



Second Characteristic — Classroom Management

The effective teacher is an extremely
good classroom manager.

You Have Arrived at Possibly the Most Important Unit in This Book

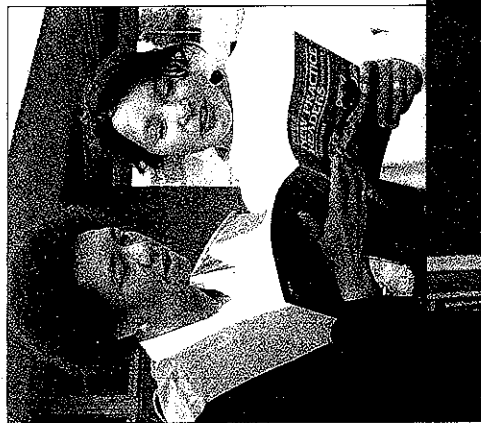
We know what the single most important factor governing student learning is. In a study reviewing 11,000 pieces of research that spanned 50 years, three researchers determined that there are 28 factors that influence student learning and these have been rank ordered. **The most important factor governing student learning is Classroom Management.¹**

How you manage the classroom is the primary determinant of how well your students will learn. *The First Days of School* is based on the following research findings:

- ✓ The three characteristics of effective teachers:
They have classroom management skills,
teach for lesson mastery, and
practice positive expectations.²
- ✓ Classroom management skills are of primary importance in
determining teaching success.³
- ✓ The number one factor governing student learning is classroom
management.⁴
- ✓ The first day of school is the most important day of the school year. Effective
classroom management practices must begin on the first day of school.⁵

Based on these findings, this is a statement of dignity for the teaching profession.

It is the teacher who makes the difference in the classroom.



It is the principal who makes the difference in the school.



It is the teacher who makes the difference in the classroom.

¹Wang, Margaret, Geneva Haertel, and Herbert Walberg, (December 1993/January 1994), "What Helps Students Learn?" *Educational Leadership*, pp. 74-79.
²Good, Thomas, and Jere Brophy, (1994), *Looking in Classrooms*, HarperCollins, pp. 376-377.

³Emmet, Edmund, Carolyn Evertson, Barbara Clementis, and Murray Worsham, (1997), *Classroom Management for Secondary Teachers* (2nd ed.), Needham Heights, Mass.: Allyn & Bacon; Carolyn Evertson, Edmund Emmer, Barbara Clementis, and Murray Worsham, (1994), *Classroom Management for Elementary Teachers*, Needham Heights, Mass.: Allyn & Bacon.

⁴Wang, Margaret, Geneva Haertel, and Herbert Walberg, (December 1993/January 1994), "What Helps Students Learn?" *Educational Leadership*, pp. 74-79.
⁵Brooks, Douglas, (May 1986), "The First Day of School," *Educational Leadership*, pp. 76-79.

The teacher is responsible for organizing a well-managed classroom where the students can learn in a task-oriented environment.

The First Thing You Need to Know

Effective teachers **MANAGE** their classrooms.
Ineffective teachers **DISCIPLINE** their classrooms.

The fact that you know how to cook a steak does not make you a successful restaurateur. For that, you need to know about accounting procedures; federal, state, and local regulations; sanitation laws; union agreements; and worker and customer relationships. How to cook a steak is the last thing you need to know. The first thing you need to know is how to manage the restaurant.

Likewise, you manage a classroom;
you don't discipline a classroom.

The fact that you have a college degree in English does not make you a teacher, much less an English teacher. You need to know about academic learning time, formative and summative testing, criterion-referenced testing, discipline plans, procedures and routines, learning styles, motivation theory, record-keeping procedures, identification of learning disabilities, higher-order thinking skills, due process, privacy rights, grouping, community services, learning for mastery, remediation and correction, prescriptive learning, credibility, and a whole host of other things.

