**U**niversity of **M**’sila  **D**epartment **of E**nglish

**M**aster **O**ne **C**lasses  **TEFL Courses / L**ecturer**: B**erkani

**LESSON EIGHT: CLASSROOM MANAGEMENT**

 Classroom management is *the process* by which teachers and schools create and maintain appropriate behavior of students in classroom settings. The purpose of implementing classroom management strategies is to enhance pro-social behavior and increase student academic engagement (Emmer & Sabornie, 2015; Everston & Weinstein, 2006). Effective classroom management principles work across almost all subject areas and grade levels (Brophy, 2006; Lewis, et al., 2006).

Classroom management is the term educators use to describe *methods of preventing misbehavior* and dealing with it if it arises. In other words, it is the techniques teachers use to maintain control in the classroom. It is one of the most feared parts of teaching for [new teachers](http://712educators.about.com/od/teacherresources/tp/Four-Stages-Of-Teaching.htm). For the students, lack of [effective classroom management](http://712educators.about.com/od/classroomhelpers/tp/Characteristics-Of-An-Effective-Classroom.htm) can mean that learning is reduced in the classroom. For the teacher, it can cause unhappiness and stress and eventually lead to individuals leaving the teaching profession.

**1.Classroom Mangement Importance**

 A well-organized classroom with routines and rituals helps students feel more secure. Children need structure. The routines and rituals of a well-managed classroom allow more time for learning. Teachers spend more time teaching and less time getting class started. Students are more easily engaged and less distracted in an organized, well-managed classroom, so the learning environment is greatly enhanced.

When rules and consequences are clear, teachers do not have to nag and discipline students as often. This helps prevent fatigue and teacher burnout from occurring, and it allows the teacher to have better, more positive rapport with the students. Both students and teachers enjoy the educational process more. In a well-managed classroom, discipline issues are more quickly spotted and addressed. Issues are less likely to get out of hand or become volatile. Students are more likely to feel they are treated fairly because they understand the policies from the beginning. Classroom management gives students parameters that help them feel a measure of control over their environment.

##### **2.** **Effective Classroom Management** : Effective classroom management:

* Establishes and sustains an orderly environment in the classroom.
* Increases meaningful academic learning and facilitates social and emotional growth.
* Decreases negative behaviors and increases time spent academically engaged.

Classroom management systems are *effective* because they increase student success by creating an orderly learning environment that enhances students' academic skills and competencies, as well as their social and emotional development. Classroom management systems are most effective when they adhere to three basic principles (Brophy, 2006, pp. 39-40):

1. Emphasize student expectations for behavior and learning.

2. Promote active learning and student involvement.

3. Identify important student behaviors for success. More specifically:

* + What behaviors are required to reach the goals of learning activities?
	+ What implications does a particular learning activity have for student roles?
	+ How will the teacher prepare students to take on these roles?

##### School Wide Implementation

Teachers concerned with classroom management typically need help with two issues:

* Preventing discipline problems.
* Dealing with current discipline problems.

To address these concerns, researchers have established several systems such as ***positive behavior* *support***(PBS) (Crone & Horner, 2003; Crone, Horner, & Hawken, 2010) and ***social and emotional* *learning***(SEL), (Weissberg, Kumpfer, & Seligman, 2003).

**2.1.Positive Behavior Support** (PBS) is typically set up as a multilevel model of intervention and involves a school-wide structure of support for teachers that adopt evidence-based programs (Freiberg & Lapointe, 2006), and small group and individualized programs for students who do not respond to the school-wide structure and need more support (Robinson & Griesemer, 2006). At the school wide level, teachers and staff create a positive school culture by clearly defining positive expectations that are taught to all students and adults (Bradshaw, 2014).

An example of a system of PBS as a tiered model might look like the following:

##### **Tier 1:  Universal Level**

* The school establishes expectations for behavior.
* Ensure that students, staff and families understand these expectations; schools operationalize positive behaviors and teach them to students.
* Teachers have pro-social contacts with students and model expected behaviors.
* Teachers receive formal training in behavior management.
* The school establishes a school-wide leadership team to support the PBS activities.
* The school implements a methodical system of recording student behavior to facilitate decision-making regarding potential intervention or other responses.

##### **Tier 2: Secondary Level of Intervention**

* An evidence-based program such as First Steps to Success (Walker, Stiller, Bolly, Kavanagh, Steverson, & Feil, 1997) can be implemented with groups of students in need of this level of support.

