. acquaint all students with classroom practices.
- 2. restore order after an incident.
- 3. demonstrate an awareness of behavior problems and a commitment to learning tasks.
- 4. provide a basis for citizenship grades.

Question 4. Praise is effective when it

- 1. orients students toward comparisons with others.
- 2. attributes success to ability alone.
- 3. is restricted to global, positive actions.
- 4. uses students' prior accomplishments for describing present performance.

Question 5. Reprimands should

- 1. be infrequent.
- 2. be general.
- 3. address specific academic errors.
- 4. be given as many times as praise statements.

Question 6. Misbehavior is best approached by procedures that stress

- 1. replacement.
- 2. punishment.

- 3. reprimands.
- 4. order.

Question 7. Rules should be introduced and defined.

- 1. as a way of indicating respect for teacher authority.
- 2. as procedures that cannot be questioned.
- 3. as procedures that are optional.
- 4. as procedures that have value for individual and group functioning.

Question 8. Most interventions should be

- 1. quick and intrusive.
- 2. relatively unintrusive.
- 3. accompanied by a detailed explanation.
- 4. obvious to all students.

Question 9. The use of extreme forms of intervention should

- 1. cause the teacher to review present management practices.
- 2. show all students the teacher is serious.
- 3. increase a teacher's credibility with school administrators.
- 4. be conducted at regular intervals.

Question 10. The more you reprimand students.

- 1. the greater student achievement.
- 2. the more you need to use reprimands.
- 3. the greater student respect.
- 4. the easier it is to get attention.

Fill in the Blanks

Question 11.

Reminding a student to "get back to work" would be an example of _____ feedback.

Question 12.

According to Brophy, attributing success to ability alone is an _____ form of praise.

Question 13.

According to Brophy, attributing success to effort and ability is an _____ form of praise.

Question 14.

Praise statements should _____ outnumber verbal reprimands.

Question 15.

If a public reprimand is called for, address the _____

_____, not the _____, as undesirable.

Practical Suggestions: Classroom Management

The practical suggestions in this section are based on classroom observations, experience, and a review of the effective teaching literature and teacher magazines. Feel free to incorporate any of the suggestions that work for you.

Setting and Implementing Rules

General Rules and Procedures.

7. Provide explicit information about appropriate behavior.

8. Formally teach rules and procedures so that implementation is more instruction-oriented than control-oriented.

9. Plan when and how to teach rules and procedures. Model and practice the procedures.

10. Predetermine consequences for appropriate behavior and inappropriate behavior. Present these consequences and the rationale for using them to your students.

11. Review and maintain rules and procedures.

12. Plan "wind-up" and "wind-down" activities. A good wind-up activity for the beginning of a session is a three-minute facts timing. A good wind-down activity is a large-group review session.

13. Develop rules and procedures for different contexts, such as small groups, large groups, seat-work, transitions, and interruptions.

14. Share your room rules with parents and ask for their support.

15. State rules in terms of desired behaviors. Make them short and to the point. Post a copy of the rules in your classroom. Examples are included below:

<p>Room Rules</p> <ul style="list-style-type: none"> • Stay in your seat • Face forward • Work quietly • Raise your hand • Listen and work hard • Be a good friend. 	<p>Playground Rules</p> <ul style="list-style-type: none"> • Play with others • Be a good sport • Use equipment the right way • Follow directions • Come when you are called • Use your common sense
<p>Sitting</p> <ul style="list-style-type: none"> • Feet flat on floor • Sit up straight • Face forward • Come up when you are called 	<p>Lines</p> <ul style="list-style-type: none"> • Stand up straight • Quiet • Hands at sides • Follow the leader • Ask to have your work checked

Administrative Rules and Procedures.