Alice Waters, who introduced California cuisine to the world, is noted not only for her skill in the kitchen but also for her skill in running her restaurant, Chez Panisse, in Berkeley, California.



is the principal who makes the difference the school.



the difference

A degree in English is the last thing you need. The first thing you need to know is how to manage a classroom full of students. You were not hired to teach third grade, coach football, or teach English. You were hired to take a group of students and turn them into interested and productive learners in a well-managed classroom.

Teachers almost never think about managing a classroom. They only think about presenting lessons—lectures, worksheets, videos, activities—never management. Most classrooms are nonmanaged. And any situation that is nonmanaged can easily turn chaotic.

What Is Classroom Management?

Classroom management refers to all of the things that a teacher does to organize students, space, time, and materials so that instruction in content and student learning can take place.

The research indicates that the amount of time that students spend actively engaged in learning activities is directly linked to their academic achievement. It also shows that teachers who are good classroom managers are able to maximize student engaged time or academic learning time. (See Chapter 21.)

Brophy and Evertson say, "Almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success, whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental. **A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much.**"¹

Most teachers do not teach.

Most teachers do activities.
And when problems arise,
they discipline.

Most classrooms are
nonmanaged.

And because of this, little is
accomplished.

¹Brophy, Jere, and Carolyn M. Evertson. (1976). *Learning from Teaching: A Developmental Perspective*. Needham Heights, Mass.: Allyn & Bacon.

Classroom management includes all of the things a teacher must do toward two ends:

1. To foster student involvement and cooperation in all classroom activities
2. To establish a productive working environment

To foster student involvement and cooperation in all classroom activities, the effective teacher plans a variety of activities that are appropriate for learning. These activities may include reading, taking notes, participating in group work, taking part in class discussions, participating in games, and producing materials. An effective teacher has every student involved and cooperating in all of these activities.

For all students to work on their activities, the environment must be conducive to learning. Students must pay attention, be cooperative and respectful of each other, exhibit self-discipline, and remain on task. In addition, the room must have a positive climate, all materials must be ready and organized, and the furniture must be arranged for productive work.

Characteristics of a Well-Managed Classroom

You expect a department store to be well managed. When asked what that means, you would probably list some of these characteristics:

- ✓ **The store:** Its layout, organization, and cleanliness
- ✓ **The merchandise:** Its display, accessibility, and availability
- ✓ **The help:** Their management, efficiency, knowledge, and friendliness

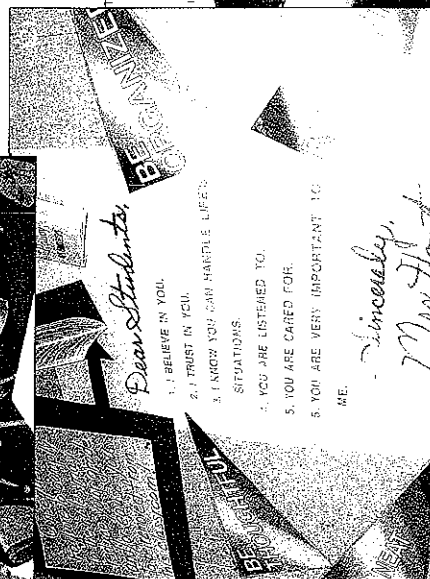
You could probably do the same for a restaurant, an airline, or a doctor's office. In fact, you have probably said more than once, "If I ran this place, I would do things differently."

Well, if you ran a school or a classroom, which is what you do, how would you run the place? That is called classroom management, and the characteristics of a well-managed classroom are well known.

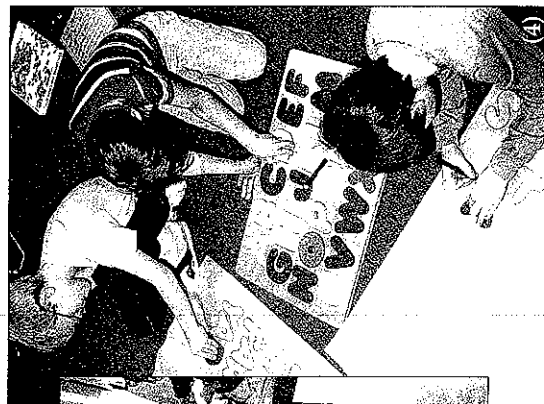
The most important thing a teacher can provide a classroom the first week of school is **SECURITY**.

