Center for Teaching and Learning

Classroom Management Strategies or How to Become an Effective Teacher

Effective teaching highly depends on the teacher's ability to create a positive environment that is conductive to learning. Literature shows that classroom management is one of the most critical areas of concern for teachers as it directly impacts students' learning and academic performance. Grube, Ryan, Lowell, & Stringer (2018) define classroom management as the way teachers organize the students, the space, the time and materials needed so that student learning can occur. The key classroom-management approaches include: classroom organization with an emphasis on expectations, routines, and transitions; effective instruction, including scaffolded instruction, structure and organization, differentiated instruction, opportunities to respond, positive and corrective feedback, and motivational systems; self-management; and social development. (Martella & Marchand-Martella, 2015). All these approaches increase student success and, in turn, decrease behavior problems.

1. Classroom organization involves stating clear expectations and routines and managing transitions.

Expectations
- Inform students about classroom expectations and why these expectations are important
- Ask students to provide input on these expectations
- Keep the number of expectations to a minimum (between three and five)
- Use student-friendly language in stating the expectations
- State expectations in a positive language
- Present classroom expectations using an "_I do", "we do", "you do"_ approach

Routines
- Take enough time at the beginning of the term to teach students what to do in the classroom.
- Use short activities for students to complete at the beginning of the class to get them ready or during the class
- Clearly explain the routines to help with the smooth flow of activities
- Have several ways to quickly group students for activities

Transitions
- Remember that moving from one activity to the next takes time; take this into consideration when developing the lesson plan.

Compiled by A. Botis
April, 2019

- Decrease transition time as much as possible by clearly teaching the classroom expectations and routines as described above

2. Effective instruction includes: scaffolded instruction, structure and organization, differentiated instruction, opportunities to respond, positive and corrective feedback, and motivational systems.

Scaffolded instruction moves students from little to no knowledge of a skill to a demonstration of skills or knowledge at high levels.

a. Explicit modeling or the *"I do"* of instruction also called teacher modeling
- model/demonstrate the skill to be learned to students
- have clear goals and objectives for the skill
- explain the step-by-step instructions and directions

b. Guided practice or the "*we do*" of instruction also called prompted practice
- provide assistance or guidance to students as required while they perform the skill
- give students both positive and corrective feedback

c. Independent practice or the *"you do"* of instruction
- can move to this level once students are performing at least 80% correct in guided practice
- you still need to monitor students in this stage

d. Assessment of mastery- once students demonstrate skills independently, they should be assessed for mastery
- However, if skill weakness is evident, re-teaching is provided

Structure and organization or how lessons are planned and formatted to ensure maximum teacher and student success

- Have a well-structured lesson plan for each class
- Clearly state the objectives and the desired outcomes on your lesson plan
- Inform students in advance about any preparation they need to do for the class
- Make your class interactive

Differentiated instruction

- Remember that students come to us with varying skill levels; therefore, start by assessing individual student's needs
- Ask students what their needs are (what they want to learn; how they learn best; what their expectations are from the course and from the instructor)
- Adapt the intensity of the instruction to the students' skill level
- Move from more teacher-directed instruction when students are naïve learners, to more student-centered instruction when students have the skills to do it on their own

Opportunities to respond

- Provide opportunities for students to respond correctly to questions during the class
- "When students respond correctly and frequently, they learn more and misbehave less" (Martella & Marchand-Martella, 2015, p. 254).

- Make sure students have the necessary prerequisite skills to participate in the classroom activities, especially when they learn new skills; otherwise frustration and behavior problems may occur

Positive and corrective feedback is a critical aspect of effective instruction

- Provide immediate feedback to students on their performance
- Use effective corrective feedback in the form of error correction procedures; these include:
  - ✓ Model - show the student the correct response
  - ✓ Lead - help the student make the correct response
  - ✓ Test - see if the student can make the correct response independently
  - ✓ Delayed test - see if the student can make the correct response at a later time
- Avoid negativity in the feedback; avoid phrases such as "No," "That's incorrect," "Now you are guessing," "You can do better than that," and "You are not trying hard enough."
- Be objective when providing feedback

Motivational systems

- Make lessons as engaging and as interesting as possible.
- Create a positive relationship with students
- Use praise statements made in a neutral or positive/pleasant tone of voice to appreciate a desired behavior
- Always tell students what behaviors they are exhibiting correctly (e.g., "Good job working on the computer, Joe," rather than "Good job, Joe")
- Award students points for specified behavior; again, be objective when awarding points

3. Self-management refers to students' ability to perform self-evaluation in order for them to determine independently if they met their learning needs.

- Teach students how to measure their own performance against some specified standard
- Model the procedure of self-evaluation
- Provide students with accurate feedback on their performance.

4. Social development includes both individual responsibilities and team responsibilities students develop in order to have meaningful relationships with their peers, teachers, and parents.

- In your classroom, include activities that provide opportunities for students to work in teams
- Help students determine group roles and responsibilities
- Assist students in resolving group conflict with respect for all involved

Remember that success stimulates success!!!

References:

Bandiera G, Lee S, & Tiberius R. (2005). Creating effective learning in today's emergency departments: How accomplished teachers get it done. *Annals of Emergency Medicine*, *45*(3), 253–261. Retrieved from http://search.ebscohost.com.ezproxy.lib.ucalgary.ca/login.aspx?direct=true&db=rzh&AN=106473258&site=ehost-live

Clark, K. R. (2017). Managing the higher education classroom. *Radiologic Technology*, *89*(2), 210–213. Retrieved from http://search.ebscohost.com.ezproxy.lib.ucalgary.ca/login.aspx?direct=true&db=rzh&AN=125985547&site=ehost-live

Grube, D., Ryan, S., Lowell, S., & Stringer, A. (2018). Effective classroom management in physical education: Strategies for beginning teachers. *Journal of Physical Education, Recreation & Dance*, *89*(8), 47–52. Retrieved from http://search.ebscohost.com.ezproxy.lib.ucalgary.ca/login.aspx?direct=true&db=eric&AN=EJ1193398&site=ehost-live

Martella, R. C., & Marchand-Martella, N. E. (2015). Improving classroom behavior through effective instruction: An illustrative program example using "SRA FLEX Literacy." *Education and Treatment of Children*, *38*(2), 241–271. Retrieved from http://search.ebscohost.com.ezproxy.lib.ucalgary.ca/login.aspx?direct=true&db=eric&AN=EJ1070267&site=ehost-live

Moore Partin, T. C., Robertson, R. E., Maggin, D. M., Oliver, R. M., & Wehby, J. H. (2010). Using teacher praise and opportunities to respond to promote appropriate student behavior. *Preventing School Failure*, *54*(3), 172–178. Retrieved from http://search.ebscohost.com.ezproxy.lib.ucalgary.ca/login.aspx?direct=true&db=eric&AN=EJ872087&site=ehost-live

Compiled by A. Botis
April, 2019