Classroom Engagement through Proactive Management

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Why is classroom management an important topic for STARTALK programs?

- Many teachers in STARTALK programs have had very different cultural and educational experiences than their U.S. students.

- STARTALK teachers may not be aware of the rules and expectations of U.S. K-12 schools in terms of discipline, student interaction, and active participation.

- Student engagement and proactive management of a classroom are critical ingredients for effective instruction and learning to take place.
Case Study: Visiting Teachers from China

<table>
<thead>
<tr>
<th>China Context</th>
<th>U.S. Context</th>
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<tbody>
<tr>
<td>Teacher-centered classroom</td>
<td>Student-centered classroom</td>
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<td>Reactive discipline, may vary in different situations</td>
<td>Classroom rules &amp; consequences</td>
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<td>Teachers are honored and respected, and not to be challenged</td>
<td>Student expression and active participation</td>
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<td>Large class sizes and uniform curriculum</td>
<td>Differentiation to meet students’ varied needs and learning approaches</td>
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The Learning objectives:

Participants will learn how to become a more effective teacher in American schools, using simple strategies to handle classroom management and discipline issues.
Can Do Statements

- I can discuss the differences between proactive and reactive classroom management approaches.
- I can explain how to use rules and procedures to keep the class in order.
- I can list a few strategies to diffuse possible discipline issues and engage my students in active learning.
Warm-up and get ready:

Think- Pair-Share

- Prompt: Think of a situation where a teacher in the classroom is managing learning. It can be a good or bad situation. What did the student(s) do and what did the teacher do? Was it a successful classroom management situation? Explain why.
Reasons for Classroom Chaos

- Learning activities are non-existent or unstructured.
- Learning tasks are too easy or too hard.
- Directions are not clear.
- There are external interruptions.
- Students challenge teachers or classmates defiantly.
The Purpose of Classroom Management

- Gaining and maintaining students’ cooperation
- Effective Learning
- Facilitated by effective Teachers in effective classrooms
Proactive vs. Reactive

Effective classroom management is essentially invisible.
Three Stages of Classroom Management

Before
Lesson & Mental Preparation

During
- Rules and Procedures
- Meaningful Activities
- Disciplinary Interventions

After
- Follow-ups
It Starts with the Mindset

- Assume students want to learn the content we are teaching.
- Assume students are capable of learning the content we are teaching.
- It is not personal.
- It is personal.
Mental Preparation

1. With-it-ness
   a teacher’s awareness of what is going on in the classroom

2. Emotional Objectivity
   Reacting to student misbehavior in a calm, non-emotional, objective fashion—not personalizing student
Mental Preparation

Apply specific techniques to maintain a healthy emotional objectivity with students.

• Anticipate problems
• Monitor your own thoughts
  • Mentally review your students before class each day—particularly the potential problems
  • Try to imagine these “problem” students engaging in positive behavior
  • Keep positive expectations in mind when you interact with these students
It is not about control. It is about COOPERATION!

1. Maintain a Positive Environment
2. Establish Clear and Productive Classroom Rules, Routines and Procedures
3. Planning for Every Single Moment--and Beyond!
4. Remember about Being Proactive: Involve Parents and School Community
1. Maintain a Positive Environment

• Create a healthy and positive relationship with your students.

• Remember each student’s name and one or two things about him/her that they are good at and/or are special and important to him/her.

• Create an environment where students regularly experience success in your classroom

• Give students the benefit of the doubt.
1. Maintain a Positive Environment

Tips to Remember:

• Follow through with your promises and consequences you have stated.

• Praise your students when they deserve it.

• Give feedback on time.

• Set professional boundaries.

• Find a shining point in each and everyone of your students.
Teacher-Student relationships

- Be aware of the needs of different students
- Provide flexible learning goals
- Take a personal interest in students
- Use equitable and positive classroom behaviors
- Respond appropriately to students' incorrect responses
2. Establish Clear and Productive Classroom Rules, Routines and Procedures
Rules and Procedures

**Rules**
- identifies general expectations or standards
- Example: respect others and their property

**Procedures**
- communicates expectations for specific behaviors
- Example: collecting assignments, turning in late work, etc.
Tips to Remember about Establishing Clear Classroom Rules

- communicate with other teachers
- choose important behaviors
- short and simple statements
- MODEL your expectations
Tips to Remember about Establishing Clear Classroom Routines

• Do students know exactly what to do and how to behave in the following situations?
• What to do when the bell rings?
• What to do when students don’t have a pen?
• What to do when students finish work early?
Tips to Remember about Establishing Clear and Productive Classroom Procedures

Connection between behavior and consequences
be consistent, impartial, and fair
follow through with consequences
no threats--use your system
student makes the choice to break the rule, receive the consequence
Tips to Remember:

• Talk about Do’s Rather than Don’ts
• Develop clear signals for attention.
• Praise Publicly—the more people know about it the better
• Use Praises to Indicate What You are Expecting
• Remove the audience—reprimand privately
Tips to Remember:

• “Choose Your Battle”

• Keep Cool and CALM. Refuse to raise your voice to talk over students—instead, stop, stare, take a deep breath, smile, and wait (then wait 3 more seconds).

• Send students to “time out” in a “special” seat if that is allowed by your school system.
Tips to Remember:

• Monitoring all the time
• Non-verbal cuing
• Environmental control
• Low-profile intervention
• Assertive I-messages
Tips to Remember:

• Avoid acting superior / saying “I’m the boss here since I am the teacher here”

• By all means, avoid using embarrassing put-downs / using sarcasm like a plague.

• Do not attack the student’s character

• Do not make comparisons with other students
3. Plan for Every Single Moment--and Beyond!

Planning             Planning             Planning
With-it-ness

Apply specific techniques to maintain or heighten awareness of the actions of students in the classroom.

- Walk around
- Periodically scan the classroom
- Pay attention to potential problems
- Make eye contact
- If eye contact doesn’t work, move closer
- If moving closer doesn’t work, say something privately to the student
3. Planning for Every Single Moment--and Beyond!

- Detailed lesson plan
- Procedures for using entire class time
- Sponge activities
- Provide students with structured opportunities to move and talk in the target language
- Organize materials in advance
- Engaged in language teaching and learning activities from bell to bell
Tips to Remember:

• Scaffold students’ thinking

• Model desired behavior Sufficiently

• Anticipate confusion, misconceptions, and/or misunderstandings in your lessons

• Consider when during the class period students are likely to lose focus and purposefully plan changes of pace
4. Remember about Being Proactive: Involve Parents and School Community

- Work with school principal
- Enlist parent support
- Send notes, make phone calls
- Let students know you will follow up
Tips to Remember:

• Send positive notes home as well as warnings home

• Praise publicly when you see improvement and let parents know also

• Avoid direct confrontation and escalation at any cost

• Use positive group and peer pressure to your advantage
Check for Learning

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References


Questions?