Students want a well-managed classroom more than the teachers do because a well-managed classroom gives students **SECURITY**. There are no surprises, no yelling in a classroom where everyone, teacher and students, know what is happening. It comes from installing procedures and routines.

The Effective Teacher Has a Well-Managed Classroom



- (1) This room is arranged for productive work.
- (2) This room has a positive climate.
- (3) The students are on task.
- (4) The students are cooperative and respectful of one another.



The Characteristics of a Well-Managed Classroom²

1. Students are deeply involved with their work, especially with academic, teacher-led instruction.
2. Students know what is expected of them and are generally successful.
3. There is relatively little wasted time, confusion, or disruption.
4. The climate of the classroom is work-oriented, but relaxed and pleasant.

²Emmer, Edmund, Carolyn Evertson, Barbara Clements, and Murray Worsham, (1997), *Classroom Management for Secondary Teachers* (3rd ed.). Needham Heights, Mass.: Allyn & Bacon; Carolyn Evertson, Edmund Emmer, Barbara Clements, and Murray Worsham, (1994), *Classroom Management for Elementary Teachers*. Needham Heights, Mass.: Allyn & Bacon.

Techniques to Help You Implement the Four Characteristics of a Well-Managed Classroom

<u>Characteristics</u>	<u>Effective Teacher</u>	<u>Ineffective Teacher</u>
1. High level of student involvement with work	Students are working. (See page 200.)	Teacher is working.
2. Clear student expectations	Students know that assignments are based on objectives. (See page 221.) Students know that tests are based on objectives. (See page 229.)	Teacher says, "Read Chapter 3 and know the material." "I'll give you a test covering everything in Chapter 3."
3. Relatively little wasted time, confusion, or disruption	Teacher has a discipline plan. (See page 141.) Teacher starts class immediately. (See page 121.) Teacher has assignments posted. (See page 121.)	Teacher makes up rules and punishes according to his or her mood. Teacher takes roll and dallies. Students ask for assignments repeatedly.
4. Work-oriented but relaxed and pleasant climate	Teacher has invested time in practicing procedures until they become routines. (See page 174.) Teacher knows how to bring class to attention. (See page 181.) Teacher knows how to praise the deed and encourage the student. (See page 183.)	Teacher tells but does not rehearse procedures. Teacher yells and flicks light switch. Teacher uses generalized praise or none at all.

A Task-Oriented and Predictable Environment



A well-managed classroom is a task-oriented and predictable environment.

A well-managed classroom is a task-oriented environment where students know what is expected of them and how to succeed. According to the research, most students will make better achievement gains in a class such as this.

A well-managed classroom is also a predictable environment. Both teacher and students know what to do and what is supposed to happen in the classroom. You should be able to close your eyes and not only envision learning taking place but also know why it is taking place because of how you have chosen to manage the classroom environment.

It is the responsibility of the teacher to manage a class to see that a task-oriented and predictable environment has been established.

Power comes when you make life predictable for people.

—Howard H. Stevenson



Aaron Rosander manages his classroom for student success.

We Even Have a Nordstrom

"We even have a Nordstrom at Tyson's Corner!" she said, with a pixieish smile of delight, as if the queen of England had just moved in next door.

Surveying my puzzled look, she said, "You mean you don't know about Nordstrom?" Her eyes conveyed a mix of astonishment and pity.

"Let me tell you about Nordstrom," she continued. "The other day, my mother came to visit me. She had never been to Nordstrom, so that's where we went. As we passed the men's clothing department, the salesman said, 'May I help you?'"

"My mother said that she was looking for some shoes. Graciously, he said, 'Please, let me show you the shoe department,' and proceeded to escort my mother and me across the store to the shoe department. He introduced my mother to one of the salesclerks, then smiled and dashed back to his department."

