Objectives

- Establish classroom rules and procedures that enhance learning.

- Good classroom management is based on students' understanding of the behaviors expected of them.

Behavior!

- Rules, procedures, and routines are concerned with behavior.

- Students have been brought up learning several behavior realities:
  - Stated behaviors which are not enforced
  - Stated behaviors which are enforced
  - Unstated behaviors they must identify and conform to
  - Behavior expectations change depending on the environment they find themselves in.
Behavior!

If you want your students to conform to your expected behaviors you have to:

- Make sure they are stated and understood.
- And enforce them... Consistently!

The Rules

School rules -- you are expected to enforce them.

You need to learn the school’s rules and incorporate them into your own classroom routine.

Rules and Procedures: Pay Attention to:

- Behaviors that are specifically forbidden or having required items:
  - running in the halls, possession of particular items
  - being in possession of a hall permit when out of the classroom during class time

- Consequences of rule violations. Note responsibility you have for carrying out the consequences, such as reporting the student to the school office.
  - If the school does not have a policy for dealing with certain rule violations, check with other teachers to learn about school norms.
Administrative procedures that must be handled during class time.

- Beginning-of-year tasks -- assigning textbooks to students, collecting fees, and checking class rosters.
- Fee collection -- may go on all year; you'll need some system of record keeping and a safe place to keep the money until you can turn it in to the school office.
- Some administrative tasks will have to be conducted each class period -- taking and recording class attendance in your grade book, handling previously absent, tardies, and leaving the classroom.

Planning Your Classroom Rules

- Few are better than many!
  - 5-8 "general rules" should be about right.

- Explain them to students.
  - Let them know your expectations
  - Emphasize the "do" part of the rules
  - Send copies of the rules home to parents
  - Post them in the classroom.

Classroom Rules -- Suggestions

- Bring all needed materials to class.
- Be in your seat and ready to work when the bell rings.
- Respect and be polite to all people.
- Listen and stay seated when someone is talking.
- Respect other people’s property.
- Obey all school rules.
- Respect the machines and equipment.
- Safety comes first!
Student Participation in Rule Setting

- You may allow students to share in the decision-making process for specific rules.
  - This is sometimes done at a school level by having student representatives or student council members participate in the identification of school rules.
- Shared decision making is not commonplace in secondary classrooms.
  - The domain in which student participation is acceptable is limited. Schoolwide rules must be accepted as they are.
  - Policies that are essential to managing instruction cannot be left to student discretion.

As you plan your routines and rules

Consider what roles students will play in their selection and implementation.

- Some teachers prefer that students participate extensively, such as by helping formulate rules, discussing their rationale, and offering alternative procedures in some areas.
- Other teachers prefer a more traditional, teacher-directed system of rules and procedures.
- Still others prefer a blend of teacher specification and student participation.
- Whichever you prefer, consider your rationale and the concerns you have regarding alternative approaches.

Consequences for Rule Violations

- Give careful consideration to consequences for violations of your rules.
  - Prescribed by school policy, such as consequences for tardiness and unexcused absences.
  - Other school consequences are specified for fighting, classroom use of profanity, damage to property, and loss of books.
  - Familiarize yourself with these policies so that you can do your part in following through if rules violations occur – be sure that your own classroom policies are consistent with the school's.
Consequences
- You must also consider what other consequences you will use to deal with classroom rules that aren't covered by school policy.
  - What will you do if a student ignores your rule for respecting others and chooses to interrupt your lessons by walking around the room to visit with friends?
  - What consequence will you use if a student turns in an incomplete assignment?
- Planning consequences ahead of time
  - Helps you use them consistently.
  - You will be more confident about using them.
  - You will be better able to communicate them to students.

Planning Classroom Procedures
- Four categories of procedures are described:
  - General procedures needed each class period
  - Procedures for teacher-led instruction and seatwork activities
  - Procedures for student group work
  - Miscellaneous procedures
- The greatest emphasis is on the first two areas, although the third is very important, should you plan to use such activities.