1. Develop a fixed seating arrangement so that attendance may be taken quickly, or have "row monitors" help with taking roll.
2. Review independent work daily.
3. Return completed papers as soon as possible.
4. Establish consequences for failing to complete assignments on time.
5. Provide procedures and space for storing students' personal belongings.
6. Teach students to pace themselves, using a clock.
7. Establish routines for assigning, checking, and collecting work.
8. Establish a list of activities for the first week of school, focused on matters of greatest concern to students. Make certain that the activities readily involve students and maintain a whole-group focus. a) Information about teachers and classmates. b) Review of daily schedule. c) Description of times and practices for lunch and recess, using the bathroom, and getting a drink of water.
9. Establish a list of activities for new students who enter the class during the school year (see "New Student Checklist").

Student Movement Rules and Procedures.

1. Place desks in a way that facilitates paths to pencil sharpener, storage area, doorway, group presentation areas, etc.

2. Establish rules for moving quietly about the room. Make it explicit that students walk, not run, from one area to another.

3. Establish consequences for appropriate and inappropriate movement in the classroom.

4. Control the number of students moving about the room at any one time.

Verbal Participation and Talk Rules and Procedures.

1. Make certain that students raise their hands before talking, especially in large-group situations.

2. After a hand raise, require that students wait to be recognized before answering questions or verbally participating.

3. During seatwork, students need to know when and how to get help. In addition, they need to know what to do when they finish their work. Establish procedures for these situations. Examples of activities students can do when they finish early include doing fun worksheets, listening to music using headphones, or working on a favorite puzzle.

New Student Checklist

Name _____ Grade Level _____ Date of Enrollment _____
School Previously Attended _____ City _____ State _____
Previous Teacher's Name _____

First Day-First Week Activities

- ___ 1. Seating Arrangement (desk, table and chair, study carrel)
- ___ 2. Introduce new student to class, principal, others.
- ___ 3. Give student a tour of the building and playground area.
- ___ 4. Explain basic room rules (stay in seat, hand raises)
- ___ 5. Check school supplies student has brought, if any. Check these items off on supplies list.
- ___ 6. Informal Testing: Describe
- ___ 7. Norm-Referenced Testing: Describe
- ___ 8. Criterion-Referenced Testing: Describe
- ___ 9. Explain policies and procedures of school, general school policies, lunchroom, bath-room, playground.
- ___ 10. Assign student a buddy to guide him or her through the day.
- ___ 11. Explain token economy system.
- ___ 12. Independent activities--independent fun worksheets, listening to tapes, games, art activities, other manipulatives.
- ___ 13. Make sure you receive student's cumulative folder from other school.
- ___ 14. Establish student's task folders.
- ___ 15. Set up student's schedule (individualized if necessary).

Send Home with Student

- ___ 16. General Information form.
- ___ 17. Medication policy form (if necessary)
- ___ 18. School supplies list.
- ___ 19. Cover letter of introduction: Include school phone number, information about lunch and milk money, and any other necessary information. If possible, contact parents by phone before student comes to school. Set up initial conference. May wish to include a positive comment about student's first day.

Instructions for Self-evaluation

Each of the checklists evaluates five major instructional skills. For example, Skill 2 on the Time Management Checklist addresses engaged time, and the instructional skill is broadly defined by the statement, "A high percentage of the allocated time is spent 'on-task' by students." Several evaluation questions are provided in each skill area. These evaluation questions provide a functional definition of the instructional skills and a vehicle for the self-evaluation process. You should feel free to add additional evaluation questions that further describe your instructional practices in this area.

For each evaluation question, you should fill in a numerical rating and any helpful comments that will further describe the skill. For the numerical rating, use the following four-point scale and associated criteria.

1. No change is needed in present practices.
2. There are minor problems that can be corrected quickly and easily.
3. There are major problems that will require a considerable investment in time and effort.
4. I need more specific information on my own behavior before I can decide whether I have a problem.

In most cases, the numbers 2 through 4 should be followed by a comment that addresses the issue in more detail. It will be helpful in the subsequent planning for instructional improvement if the comment addresses the context. For example, the evaluation question, "a. Does a lesson start quickly and smoothly?" might be followed by a rating of "2," indicating a minor problem. This rating might then be followed by the comment, "Have difficulty with Monday morning language arts lessons." Such a comment would not be unusual for a teacher who makes a considerable investment in class preparation on weekdays but might not be highly prepared on Mondays.