##### **Tier 3: Tertiary Level**

* Individualized evidence-based programs are implemented for students not responding to the second tier based on results of behavior data and analysis of their behavior. Most classroom teachers have not been trained in functional assessment or analysis of behavior, so it is important that they consult with their colleagues (e.g., school psychologists, special education teachers) who have expertise in this area.

**2.2.Social and emotional learning** (SEL) is affiliated with the Collaborative for Academic, Social, and Emotional Learning (CASEL) (Weissberg, Kumper, & Seligman, 2003). SEL programs provide instruction at the universal level and are designed to teach social and emotional competencies to students to enhance their success in school and in life (Durlak, Weissberg, Dymnikci, Taylor, & Schellinger, 2011). According to CASEL, effective SEL instruction includes opportunities to practice skills, coordination with school and community environments, systematic and sequential programming throughout grade levels, and continuous monitoring of programming.

##### **3. Classroom Management in High Schools**

Although positive behavior support systems are producing strong results for increased pro-social behaviors and decreased negative results in elementary schools, these systems are less often implemented in high schools.

Sometimes, high schools have tried to resolve behavioral issues by:

* Repeating and restating consequences.
* Increasing the averseness of consequences.
* Establishing a bottom line or zero tolerance level policies.
* Excluding students from the "privilege" of attending school through out-of-school suspensions and expulsions.
* Offering alternative ways of completing the high school experience someplace else (e.g., alternative school, community college) (Sugai & Horner, 2002).

These frequently enforced consequences:

* May lead to overly controlling environments.
* Could trigger and reinforce antisocial behavior.
* Can shift accountability and educational responsibility away from the school.
* Can devalue student-teacher relationships.
* Might weaken the link between academic and social behavior (Sugai & Horner, 2002; American Psychological Association [APA] Zero Tolerance Task Force, 2008).
* When implemented in high schools, prevention-based classroom management systems:
* Create and promote a positive school climate.
* Enhance student commitment to school.
* Teach and reward individual student social skills.
* Disrupt and monitor antisocial behaviors and interactions.

**3.1.Effective High School Classroom Management Adjustments**

Due to developmental differences between elementary and high school students, adaptations to classroom management strategies must be made. The following are some examples:

* Allow students to be involved in the development and implementation of goals. Students will be increasingly engaged in classroom management strategies if you give them [collaborative responsibility](http://www.apa.org/education/k12/learners.aspx) in the creation and implementation of expectations.
* Teach behavior expectations as you do in elementary school; do not assume that high school students understand social expectations.
* Remember: not all high school students are motivated by academic success or social success. Have students individually assist in identifying what they would find reinforcing.

**4. Effective Classroom Management Strategies (Recommendations for Teachers)**

 Successful Classroom Management covers everything from preparing for the school year to dealing with bullying to forging relationships with administrators.

* Establish a positive relationship with the class
* Praise is a powerful tool
* Welcome feedback from your students
* Create a safe learning environment
* Variety is the key to engage students
* Anticipate problems and be creative
* Change the tone
* Ramp up your enthusiasm
* Find things to appreciate
* Establish the expectation that everyone must participate in class every day
* Assessments should look forward, not back
* Do not use vague rules.
* Don't pander
* Do not ignore student behaviors that violate school or classroom rules (they will not go away).
* Do not use overly harsh or embarrassing punishments
* Do not try to solve problems alone if you have serious concerns about a student. Refer to your school psychologist or special education professional.
* To avoid disciplinary problems :
* Prepare the lessons thoroughly
* Show interest
* Make a close study for those who have difficulty in understanding
* Show confidence and act as somebody who expects his pupils/students to do what he/she requested from them
* Speak convincingly and clearly, never monotonously. Use language that your pupils/ students understand.
* Avoid noticeable personal mannerism. They destruct pupils 'attention and become object of fun at your expense.
* Do not start the lesson before you having the attention of everybody.
* Never continue to teach when the class is talkative or inattentive; stop work and insist on order and attention before resuming the lesson
* Keep pupils busy all the time ; idleness invites trouble
* Stop misbehaving and ignore petty matters
* Avoid useless threats
* Give a task to pupils whose attention is wavering

"Inappropriate behavior is a problem to be solved together in a supportive classroom community”. (Hardin, 2008, p. 145).

 “Effective classroom discipline… should be a means of helping students become caring, ethical individuals” (Hardin, 2008, p. 147)