"She bought shoes that day but never mentioned her purchases to anyone. All she could talk about was how well she had been treated at Nordstrom."

You can have a classroom like this. For an explanation of how to have a well-managed classroom where the students are responsible, know the classroom procedures, and are on task and learning, please refer to Chapter 20.

It Works So Well, It's Scary

I start each class with a "Constitution minute" (CM). The CMs are actual transcripts from NBC Radio that were broadcast during the bicentennial of the Constitution.

Several weeks before—

- Each student is given a copy of the actual transcript.
- Each student is assigned a date of delivery in front of the class.
- Transcripts are to be memorized.
- Ideas for effective presentation are discussed.
- Procedures for the presenters' expectations are discussed.
- Procedures for the listeners' expectations are discussed.

On the day of the delivery—

- The student presenter proceeds to the front of the room ready to present his or her CM before the class begins.
- The rest of the class is seated and ready to listen and take a few brief notes.
- One minute after the bell rings, the presenter begins the CM.
- Approximately one minute later, the CM is over and the presenter sits down.
- The class checks the front board for the schedule, procedure, or assignment for the day.



Arthur Kavanaugh and his students at Wissahickon Middle School.

During this time, I sit quietly in the back of the room and listen, grading the presentation, taking the roll, and so on.

The class automatically starts itself.

- They're quiet.
- They're organized.
- They're ready to learn.
- They know what is expected.

It works so well, it's scary.

Within two minutes, the class is ready and I haven't said a word and yet we have accomplished one learning activity—all managed by procedures.

—Arthur H. Kavanaugh
Ambler, Pennsylvania

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The Effective Teacher

1. Works on having a well-managed classroom.
2. Trains students to know what they are to do.
3. Has students working on task.
4. Has a classroom with little confusion or wasted time.



Teachers who are ready maximize student learning and minimize student misbehavior.

Why Effective Teachers Have a Minimum of Problems

The effective teacher has a minimum of student misbehavior problems to handle.

The ineffective teacher is constantly fighting student misbehavior problems.

Yet the situation is easy to remedy.

Don't be ineffective—you and your students will pay for it. Ineffective teachers have classrooms that are not ready. Confusion leads to problems; problems lead to misbehavior; and misbehavior leads to constant tangling between teacher and students. The ineffective teachers, each day, become more and more stressful, burned out, negative, cynical, and angry. They quickly learn to blame everyone and everything else for their problems.

Evertson and Anderson were the first to show the importance of effective classroom management at the beginning of the school year. They did this in two articles that addressed having the room ready.¹

Half of Your Effectiveness Is Determined Before You Leave Home

The amount of work you will accomplish will be determined before you even leave for work.

Half of what you will accomplish in a day will be determined before you even leave home.

Three-quarters of what you will accomplish in a day will be determined before you enter the school door.

You need to prepare yourself, both academically and attitudinally, before you leave home and as you travel to school.

You increase the chance of student success and decrease the chance of student disruptions if the materials, classroom climate, and teacher are ready before the students arrive.

¹Evertson, Carolyn, and L. Anderson. (1997). "Beginning School." *Educational Horizons*, 57(4), pp. 164-168; Evertson, Edmund, Carolyn Evertson, and L. Anderson. (1980). "Effective Classroom Management at the Beginning of the School Year." *The Elementary School Journal*, 80(5), pp. 219-231.

A Successful Restaurant Is Ready

The Table Is Ready. The table is set and waiting when you arrive at your reservation time.

The Dining Room Is Ready. The atmosphere or ambiance is conducive to a pleasant dining experience.

The Staff Is Ready. You can expect fine service because the staff has high expectations that you will enjoy your dinner.

A Successful Teacher Is Ready

The Work Is Ready. The desks, books, papers, assignments, and materials are ready when the bell rings.

The Room Is Ready. The classroom has a positive climate that is work-oriented.

The Teacher Is Ready. The teacher has a warm, positive attitude and has positive expectations that all students will succeed.

Have your classroom ready, every single day, especially the first days of school. This is obvious. When you walk into a restaurant, an office, or a store, you expect it to be ready—for YOU. You become upset if things aren't ready.