General Procedures
- Attendance Check
  - Choose a place where your seating chart, attendance forms, tardy slips, and grade book can be conveniently stored.
  - Keep a seating chart for each class period, and use it to check attendance.
  - Call roll for the first few days of class until you get to know the students’ names and then use a seating chart afterward.
  - After you fill out the attendance form for the office, note the names of absent students in your grade book.
Students Absent the Previous Day

- As tardy students enter the room, have them leave their absence slips at the location where you check attendance. You can sign and return the absence slip later during class. Don’t hold them as they need them for other classes.
- To help these students get the handouts they have missed, write the absent students’ names and the date on each copy and put them in an absentee file. Direct returning students to the absentee folder for missed papers.
- You can also use student helpers or assistants, who take responsibility for keeping a set of handouts for each absent student, along with a list of missed assignments.

Tardiness

- If you allow it, tardiness can become a nagging management problem.
- If there is no specific school policy or norm, you need to develop a procedure of your own.
  - Some teachers assign detention each time students are tardy without a valid excuse.
  - Other teachers give a warning for the first incident and then provide detention or some other penalty beginning with the second occurrence of tardiness.
  - Keep a record of tardy students just as you keep a record of absences. Mark a “T” in the grade book each time a student is tardy, just as you might record an “A” for absence.

Behavior Expected of All Students

- Students should be told what they are expected to do at the beginning of the period, while you are handling the administrative tasks.
  - They should know that they are expected to be in the room and seated at their desk when the bell rings, or else they will be counted as tardy.
  - Once the bell rings, socializing should stop.
Good managers often handle the beginning-of-class activity in one of two ways.

- Give a regular activity that is expected to be performed at the beginning of every period.
  - Perhaps a warm-up in which several problems, a question, or some very brief assignment is displayed on the chalkboard or on the overhead projector screen.
  - An alternative to a work assignment -- display an outline of activities for the class period. Students should copy this in their notebook or on an assignment sheet.

Leaving the Room

- Occasionally students will need to leave your room during the period -- to use the bathroom, get a drink of water, take medication, go to the library, the school office, or another area of the building.
  - A hall pass signed by the teacher or by office personnel is usually required.
  - Most effective managers discourage trips to the bathroom or water fountain except for emergencies. Sometimes keeping a record of requests will deter overuse.
  - Lax policies in this area frequently result in classroom (and school) management problems.

A second area that is troublesome concerns whether students are allowed to return to their lockers to retrieve materials during the class period.

- Generally, do not allow this.
  - Require that the students sit in class without materials or look at another student's text. In such a case the student might receive reduced credit for work not brought to class. (I don’t subscribe to this!)
  - A better procedure is to allow the student to return to the locker to obtain the necessary materials, but to impose a mild penalty or count him or her as tardy.

Whatever policies establish, the overriding consideration is to minimize the number of students who go out of the room for noninstructional purposes. Follow your procedures consistently.
Use of Materials and Equipment
- Your classroom will have a variety of materials and equipment.
- Identify those things that you expect students to use, and teach them how to operate them and under what conditions.
  - This should be done as soon as students are expected to use the equipment.
- There may also be a number of items in the room that you do not want students to use or handle.
  - Identify these to the students and explain your rationale for keeping them off-limits.

Equipment and Materials for Students
- Items include the pencil sharpener, student desks, tables, special equipment such as computers, microscopes, globes, encyclopedias, dictionaries, lab equipment, machines, tools, and other room materials.
- Identify how and when these different areas and materials may be used.
  - Post directions for the use of these areas or equipment, if they aren't obvious.
- Remember, the rule to "Respect the machines and equipment".

Teacher Materials and Equipment
- Your desk, storage areas, filing cabinet, and closet, as well as your own personal possessions.
- You should make it clear to students that they are not to take things from your desk or use your supplies without permission.
  - State the expectation to younger students, especially to middle school classes.
  - Be pleasant about it when you explain it; the rationale for the procedure is so obvious that you need not dwell on it.
Ending the Period
Two items are of general concern:

- Getting students and the room ready for the end of the period
- Dismissing class
  - Return any room equipment or materials used during instructional activities to storage spaces.
  - Cleanup materials and equipment before the end-of-period bell.
  - Remind students of particular items needed for the next day or future activities.
- Leave sufficient time at the end of the period for cleanup and announcements.

