Class Management

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Prelude

Be confident. Be considerate.

Class Management refers to the procedures and routines that are used to keep the daily business of the classroom running smoothly.

Think Back to your middle school days...

■ List 5 points your teachers repeatedly reminded.

■ List 5 effective tips your teachers applied in class.

Preparing--before the class begins...

■ Business before pleasure.

- 1. Look around the school environment.
- 2. Inquire about available indoor and outdoor spaces.
- 3. Check school facilities you plan to use.
- 4. Talk with the school staff.

■ Well begun, half done!

- 1. Clean and decorate the classroom.
 - student soster form
 - · seating chart
 - assignment sheet / grade
 - bonus coupons
- 2. Class Rules
- 3. Make lists or forms for specific purposes.
 - · student soster form
 - · seating chart
 - · behavior chart
 - · assignment sheet / grade
 - · bonus coupons
 - weekly / daily record
- 4. Plan teaching materials and activities



🔷 It's Your Turn.

■ Design:

- 1. daily roster
- 2. behavior chart
- 3. weekly / daily record

Preparing on the First Day of Class

■ First impression determines a teacher's position.

- 1. Be confident!
- 2. Make an impresive self-introduction.
- 3. Reveal something about yourself. Children like to know more about you.
- 4. Have some fun in role-play to get students involved.

■ Announce the aim and the regulations of the camp.

- 1. Be concise!
- 2. Announce the classroom rules.
 - Keep the classroom rules simple and short.
 - · Post the rules in the classroom.
 - · Be positive.
 - Make sure by asking questions.
- 3. Announce the class schedule.
 - · Post the schedule.
 - Summarize the course.
 - Set expectations.
 - Specify the regulations / the penalty.

■ The skills to announce something important.

- 1. Do ONE thing at a time.
- 2. Design simple gestures / signs / catchwords to
 - · catch students' attention.
 - show your demand.
 - remind students.
- 3. Use some aids / props to
 - catch students' attention.
 - show your demand.
 - · remind students.
- 4. Emphasize important points with proper gestures or body languages.
- 5. Deliver the speech with good eye contact, clear voice, and proper gestures.
- 6. Be redundant.
 - Students should hear, read or see key material at least three times.
- 7. Determine when students' talking is appropriate. (Appendix 1.)

■ Be acquainted with the students on the first day.

- 1. Know about them from their teachers in advance, if possible.
- 2. Icebreaker games (Appendix 2.)
- 3. Memorize their names/nicknames soon. (Maybe you have to give them English names.)
- 4. Pay attention to the children with particular physical or psychal conditions.
- 5. Diagnose the students' prerequisites learning by questionnaire or pre-test and give them the feedback as soon as possible.—Or, formerly ask their teachers to get the idea.

Involve students quickly.

- 1. Have brief talks with students before or after class.
- 2. Join their conversation about course topics.
- 3. Give students an opportunity to voice opinions about the subject matter.
- 4. Place a suggestion box in the rear of the room and encourage students to make written comments every time the class meets.
- 5. Gather student feedback soon to improve teaching and learning.
- 6. Establish the "climate" for the class.
- 7. Use a light touch: smile, tell a good joke



■ Think and Act:

- 1. 5 classroom rules
- 2. Announce to the class with some signs or tools.

Be Consistent

If students don't learn the organizational skills, they will always have problems in school, in jobs, and in their lives.

■ Operate the Regulations

- 1. Be a good role model.
- 2. Take attendance.
 - · Roll call, clipboard, sign in.
 - · Seating chart.
- 3. Check out absentees each period, especially at outdoor activities.
 - Go find the absentees and inform the school in no time.
 - Call or write a personal note.
- 4. Remind repeatedly, in verbal and written forms.
 - Stick a post-it note on student's desk.
 - Write on the blackboard and call students' attention(even ask them read aloud twice).
- 5. Keep a simple journal.
- 6. The school staff engaged in the camp they can be your support.

■ Establish daily routine.