When people come to your home for a dinner party, you increase the possibility of having a successful dinner if your table is ready. When your team or group goes out to compete or perform, you increase the chances of winning if your team or group is ready. When the students come to the student council meeting, you will probably have a successful meeting if the agenda has been well thought out.

The Perfect Tribute, The Imperfect Film

This is a true story.

In haste, a teacher whipped out her film library catalog and ordered the perfect film for her U.S. history class lesson on the Civil War. The film was *The Perfect Tribute (Abraham Lincoln)*.

She told the clerk the name of the film and the catalog number, inadvertently giving the clerk the catalog number of the next film, also called *The Perfect Tribute*.

Without previewing the film, she ran it for the class. It was a film made for morticians on how to sell caskets—*The Perfect Tribute*.

*All battles are won
before they are fought.*

—Sun Tzu

You know very well that if a client calls and you are not ready, you will lose the sale. If you are not prepared for your interview, you may not have another one. If you are not ready when the teacher calls on you, you may receive a poor grade.

In the real world, you would be fired if you were not ready. In the competitive world economy, our students must be ready. We teach readiness by modeling readiness: in our work, in our class environment, in ourselves. People who are not organized and not ready suffer the consequences.



Readiness is the primary determinant of teacher effectiveness.

Before You Move a Single Desk . . .

Before you move any furniture or put anything on the walls, here are some truisms:

1. A climate of work is what you want to establish during the first week of school.
2. The first week of school should stress large group organization and student procedures.
3. Spend your time on classroom management of student procedures rather than making your classroom look like a showcase. A few bare but clean bulletin boards, shelves, and flowerpots won't disturb anyone.
4. Do not overarrange or overdecorate your room for the opening of school.
5. Your room should be neat and pleasant, but don't spend time making it the ultimate room you want by Back-to-School Night.
6. Don't bother having the learning center, classroom library, or resource center complete. *(You don't need a learning center on the first day of school. Wait a week or so after the students have the classroom rules and procedures and routines down pat before you allow them to work at the learning center.)*

The three most important words to a painter, pilot, or chef are **preparation, preparation, preparation.**

The three most important words to a teacher are **preparation, preparation, preparation.**

A cluttered or barren room sends a negative message to your pupils. A well-organized, attractive room gives an "in control" image that students respect. It is imperative that you have your room ready and inviting before the students come on the first day of school.

The following examples, like most examples in this book, are generalized and conceptual. Apply and adapt the examples to your situation.

Prepare the Floor Space

- ✓ Count the number of desks and chairs needed. Arrange to have damaged furniture replaced and sufficient furniture brought in. Ask for needed items well ahead of time. Do not be hostile if things are not as you want them, especially if your requests are made at the last minute.
- ✓ Administrators and custodians are truly helpful people and want quality education for the children as much as you do. Get to know them and you'll discover that they are competent, cooperative, compassionate, and helpful. They are not the ogres the negative teachers would want you to believe they are.
- ✓ Even if you plan to change your room arrangement during the school year, it is wise to begin the year with the desks in rows facing the teacher. This minimizes distractions, allows you to monitor behavior more readily, and helps you become familiar with the students in your class.
- ✓ Desks do not have to be in traditional rows, but all chairs should face forward so that all eyes are focused on you.
- ✓ Place students' desks where students can easily see the teacher during whole class or small group instruction.
- ✓ Keep high-traffic areas clear. Don't put desks, chairs, or tables in front of doors, water fountains, sinks, pencil sharpeners, or your desk.
- ✓ Have a strategic location ready for students who need to be isolated from the rest of the class.

Strategic Locations for Students with Behavioral Problems

Behavioral problems will occur from time to time. They come with the turf, just like infractions in hockey. And when an infraction occurs in hockey, there is an area, or strategic location, set aside for the offender.

The effective teacher states to the class that behavioral problems will be handled promptly and competently. This conveys the message that you are in control and ready.