Procedures During Seatwork and Teacher-Led Instruction

- Student Attention during Presentations
  - No social conversation during such activities nor read unrelated materials or work on other assignments.
  - If they are to take notes during presentations, state explicitly that this is desired.
    - Teach them how to do it.
  - Many will be unable to abstract key points from your presentations.
    - Help them by telling them what they should record in their notes, or provide an outline on the chalkboard or overhead transparency, or fill-in handout.

- If note taking is expected, you should show them how you expect their notebooks to be organized.
  - This means presenting an example of a properly organized notebook and periodically inspecting student notebooks.
**Out-of-Seat Procedures**

- To eliminate unnecessary wandering around the room during seatwork, indicate when students are allowed to leave their seats.
  - For example, students may sharpen pencils, turn in papers, get supplies, and so forth, only when necessary.
  - Trash can be kept at each student's desk and discarded at the end of the period.
- A one-at-a-time rule often works well for movement during seatwork.

**After Seatwork is Completed**

- What happens when one or several students will finish their seatwork before the end of the period or before the next scheduled activity.
  - Have students complete an additional, enrichment assignment for extra credit, or allow such students to use the remaining time for free reading or to work on assignments from other classes.
  - If enrichment activities involve additional materials not in the students' possession, specify when these materials may be used, where they will be kept, and what the procedures are for returning the materials to their proper place.

**Student Participation**

- You will have to identify some procedure by which students can ask a question, contribute to discussion, or receive help without interrupting you or other students during whole-class activities.
Procedures for Student Group Work

- To whatever extent groups are used, it is important for the teacher to develop efficient routines that support the learning objectives.
- Routines are typically introduced to the students whenever groups are first used, and they are reinforced thereafter until the groups are working well.
- It is important that students learn appropriate group behavior, especially if the teacher intends to use groups extensively.

Group Work

- Give careful attention to teaching social skills to students who are going to work extensively in groups.
- Students should be engaged in a discussion about:
  - staying on-task
  - frequent participation
  - listening carefully
  - sharing and helping.

- Discuss
  - what each behavior "looks like"
  - what it "sounds like"
- Make simple wall charts listing the desired behaviors.
Assignment of Students to Groups

- Students who do not work well together should probably not be placed in the same work group.
- A group composed mainly of poorly motivated students is not likely to accomplish much.
- If grades are based partly upon an individual's accomplishments and partly upon the group's accomplishments, everyone in the group has a stake in what everyone else does, and the chances for a successful experience are increased.

Groups determined ahead of time get well balanced groups, discourage excessive social talk during the assignment, and save time in forming groups and getting started on the task.

Student Group Goals and Participation

- Tell students what they are supposed to accomplish in their small group work and how to go about the task.
- Assign specific roles and discuss with students ahead of time the different roles they will take in the group work (e.g., reader, recorder, reporter, etc.).
Prepare a list of steps that should be followed and display it on a chalkboard, on an overhead projector transparency, or on a handout can help the students monitor their own progress.
- You might even suggest time allotments for accomplishing each step.

Miscellaneous Procedures

Signals
- A signal is some action, behavior, or physical prop that is used to obtain student attention

Public Address (PA) Announcements and Other Interruptions
- Students should be able to hear PA announcements.
- Explain that during such announcements there is to be no talking and students should not attempt to ask you questions or leave their desks.
- You should also listen during these announcements.

Special Equipment and Materials
- If you have special equipment or materials that are likely to capture students’ immediate interest (for example, computers or live animals), have policies for access and use, and tell students right away.

Fire and Disaster Drills
- Find out what procedures are used in your building.
- Because most secondary students know the basic procedures, a few timely sentences during the first week about the procedure for leaving the room (for example, by row) and where to go will be sufficient.
Split Lunch Period

- Tell students whether they should clear their desks or leave their work out when they are dismissed for lunch.
- Tell them whether it is safe to leave personal belongings in the room.
- Show or tell the class what route they should take from your room to the cafeteria, and remind them of school areas that are off-limits and of proper hallway behavior.
- Be specific as to the time class will resume and stick to it.
- Otherwise, you will find students wasting five or more minutes every day.

Activity for Next Week

- Prepare your 6-8 class rules
  - Prepare your procedures for:
    - Beginning of period procedures
    - Use of materials and equipment
    - Ending the period
    - Procedures during seatwork
    - Procedures for student group work
- These will end up in your course portfolio