If the teacher had difficulty achieving a smooth, quick start to most of the daily language arts lessons, a rating of "3," indicating a major problem, would be more appropriate. Any ineffective instructional practice that is consistently present, or any practice that adversely and systematically affects the quality of education of even one student, should be classified as a major problem.

Please feel free to make multiple copies of the self-evaluation checklists. The copyright on the self-evaluation checklists is waived in cases where the copies are used in conjunction with this content.

You will notice that no attempt has been made to provide global numerical scores. This information is intended to facilitate instructional improvement rather than the classification of teachers based on some number. The intent of the evaluation effort will be achieved by a progressive and systematic process that consolidates strengths and replaces less effective instructional practices with more effective ones. Any attempt to summarize or provide global numerical scores might serve only to de-emphasize the specific practical information needed to drive the self-improvement process.

A professional evaluation effort is not something that occurs once every year or two and culminates in some global classification of a teacher; it should involve the teacher in an active and continuous role. Teachers should accept the primary responsibility for identifying practices that consolidate strengths and replace less effective practices with more effective ones. For each major topic, you will find suggestions for the self-improvement planning process.

Self-evaluation Checklist: Classroom Management

Rating Scale: 1 – No change 2 – Minor problems 3 – Major problems 4 – Insufficient information

Skill 1. Instructional Strengths Well-planned, strong, durable procedures are used to teach the course content.	
Evaluation Questions	Rating and Notes
a. Are time management procedures, such as brisk pacing and effective transitions, used?	
b. Are functions, such as checking prerequisites and guided practice, ensuring successful student management?	
c. Are effective academic feedback and academic monitoring skills in use?	
d. Does the teacher avoid being distracted from instruction by student misbehavior?	
e. Do good preparation and planning help maintain instructional momentum?	

Skill 2. Setting and Implementing Rules The teacher uses rules and related procedures to prevent problems and manage the classroom in a business-like manner?	
Evaluation Questions	Rating and Notes
a. Does the teacher provide a set of rules at the beginning of the course?	
b. Do the rules specify behaviors needed for productive, instructional interactions?	
c. Does the teacher demonstrate a willingness and ability to act when rules are broken?	
d. Does the teacher establish and interpret rules to develop student support for the rules?	

Skill 3. Prevention

The teacher effectively intervenes to prevent and reduce misbehavior.

Evaluation Questions	Rating and Notes	
a. Does the teacher demonstrate increased vigilance at appropriate times?		
b. Are interventions timed to avoid disrupting the flow of the instruction?		
c. Do teacher reactions to misbehavior model appropriate social interactions?		
d. Does the teacher effectively use physical placement to monitor students and intervene effectively?		

Skill 4. Appropriate Behavior Recognized

The teacher clearly identifies and recognizes appropriate academic and classroom social interaction skills.

Evaluation Questions	Rating and Notes	
a. Are the important classroom social interaction skills clearly identified?		
b. Is teacher praise contingent, i.e., clearly linked in time and action with the student behavior?		
c. Does teacher praise leave no doubt as to who and what action is being recognized?		
d. Is teacher praise delivered in a credible manner?		

Skill 5. Limited Reprimands

Reprimands are limited in number and effectively used.

Evaluation Questions	Rating and Notes	
a. If reprimands are used, are they contingent, specific, and credible?		
b. Is there any evidence to suggest that academic errors are being equated with misbehavior?		

Skill 5. Limited Reprimands
Reprimands are limited in number and effectively used.

Evaluation Questions	Rating and Notes	
c. Do the tone and content of reprimands threaten student self-concepts?		
d. Are reprimands being used excessively?		
e. Do specific students receive excessive reprimands?		

Self-improvement Plan: Classroom Management

After completing the self-evaluation checklist and reading through the practical suggestions, you should be prepared to develop a self-improvement plan (SIP). Please complete, "Goals and Objectives," on the self-improvement plan, by checking the goal(s) and objective(s) you wish to include in your plan. Also, write a brief narrative describing how you plan to address the requirements in next four portions. Complete "Results" after you have completed your self-improvement implementation project.

