



CLASSROOM MANAGEMENT

Strategies and Tips for Teachers

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The Wheels on the Bus

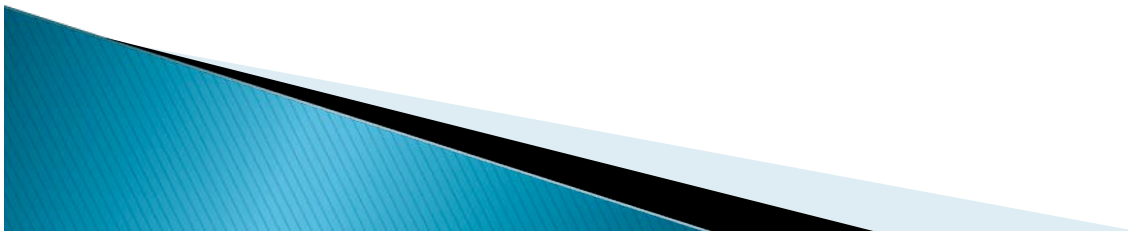


The Basis for Off-Task Behavior

- ▶ Problems arise when lessons are:
 - Irrelevant to the student
 - Boring to the student
 - Sources of anxiety for the student

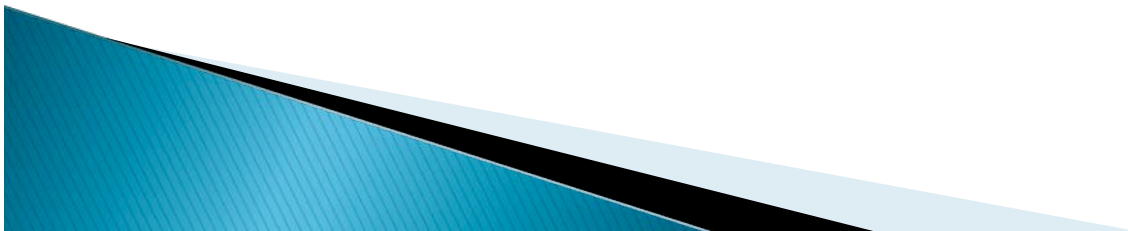
Remember, our brains are not wired to remain focused on one particular thing for an extended length of time. Instead, our brains constantly consider, through our senses, the many stimulae from our surroundings. It's no wonder students are easily distracted.

Source: Donna Walker Tileston, 2004



For students to attend to learning they must

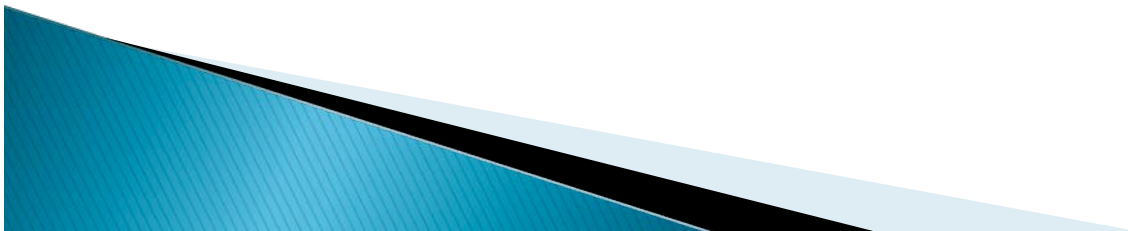
- ▶ Be intrinsically motivated
- ▶ Be in an immersed flow state (nothing stagnant)
- ▶ Have low stress



Learning Preferences

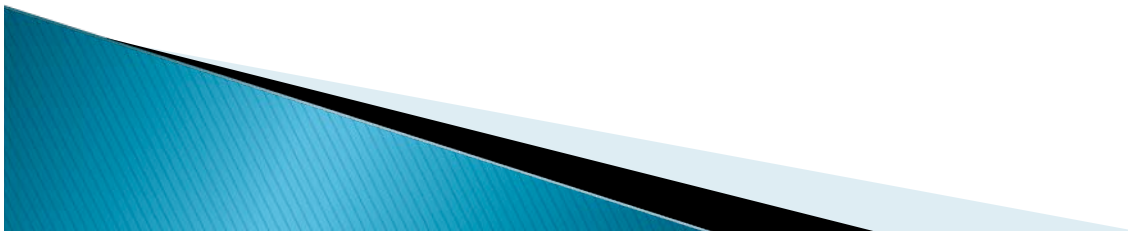
- ▶ If you are re-teaching students who just don't "get it" the first time, you will probably not reach them until you teach in their preferred (most comfortable) modality. One reason so many students do not do well in the classroom is that they are taught and re-taught in the same way.