- Start the class on time.
- 2. Complete work to be done.
- 3. Go through learning procedures.
- 4. Maintain the equipment, and conserve the learning supplies.
- 5. Ensure the safety.
- 6. Clean up the place.

■ Be a good role model.

- Establish your own credibility.
- 2. Do as you hope students do.
- 3. Share your good learning habits or tips with the students.
- 4. Let your students see your enthusiasm for the camp and your love of learning.

Be Organized

Teaching may best be defined as the organization of learning.

Organize your instruction.

- 1. Make a good plan.
 - Design handouts, worksheets, guidance to help your explanations be explicit.
 - · Practice teaching. / Rehearsal.
- 2. Put the teaching materials / stationery in order.
 - Place the extra handouts in a specific drawer or basket—Students always lose theirs and ask for your help.
 - Classify office supplies, teaching aids, handouts with boxes, envelopes or L folders, in good order. — Don't constantly stop your teaching for looking for them.
- 3. Post your daily schedule on the board.
- 4. Give visible structure by posting the day's "menu" on chalkboard or overhead.
- Scaffold the learning process well.
 Modeling → Coaching → Scaffolding → Articulation → Reflection → Exploration
- 6. Create a visual reminder for the students (and you) to keep track of their learning or tasks.—Also one copy in your journal.
- 7. Determine when students' talking is appropriate in class. (Appendix 2.)

■ Give students explicit instructions on how to achieve the learning.

- 1. Explain concisely, simply but clearly. Demonstrate directly if needed.
- 2. Tell students how much time they will need to study for this course.
- 3. Tell students what they need to do to reach a satisfying result.

■ Conduct a test in a proper way.

- 1. Give students plenty of opportunity for practice before a major test.
- 2. Even a quiz, organize and conduct it properly. Offer a hint if needed.

■ Draw Students' Attention.

3 physical interference in learning -- unlimited energy, a short attention span, boredom

- 1. Use variety in methods of presentation every class meeting.
- 2. Vary the lessons to make them more interesting.

- 3. Proper gestures or impressive catchwords.
- 4. Give a pre-test on the day's topic.
- 5. Start the lecture with a puzzle, question, paradox, picture, or cartoon to focus on the day's topic.
- 6. Invite students to ask questions and wait for the response.
- 7. Ask interesting news, especially related to the learning topic today.
- 8. Elicit student questions and concerns at the beginning of the class and list these on the chalkboard to be answered during the hour.
- 9. Have students write down what they think the important issues or key points of the day's lecture will be.
- 10. Have students write out their expectations for the course and their own goals for learning.
- 11. Do oral show of hands, multiple choice tests for summary review and instant feedback.
- 12. Put students into pairs or "learning cells" to quiz each other over material for the day.
- 13. Give students a take-home problem relating to the days lecture.
- 14. Stage a figurative "coffee break" about twenty minutes into the hour; tell an anecdote, invite students to put down pens and pencils, refer to a current event, and shift media.
- 15. Help extremely disorganized students--Deal with ONE thing at a time.

■ A fine wrap-up each day

- 1. Tidy up the classroom / gym.
- 2. A reflection of a day
- 3. Reminder of assignment / homework / things to take next day.

■ Seek out an MVP(s) each day when class is over. (MVP: most valuable pupil)

- 1. Get to know something about him/her/them.
- 2. Reward behavior you want: praise, stars, honor roll, personal note.
- 3. Expect students for better performance.
- 4. Imply the faults of some other students tactfully.

Challenging Students

Vary the activities.

- 1. Don't sacrifice the slow learners or shy students. --Competitive activities motivate students' learning, but usually the high achievers dominate the group.
- 2. Use task groups to accomplish specific objectives.
- 3. Have students apply subject matter to solve real problems.
- 4. Offer a survey to have students move and think.
- 5. Conduct a role-play to make a point or to lay out issues.
- 6. Form a student panel to present alternative views of the same concept.
- 7. Show a film in a novel way: stop it for discussion, show a few frames only, anticipate ending, hand out a viewing or critique sheet, play and replay parts.
- 8. Incorporate community resources: plays, concerts, the State Fair, government agencies, businesses, and the outdoors.