Name _____ Class _____ Date _____

Goals and Objectives

1. Setting and Implementing Rules

- ___ 1. General rules and procedures
 - ___ 2. Administrative rules and procedures
 - ___ 3. Student movement rules and procedures
 - ___ 4. Other _____
-

2. Managing Interventions

- ___ 1. Arrange the physical environments.
 - ___ 2. Provide corrective feedback.
 - ___ 3. Ignore when appropriate.
 - ___ 4. Other _____
-

Practical Suggestions

Please indicate which of the practical suggestions you plan to use to meet each of the objectives. (You may include practical suggestions from other sources as well.)

Specific Procedures

Please describe the specific procedures you will use to implement the practical suggestions.

Name _____ Class _____ Date _____

Current and Desired Performance

Please describe your current performance and desired performance in regard to each of the objectives you have selected. You may state the performance in terms of student behavior, such as percentage of engaged time.

Timelines and Change Measures

Please describe your timelines and how you will measure change in relationship to the objective(s) you have selected.

Results

Upon completion of your self-improvement project, write a brief description of the results of its implementation. Attach any raw data sheets that were used to gather information and describe any changes that were made during your project.

References: Classroom Management

- Becker, W. C. (1986). *Applied psychology for teachers: A behavioral cognitive approach*. Chicago: SRA Publishing.
- Brophy, J. (1981). Teacher praise: A functional analysis. *Review of Educational Research*, 51(1), 5-32.
- Crocker, R. K., & Brooker, G. M. (1986). Classroom control and student outcomes in grades 2 and 5. *American Educational Research Journal*, 23(1), 1-11.
- Doyle, W. (1984). How order is achieved in classrooms: An interim report. *Journal of Curriculum Studies*, 16(3), 259-277.
- Doyle, W. (1986). Classroom organization and management. In M. C. Wittrock (Ed.), *AERA handbook of research on teaching*, 3rd ed. (pp. 392-431). New York: Macmillan.
- Duke, D. L. (1979). Editor's preface. In D. L. Duke (Ed.), *Classroom management (78th Yearbook of the National Society for the Study of Education, Part 2)*. Chicago: University of Chicago Press.
- Evertson, C.M., Emmer, E. T., Sanford, J.P., & Clements, B.S. (1983). Improving classroom management: An experiment in elementary school classrooms. *Elementary School Journal*, 84(2), 173-188.
- Fisher, C. W., Berliner, D. C., Filby, N.N., Marliave, R., Cahen, L.S., & Dishaw, M.M. (1980). Teaching behaviors, academic learning time and student achievement: An overview. In C. Denham & A. Lieberman (Eds.), *Time to learn* (pp. 1-32). Washington, DC: U.S. Department of Education, National Institute of Education.
- Hosford, P.L. (1984). The art of applying the science of education. In P.L. Hosford (Ed.), *Using what we know about teaching* (pp. 141-161). Alexandria, VA: Association for Supervision and Curriculum Development.
- Kounin, J.S. (1983). *Classrooms: Individuals or behavior settings? (Monographs in Teaching and Learning, No. 1)*. Bloomington, IN: Indiana University School of Education.
- Metz, M. (1978). *Classrooms and corridors*. Berkeley, CA: University of California Press.
- Morsink, C. W., Soar, R. S., Soar, R. M., & Thomas, R. (1986). Research on teaching: Opening the door to special education classrooms. *Exceptional Children*, 53(1), 32-40.
- Rusnock, M., & Brandler, N. (1979, April). Time off-task: Implications for learning. Paper presented at the annual meeting of the American Educational Research Association, San Francisco.

Silverstein, J.M. (1979). Individual and environmental correlates of pupil problematic and non-problematic classroom behavior. Unpublished doctoral dissertation. New York University.

Trenholm, S., & Rose, T. (1981). The compliant communicator: Teacher perceptions of appropriate classroom behavior. *Western Journal of Speech Communication*, 45, 13-26.