Further Reference: see Multiple Intelligences; Howard Gardiner;
See also: Donna Walker Tileston, 2004 and Joseph Ciaccio, 2004



Motivating Students

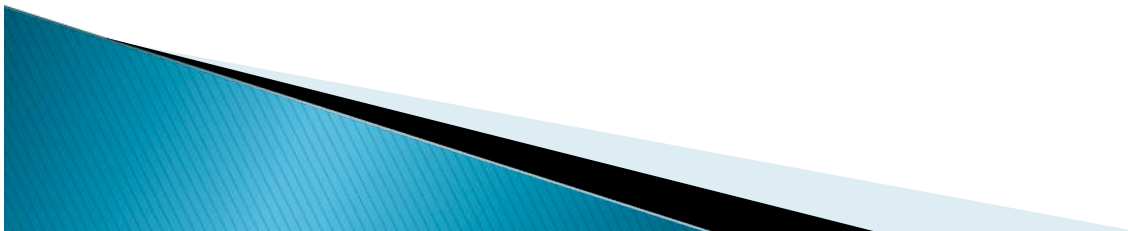
- ▶ Attitudes, emotions, and beliefs influence motivation.
- ▶ You should consider:
 - Importance of the lesson to the student
 - **Student efficacy** (*based on past experience; the belief that the learner can or cannot do the task or learn the lesson*)
 - **emotional response** (*students should feel good about learning and about the class.*)
 - **overall motivation** (*the belief that learning is important*)



Supporting Students

- ▶ We build self-efficacy in students by giving them specific feedback so that they can be successful. Students need to know what they did right and upon what they can improve.
- ▶ Teachers can use scaffolding to enable students to tackle difficult tasks. Scaffolding occurs when we gradually elevate the difficulty of a task rather than starting off with a difficult task.

Source: Donna Walker Tileston, 2004



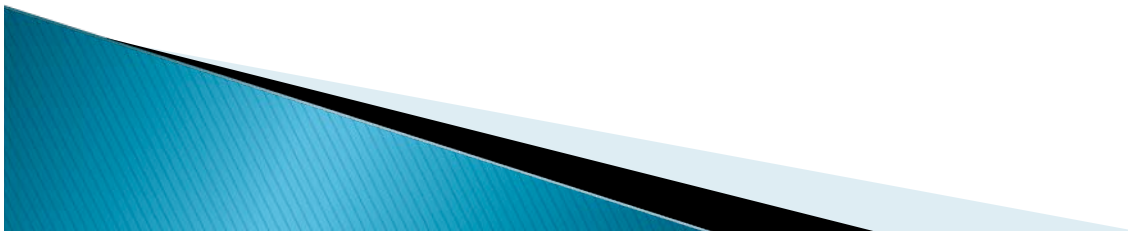
An ounce of prevention: Seven tools to prevent off-task behavior

▶ 1) Examine Timing

Use the student's age as a guide.

Adjust your lesson based on the period of the day for the most effective delivery.

20 minutes is max. that high-school students can listen before becoming disengaged.



Avoid “Chalk and Talk”

Be Prepared to Change Gears

▶ 2) Examine the Activity

If you have been talking for a while, change directions!

Activity: After the lesson: Place students in pairs (partner A & B); A tells B everything they can remember about what was discussed in the last 20 minutes; Next, B tells A about what they can remember about the lesson that A had left out.

Activity: Before the lesson, break students into groups of three, four, or five.

Group 1: As the teacher talks, take notes that you will compress to summarize the information for the class.

Group 2: As the teacher talks, make notes to come up with a list of questions for further discussion.