■ Enhance collaborative learning.

- 1. Make collaborative assignments for several students to work on together.
- 2. Assign written paraphrases and summaries of difficult reading.
- 3. Arrange helping trios of students to assist each other in learning and growing.
- 4. Form small groups for getting acquainted; mix and form new groups several times.
- 5. Pay more attention to the disadvantaged students. Encourage them to get involved in the games/learning.

Difficult Behaviors in the Classroom

Manage challenging student behaviors.

- Remind yourself: "If teaching were easy, everyone would be doing it." Teaching in front of a classroom full of students can be challenging, but on the other hand, very rewarding!
- 2. Use classroom management techniques before you become irritated, impatient or upset. We are much more powerful when we are centered, when we like our students, and when we view our students with fondness rather than impatience.
- 3. Instead of holding your students with an iron grip, allow them to be themselves until (and unless) their behavior distracts you or others in the class.
- 4. When noticing unproductive behavior, nip it in the bud. Otherwise, send a clear message to the students that it's OK for them to talk while you are talking, etc.
- 5. Allow students to save face. When we put students down in front of others, the entire class of students will turn against us.
- 6. If, by chance, you feel that you have spoken sharply in an attempt to manager your students, own up to it. "Wow, that sounded harsh. Forgive me!"
- 7. Stand, walk, clearly see, and return to their desks. That makes an impression.
- 8. If out of control, stop the game/activity and call them back to the seats for a little quiz or paper-pencil exercise. After the static exercise, have a short talk to them and tell them your expectations. Don't chatter!
- Rambling -- wandering around and off the subject. Using far-fetched examples or analogies.
 - 1. Refocus attention by restating relevant point.
 - 2. Direct questions to group that is back on the subject
 - 3. Ask how topic relates to current topic being discussed.
 - 4. Use visual aids, begin to write on board, turn on overhead projector.
 - 5. Say: "Would you summarize your main point please?" or "Are you asking...?"
- **Griping** -- maybe legitimate complaining.
 - 1. Point out that we can't change policy here.
 - 2. Validate his/her point.
 - 3. Indicate you'll discuss the problem with the participant privately.
 - 4. Indicate time pressure.

- Shyness or Silence -- lack of participation.
 - 1. Change teaching strategies from group discussion to individual written exercises.
 - 2. Give strong positive reinforcement for any contribution.
 - 3. Involve by directly asking him/her a question.
 - 4. Make eye contact.
 - 5. Appoint to be small group leader.
- **Side Conversations** -- may be related to subject or personal. Distracts group members and you.
 - 1. Don't embarrass talkers.
 - 2. Ask their opinion on topic being discussed.
 - 3. Ask talkers if they would like to share their ideas.
 - 4. Casually move toward those talking.
 - 5. Make eye contact with them.
 - 6. Comment on the group (but don't look at them "one-at-a-time").
 - 7. Standing near the talkers, ask a near-by participant a question so that the new discussion is near the talkers.
 - 8. As a last resort, stop and wait.
- Talkativeness -- knowing everything, manipulation, chronic whining.
 - 1. Acknowledge comments made.
 - 2. Give limited time to express viewpoint or feelings, and then move on.
 - 3. Make eye contact with another participant and move toward that person.
 - 4. Give the person individual attention during breaks.
 - 5. Say: "That's an interesting point. Now let's see what other people think."
- **Grandstanding** -- getting caught up in one's own agenda or thoughts to the detriment of other learners.
 - 1. Say:
 - "You are entitled to your opinion, belief or feelings, but now it's time we moved on to the next subject," or
 - "Can you restate that as a question?" or
 - "We'd like to hear more about that if there is time after the presentation."
 - 2. Turn to appeal some others for different opinions.
 - 3. Sometimes ignore the students' big talk.

