Classroom Management

Chapter 12

Why is classroom management important?

- Effective classroom management correlates with high achievement. It increases engaged learning time.
- Effective materials are chosen for reading.
- There are a minimum of interruptions.
- This is one of the biggest challenges to new teachers.

Preventative classroom management

- Good Brophy: Preparing for and anticipating problems before hand reduces the problem
- Effective classroom managers
  - Prepare and plan
  - Manage group instruction
  - Monitor progress

Plan lessons in advance

- Break lesson into parts
- Present the parts
- Have a variety of activities to keep the students engaged in learning
- Grouping students boosts the interaction time between teacher and student.

Kounin identified these techniques:

- 1. Withitness: the teacher knows what is going on and lets the student know it.
- 2. Overlapping: Teacher does more than one thing at a time.
- 3. Smoothness of transition from activities
- 4. Momentum: teacher's ability to pace lessons
- 5. Group alerting: teacher's ability to keep students' attention during lessons
- 6. Acccountability: teacher knows if students are learning.

Blair offers these suggestions:

- Have classroom rules posted.
- Organize materials
- Plan seating arrangement. Be able to see the whole class.
- Collect as much assessment data as possible.

Prparing a lesson

- Have all materials ready.
- Know when to pass them out.
- Plan for movement
- How will you handle seatwork assignments?

Teaching a lesson

- Notice how much time it takes. When interest wanes, move on to a different activity.
- Don’t dwell too long on a topic, but don’t leave a question unanswered.
- Handle misbehavior quickly and positively
- Move around the room

Monitor student progress

- Have students show their work.
- Monitor seatwork by moving around the room.
- Give directions and go over first two questions.
- Re explain if there is confusion, movement, talking.

Grouping for instruction

- Whole group: When all the students need the instruction.
- Storytelling
- Teaching skills-SQ3R, skimming, scanning, maps, graphs, charts.
- Small groups-fosters more interaction and action learning. Includes-cooperative groups, ability groups, paired reading.

Advantages to small group instruction:

- Active learning with reading, writing, talking.
- More feedback is given.
- Social setting is motivational
- Affective issues of self esteem are addressed.

Paired/Peer Groups

- High achieving paired with low achieving improved motivation.
- Peer tutoring and discussions are the result.

Small groups cont.

- Skill groups-Group has similar needs and is disbanded after the objectives are met.
- Interest Groups-read books from the same author. Read books on a topic and prepare a report.
- Research Groups-Use expository text. Collect, organize, and synthesize information and share it.

Cooperative groups

- Heterogeneous groups, active learning, each student needs a vested interest.
- Johnson and Johnson say this produces critical thinking and metacognition.
  - Give the objectives
  - Explain the lesson with guided practice
  - Assign student to proper sized group
  - Explain the task
  - Observe student interaction and consult.
  - Evaluate the group product

Ability groups

- Based on present achievement
- Needs differentiation of instruction
- Flexible
- Allington says student in low groups read less.
- Other grouping should be used as well.
- Narrows the range of achievement
- Teachers can focus on short range goals.

Basal readers

- Large group introduction. Small group follow up.
- Did not include below level readers.