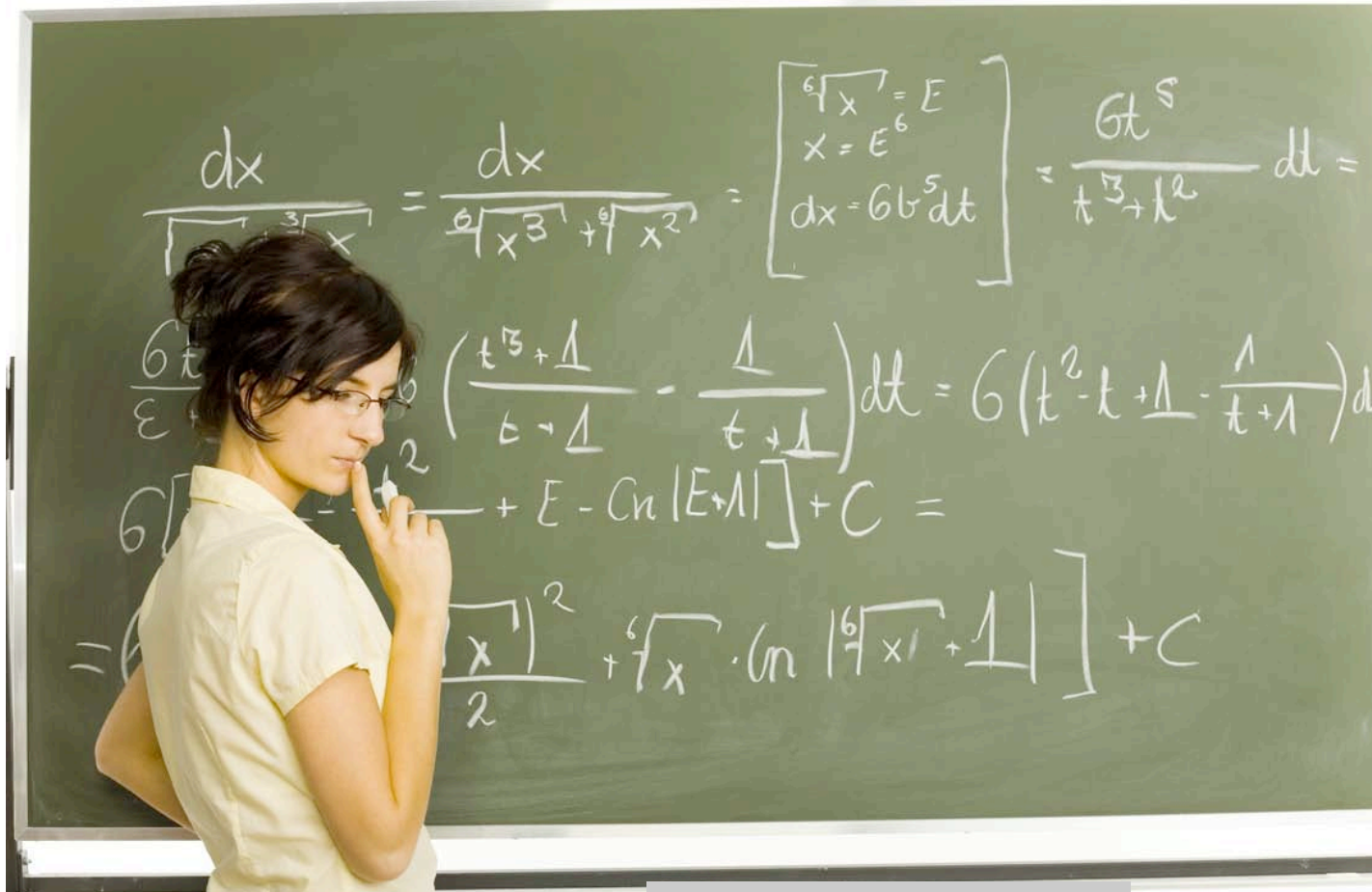
Group 3: As the teacher talks, make notes to come up with a vocabulary list that will be important to know for this lesson.

Group 4: What are the possible problem areas for this lesson? What will need further clarification or discussion?

Group 5: Critique the work of the other groups. What did they leave out? How well did they follow the directions?



Try Differentiated Instruction



Careful Planning: a well planned lesson minimizes off-task behaviours

3) **Examine the Environment**

The classroom should be an inviting place (well lit, clean, orderly, visually friendly and inviting, etc.)

4) **Examine the Resources available**

Know where the overhead, AV and multimedia equipment is located; book computer labs well in advance.
Choose the appropriate medium to support your lesson. (ie. Powerpoint, video, internet, overhead.)