- Sharpshooting -- trying to shoot you down or trip you up.
 - 1. Admit that you do not know the answer and redirect the question the group or the individual who asked it.
 - 2. Acknowledge that this is a joint learning experience.
 - 3. Ignore the behavior.
- **Heckling / Arguing** -- disagreeing with everything you say; making personal attacks.
 - 1. Redirect question to group or supportive individuals.
 - 2. Recognize participant's feelings and move one.
 - 3. Acknowledge positive points.
 - 4. Say: "I appreciate your comments, but I'd like to hear from others," or "It looks like we disagree."
- Overt Hostility / Resistance -- angry, belligerent, combative behavior.
 - 1. Hostility can be a mask for fear. Reframe hostility as fear to depersonalize it.
 - 2. Respond to fear, not hostility.
 - 3. Remain calm and polite. Keep your temper in check.
 - 4. Don't disagree, but build on or around what has been said.
 - 5. Move closer to the hostile person, maintain eye contact.
 - 6. Always allow him/her a way to gracefully retreat from the confrontation.
 - 7. Say: "You seem really angry. Does anyone else feel this way?" Solicit peer pressure.
 - 8. Do not accept the premise or underlying assumption, if it is false or prejudicial, e.g., "If by "queer" you mean homosexual..."
 - 9. Allow individual to solve the problem being addressed. He/she may not be able to offer solutions and will sometimes undermine his/her own position.
 - 10. Ignore behavior.
 - 11. Talk to him/her privately during a break.
 - 12. As a last resort, privately ask the individual to leave class for the good of the group.

Deal with Threats of Physical Violence —Hope it Never Happens!

■ The threatening behaviors -- harm on self or others

- 1. Dangerous, violent, and threatening behaviors to cause physical and mental harm, injury, indignity, harassment
- 2. Written or spoken abuse to the instructor, staff or to other students in any learning environment
- 3. Damage or threat to school property or property of students
- 4. Brandishing of lethal weapons, or assault in or out of class
- 5. Serious emotional and mental stress on others
- 6. Substantial disruption of normal campus activities

■ The safety and well-being of your students and yourself come first.

- 1. Remain calm!
- 2. Sent the injured student to the Health Center first, if any.
- 3. Avoid any stimulation or acceleration causing worse behaviors.
- 4. Call the school staff, or ask a smart student to inform the school staff of the situation. At least, one teacher should stay to deal with other students.
- 5. Take the violent student to the Office Of Student Affairs (訓導 / 學務處) or the Office Of Academic Affairs (教務處).
- 6. Leave the violent student to stay in the office to calm down, and let the school take over him/her.
- 7. Go back to keep the class going on.
- 8. Keep a journal.

Appendix 1

Managing Student Talking

By Emma McDonald

Retrieved from: http://www.education-world.com/a_curr/columnists/mcdonald/mcdonald021.shtml

It used to be that when students were learning in the classroom, silence reigned. Children were expected to sit still, sit silently, and do their work independently. With the onset of collaborative learning groups and hands-on learning activities, the lines of when students can and cannot talk have become blurred. So, how do you manage the talking going on your classroom without stifling creativity and learning?

The first thing to determine is when talking is appropriate in your classroom. Is it okay for students to talk while you are giving instruction or directions? What about when students are working on assignments? Do you mind if students talk while doing independent work, or is it only acceptable during pair and group activities? It's important to sit down and think through your preferences. I, personally, like a chatty class -- to a point. I do not appreciate talking while I'm teaching or giving directions. If students talk quietly while they are working, however, I don't mind -- as long as the work is accomplished. What are your expectations about talking in the classroom? Be specific when determining what is and is not acceptable to you. That will make it easier to communicate those expectations to your students.

Secondly, set the ground rules about talking. Let students know up front when it is okay to talk and when it is not okay to talk. Be sure to give them specific guidelines about talking times. For example, students may talk quietly when working on class assignments. The noise level should not get above the normal level. One teacher I know told her students that if she said her name in a normal tone of voice and no one heard, they were talking too loud. What do you mean by quietly? Give examples for students of what is and is not acceptable.

In my classroom and in workshop presentations, I use a concept I like to call, My Time/Your Time? During my Time (teacher-centered time), students should be focused on me, listening, and taking notes as needed. My Time includes lesson instruction, giving directions, and times when I addressing the class as a whole group.