An axiom of handling behavior problems is that little or no instructional time should be lost (Chapter 19). Time is wasted when you stop to find a place or move furniture around for the offender. The good students resent this waste of time just as much as you resent the troublemaker.

Types of Students Who Cause Behavioral Problems

Aggressive—the hyperactive, agitated, unruly student
Resistant—the student who won't work
Distractible—the student who can't concentrate
Dependent—the student who wants help all the time

Locations for Students Causing the Problems

Separate—Disruptive students must be separated from the class or at least from other problem students. This is appropriate for aggressive and resistant students.

Nearby—Disruptive students must be placed close to the teacher. This is appropriate for distractible, dependent, and occasionally resistant students.

Prepare the Work Area

- ✓ Arrange work areas and desks so that you can easily see and monitor all the students and areas no matter where you are in the room.
- ✓ Students should be able to see you as well as frequently used chalkboards, bulletin boards, screens, demonstration areas, and displays.
- ✓ Keep traffic areas clear. Allow enough clearance to move up and down and around the last seat in the row.
- ✓ Keep access to storage areas, bookcases, cabinets, and doors clear.
- ✓ Learn the regulations regarding fire, earthquakes, tornadoes, hurricanes, and other natural disasters, and have the classroom ready for such emergencies.
- ✓ Make sure that you have enough chairs for the work areas.
- ✓ Be sure that you have all necessary materials for your work areas, such as books, laboratory supplies, media, activity cards, tools, and instruments.
- ✓ Test any equipment to make sure that it works before you intend to use it.
- ✓ Use tote trays, boxes, coffee cans, dishpans, or whatever to store the materials students will need. Arrange your room for these to be readily accessible to the students.
- ✓ Arrange work areas where students can go for reading and math groups, science laboratory areas, project work, learning centers, and independent study. (Remember, you may not need these areas on the first days of school.)

Prepare the Student Area

- ✓ Save yourself many a headache! Plan areas for student belongings now. Provide space for their binders, backpacks, books, lunchboxes, umbrellas, shoes, show-and-tell items, lost-and-found items, skateboards, and projects.
- ✓ Provide a coatrack for the students to hang their coats.

Prepare the Wall Space

The most effective classes are those where the students are self-disciplined, self-motivated, and self-responsible learners. Teach your students to consult the bulletin boards for information on what to do and how to do it. You do this by teaching procedures and routines (Chapter 20). Also, consult Chapter 15 on posting your assignments.

- ✓ Cover one or more bulletin boards with colored paper and trim, and leave it bare. The purpose of this bulletin board is to display student work, not to be decorated by a teacher to look like a department store show window.
- ✓ Display your discipline plan in a prominent place. You can relocate it after the first week. (See Chapter 18.)
- ✓ Post procedures, assigned duties, calendar, clock, emergency information, schedules, menus, charts, maps, decorations, birthdays, and student work.
- ✓ Have a consistent place for listing the day's or week's assignments.
- ✓ Post a large example of the proper heading or style for papers to be done in class.
- ✓ Post examples of tests students will take, assignments they will turn in, and papers they will write.
- ✓ Display the feature topic, theme, chapter, or skill for the day or the current unit.

When to Prepare

You don't build your football team on game day.

You don't drill a well when you get thirsty.

And you don't discuss procedures once an emergency has begun. That's not the time to discuss what should be done. Preparation is the key for teacher success.

Prepare the Bookcases

- ✓ Do not place the bookcases or display walls where they obstruct any lines of vision.
- ✓ Rotate materials on the shelves, and leave out only those items you are willing to allow students to handle.
- ✓ Do not place books or other loose materials near an exit where they can easily disappear or where they may hide emergency information.

Prepare the Teacher Area

Maximize your proximity to students and frequently used materials and equipment. Time is lost when teachers and students waste steps to reach each other, gather materials, or use classroom equipment.

The closer you are to your students, the more you will minimize your classroom behavior problems. When the teacher is physically close to the students and can get to them quickly, their on-task behavior increases. When the teacher is far from a student and cannot get to a student quickly, the student is more likely to stop working and disrupt others. **Maximize your proximity to minimize your problems.**



A teacher's discipline problems are directly proportional to the distance from the students.