5) **Utilize People Resources**

Bring in guest speakers or ask students to teach parts of the lesson.

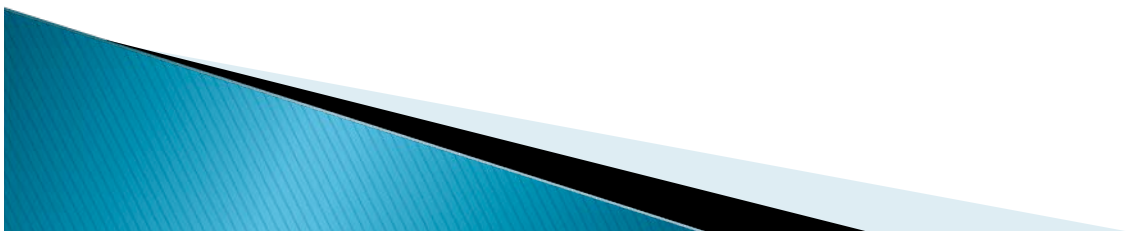
6) **Set the Tone**

Use games or fun activities to achieve learning outcomes while keeping students engaged. (eg. Television game-show format)

7) **Provide Focus for Students**

Teach students how to visualize the learning and/or tasks before they begin.

Use “energizers” to start the lesson. For example, “We haven’t started yet, but what would a successful, level 4, presentation look like?”



Self System

Low
Motivation

Motivation to
Pay Attention

Based on:
•Relevance
•Self-Efficacy
•Emotion

Metacognitive System

See Relevance
Believe I can do it
Feel good about
Learning

No Personal Goals
Low Motivation to
complete Tasks
May Give Up Easily

Personal Goals
Monitors Own
Work

Off-task
Behavior

Completion of
the Task

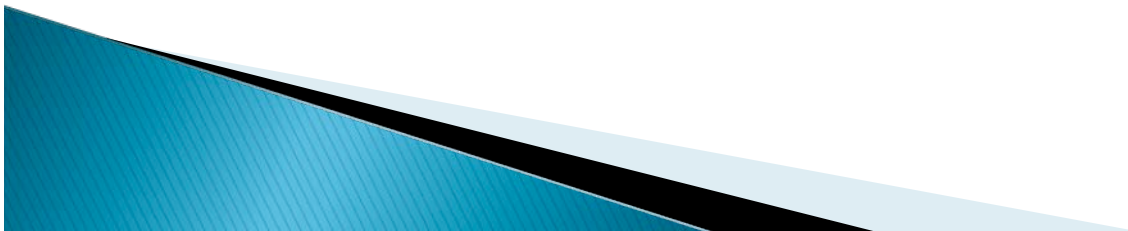
Case Study: (An Oldie but a Goodie) What went wrong?



YouTube - How To Maintain Classroom Discipline - Good And Bad Methods Training Educational Video.mht

Dealing with Disruptive Students; Some Guidelines to follow:

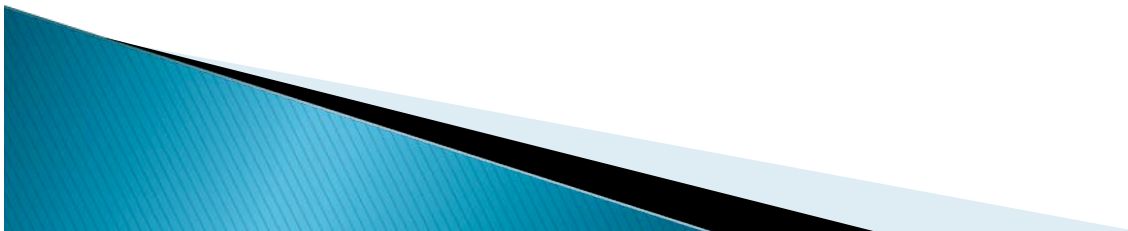
- ▶ 1) Stay Calm - do not let body language or your face betray the tension you feel. Take time to calm down (at least 3 seconds)
- ▶ 2) Look toward the person or persons being disruptive. If that doesn't work, walk toward them.
- ▶ 3) When at their desk, speak quietly to the student. (especially when dealing with sensitive issues like marks)
- ▶ 4) Be sure disruptive students turn completely around to their work and have their feet under their desks