Your Time refers to student centered time. During group work, class activities, and class assignments, students are allowed to talk quietly as long as they get their work completed. If the work is not getting done, then the privilege is gone for the day and they can try again tomorrow. I usually stress to my students that I try to teach in short increments (usually 10 minutes or so) and then move to a class activity. That makes them more willing to stay quiet and focused during My Time?-- when they know that in just a little while they are, I have the chance to talk.

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Third, use a consistent signal or set of signals to bring student focus back to you. When we allow talking in our class, very often it will get out of control. That is only natural. As human beings, we are very social creatures. We enjoy talking and sharing with others. As everyone begins to talk, the noise level increases until everyone is yelling. Just think about the last restaurant you went to. As more and more people sit to eat (and talk) the noise level increases. Using a signal keeps you from raising your voice and adding to the racket.

I have two signals that work best for me. The first is the quiet signal. Raising my hand in the air is a sign to students that they need to stop what they are doing (including talking) and focus on me. I also keep a small dinner bell in my pocket. When it gets too loud in the classroom, I ring my bell as a way of saying, "Quiet down." That helps students know it's time to get quiet, but they don't have to stop talking altogether. If everyone continues to talk loudly, I use the quiet signal and take a few moments to remind them of my expectations. Whatever signal(s) you decide to use, explain them fully to the class and practice a few times to help everyone understand how to respond appropriately. Also, be sure to use your signal(s) consistently.

Finally, monitor, monitor, monitor. There are two things that ensure our students will let themselves get out of control -- they are human beings and they are young. Do not expect that students only will talk about the lesson, class assignment, project, or other school related topics while you sit back at your desk doing paperwork or grading. It won't happen. As soon as they feel you are out of earshot, numerous topics will appear into the conversations around the classroom. Instead, while students are working and talking, walk around and listen to what is being said. That will help you notice which groups are more focused on the discussion of last weekend, movies, and school gossip than on their work.

Drop in on the conversation and give a gentle nudge toward the assignment. Ask questions such as, "How's it coming?", "Will that have you done so far?", or "That is one thing you have learned in this activity?" Don't ask, "Do you have any questions?" because invariably you'll get a quick reassurance from the students. Then, as soon as you leave, they'e back to their previous conversation. Instead, ask questions that make the group/pair focus on the work at hand. Lean in to let them know you are paying attention. It is amazing how quickly the conversation changes once they notice you're listening.

While a little bit of extra-curricular talk is okay, we want our students concentrating on their work. Also, when you notice the work is not getting completed, it's time to put a halt to the talking. Let everyone know they're lost their privilege for the rest of the day, but they'll get another chance tomorrow.

Appendix 2

Icebreaker Games

Retrieved from: http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/dayone.htm

Preparing on the First Day of Class

■ Be acquainted with the students on the first day.

- 2. Icebreaker games
 - 2-1 Have each person introduce themselves and give some information you and other students can associate with the person. This could be hometown, field, questions they have, why they join the activity, what they did this summer, etc. Include yourself in the introductions.
 - 2-2 Use a "naming cycle" in which students introduce one another with each successive person repeating names of all those already introduced. This can be a device to help you learn names quickly, and this will pay significant dividends in how students feel about you as an interested teacher.
 - 2-3 Have students interview one another and then have them introduce someone else on the next day. A variation could be to write a short sketch about the interviewed person to be turned in as well as being used for introductions.
 - 2-4 Have students complete an interest or experience survey from which the teacher would provide summarized feedback for discussion the second day. A variation could be oral student responses to the survey in class or responses with a show of hands.
 - 2-5 Select a key word from the course title and have students do an "association exercise" by reporting what first comes to mind, record answers on the chalkboard and use these to give an overview of the course.
 - 2-6 Ask students to suggest what problems or ideas they would like to see included in the course, or have them tell what they have heard about the course. Post these on the chalkboard and refer to the list when the syllabus is reviewed. Students can clarify or correct perceptions they have held.