- ✓ Place the teacher's desk, file, and other equipment so that they do not interfere with the flow of traffic. Do not create a barrier between yourself and your students. Place your desk so that you can move quickly to a student to assist, reinforce, or discipline.
- ✓ Place the teacher's desk so that you can easily monitor the classroom while at your desk or working with individual students.
- ✓ Place the teacher's desk away from the door so that no one can take things from your desk and quickly walk out.
- ✓ If you choose to have everything on and in your desk treated as personal property, make this clear during your teaching of classroom procedures and routines.



A teacher's problems are directly proportional to the amount of distance between the teacher and the students.

Prepare the Teaching Materials

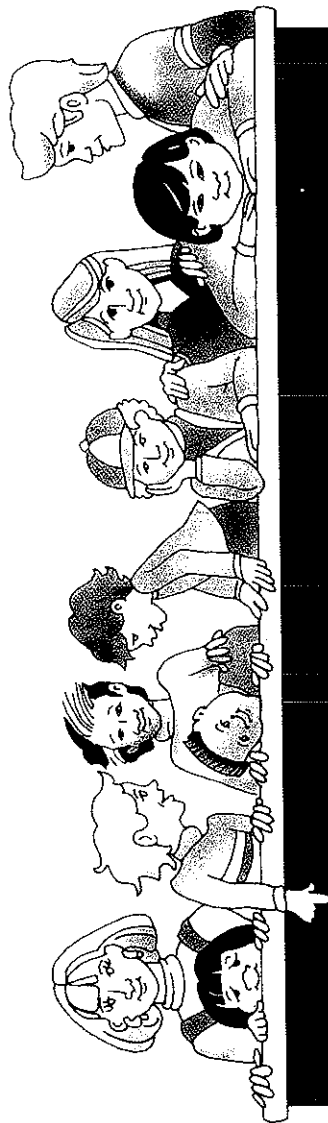
- ✓ Have a letter ready with the materials you want your students to bring from home. Have a place and a procedure ready for the storage of these materials.
- ✓ Have a method ready for matching students to a desk. Have name cards ready and on the students' desks. Or use an overhead transparency correlating desk arrangement with the student's name.
- ✓ Have your basic materials ready for the first week of school. These include books, papers, pencils, rulers, glue, chalk, felt pens, stapler, tape, clipboard, crayons, felt-tip markers, construction paper, instruments, calculators, laboratory supplies, manipulatives, playground equipment, and computer software. Buy a bell or a timer if you wish to use either as a signal.
- ✓ Find and organize containers for your materials. Use copy paper boxes, dishpans, coffee cans, milk cartons, and shoeboxes to store materials. Label your containers, and place in each an inventory card listing everything that should be in the container.
- ✓ Store seldom-used materials out of the way, but be sure they are inventoried and ready for immediate use.
- ✓ Place electronic media where there are electrical outlets and where the students will not trip over the wires. Have an extension cord and an adapter plug handy.
- ✓ Organize and file your masters, stencils, and computer disks. Do likewise with your extra worksheets so that they are immediately ready for any students who were absent or who need extra help.

Finally, Prepare Yourself

- ✓ Keep your briefcase, purse, keys, and other valuables in a safe location.
- ✓ Have emergency materials handy, such as tissue, rags, paper towels, soap, first-aid kit, and extra lunch money. Store these for your use, not the students'.
- ✓ Obtain a teacher's manual for each textbook you will use in your class.

- ✓ Obtain a supply of the forms that are used for daily school routines, such as attendance forms, tardy slips, hall passes, and referral forms. Since you will use these forms each day, place them where you can find them immediately.

To be an effective teacher, be prepared. **Teachers who are ready maximize student learning and minimize student misbehavior.**



The Effective Teacher

1. Prepares, prepares, and prepares.
2. Prepares the classroom for effective work.
3. Maximizes proximity to the students.
4. Maximizes proximity to materials.