Don't get drawn in to unnecessary conflicts

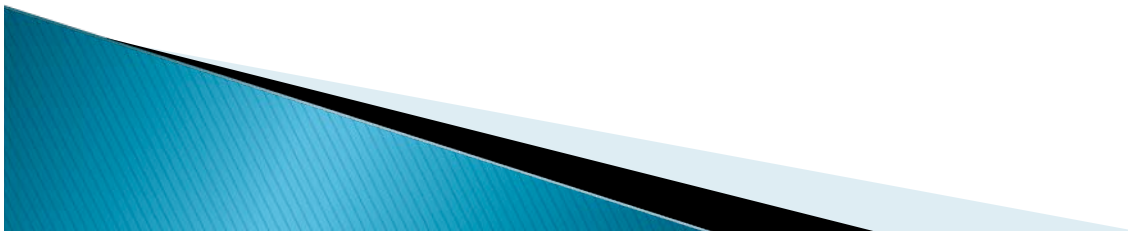
5) If a student makes a negative comment as you start to leave, calmly turn around and repeat the instructions you just did with the student. Do not answer the comment – why escalate the situation and allow them the victory of getting you angry.

However, some behaviors cannot be ignored if they violate classroom, school, or societal rules such as threats, or swearing, or bullying, etc. For these behaviors you will need to involve your administration.

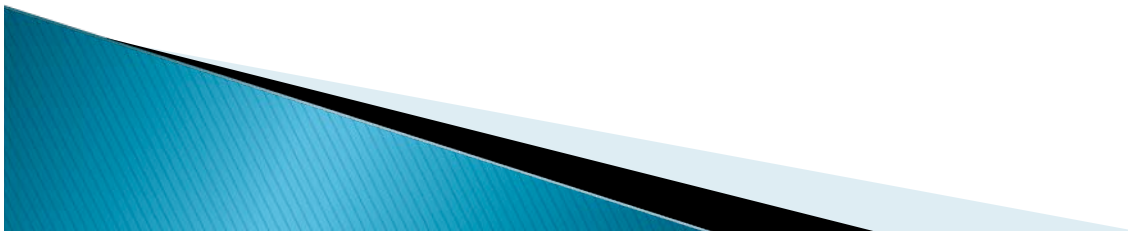


Document Your Observations

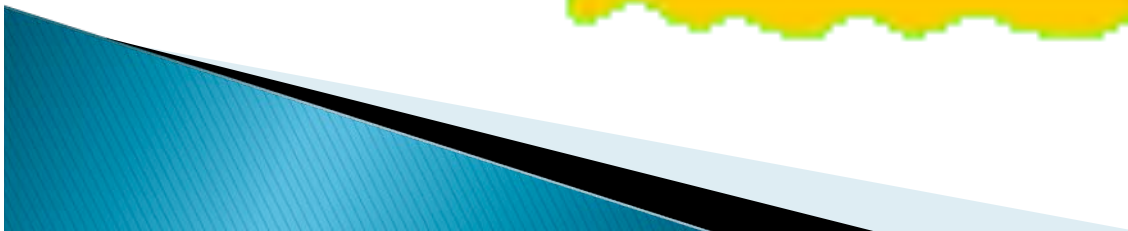
- ▶ 6) Keep anecdotal notes in your grade book or journal for conversations with parents or administrators. Also record attempted contacts with parents.
- ▶ 7) If you feel the behavior need further discussion, ask the student to stay after class so you may talk to them.



Any Questions?



Have a Great Class!



Selected References

- ▶ Breaux, Annette; 101 Answers for New Teachers and Their Mentors; Eye on Education, Larchmount, N.Y., 2003.
- ▶ Marzano, R. et. al; Classroom Instruction that Works; ASCD, Alexandria, Virginia; 2001.
- ▶ Smilanich, Peter & Bennett, Barrie; Classroom Management: A Thinking & Caring Approach; Bookation Inc., Toronto, Ont.; 1997.
- ▶ Tileston, Donna; What Every Teacher Should Know About Classroom Management and Discipline; Corwin Press; Thousand Oaks, California; 2004.
- ▶ <http://schools.tdsb.on.ca/asit/standards/btstart> (for planning resources, links, tip sheets, resource guides, practical ideas you can use!)

