

CHAPTER TWO OUTLINE WITH NOTES

Teacher Professional Responsibilities

CHAPTER OBJECTIVES

Upon completion of this chapter your students should be able to:

1. Describe the four decision-making and thought-processing phases of instruction and the types of decisions to be made during each.
2. Demonstrate an operational awareness of the variety of materials and resources for use in teaching.
3. Demonstrate knowledge of copyright laws for using printed and media materials for teaching.
4. Demonstrate an understanding about using community resources, speakers, and field trips.
5. Demonstrate competence in using standard classroom tools for teaching.
6. Describe the importance of the concept of *locus of control* and its relationship to the teacher's professional responsibilities.
7. Demonstrate understanding of the depth and breadth of the *instructional* and the *noninstructional responsibilities* of being a classroom teacher.
8. Demonstrate knowledge of certain basic safety and legal guidelines for the classroom teacher.
9. Contrast teacher use of *praise* and of *encouragement* and describe situations in which each is more appropriate.
10. Compare and contrast *facilitating behaviors* with *instructional strategies*.
11. Demonstrate growing understanding of the concept of *teaching style* and its relevance to classroom instruction.
12. Demonstrate understanding of the importance of *reflection* to the process of constructing skills and understandings.
13. Demonstrate understanding of the concept of *multilevel instruction* and describe how to use multilevel instruction in one's teaching.

THE TEACHER AS A REFLECTIVE DECISION MAKER

Decision-Making Phases of Instruction

Note 2-1: The questions for self-reflection (Figure 2.1, p. 27) are worth emphasizing to your students their importance to new teachers.

Reflection, Locus of Control, Sense of Self-Efficacy, and Teacher Responsibility

Note 2-2: Regarding the story in Teaching in Practice (p. 28) of the complaining student teacher, it might be worthwhile talking about options to, and/or methods of, complaining.

SELECTED LEGAL GUIDELINES

Student Rights

Right Against Discrimination

Cellular Phones and Other Handheld Electronic Devices

Note 2-3: The results of a survey (published in June 17, 2009, *USA Today*) indicates that a quarter of cell phone text messages sent by teenagers are sent while at school during class time. The topic “cellular phone and other hand-held electronic devices” (p. 28), expanded for this edition, is a topic your students may wish to explore and discuss further.

Teacher Liability and Insurance

Student Safety Should Always Be on your Mind

Note 2-4: Expanded for this edition of the resource guide, student safety is another topic your students may wish to explore and discuss. Although the topic may be covered in more specific detail in their special methods courses, you probably shouldn't rely on that. I suggest spending some time, perhaps in small groups, discussing the guidelines presented in Figure 2.2 (p. 30). For example, in small groups of students of various subject fields or grade levels, your students could profit from discussing which of the 31 items of the list are or are not relevant to them according to their specific grade level and subject field interests, and of others they would add.

TEACHING STYLE

Multilevel Instruction, Individualized Instruction, and Differentiated Instruction: A Clarification of Terms

Note 2-5: There is confusion in the field about these above terms. Now is the time to help your future teachers understand the differences and similarities.

The Theoretical Origins of Teaching Styles and Their Relation to Constructivism

Note 2-6: My sense is that among methods instructors there is a growing skepticism regarding the relevance for a course in methods of teaching of the information found in Tables 2.1 and 2.2 and the corresponding discussion (pp. 32-34). Thus, although I firmly believe in the importance of the information, this could be the final time these tables appear in this or any of my methods books. Deleting content of former editions is always a necessity when writing textbooks. I welcome your thoughts (rkellough@surewest.net).

COMMITMENT AND PROFESSIONALISM

Noninstructional Responsibilities

Instructional Responsibilities

IDENTIFYING AND BUILDING YOUR INSTRUCTIONAL COMPETENCIES

Characteristics of the Competent Classroom Teacher: An Annotated List

1. The teacher is knowledgeable about the subject matter.
2. The teacher is an “educational broker.”
3. The teacher is an active member of professional organizations, reads professional journals, dialogues with colleagues, and maintains currency in methodology and about the students and the subject content the teacher is expected to teach.
4. The teacher understands the processes of learning.
5. The teacher uses effective modeling behaviors.
6. The teacher is open to change, willing to take risks, and willing to be held accountable

7. The teacher is nondiscriminatory toward gender, sexual preference, ethnicity, skin color, religion, physical disabilities, socioeconomic status, learning disabilities, national origin, or any other personal characteristic.
8. The teacher organizes the classroom and plans lessons carefully.
9. The teacher is a capable communicator.
10. The teacher functions effectively as a decision maker.
11. The teacher is in a perpetual learning mode, striving to further develop a repertoire of teaching strategies.
12. The teacher demonstrates concern for the safety and health of the students.
13. The teacher demonstrates optimism for the learning of every student, while providing a constructive and positive environment for learning.
14. The teacher demonstrates confidence in each student's ability to learn.
15. The teacher is skillful and fair in the employment of strategies for the assessment of student learning.
16. The teacher is skillful in working with parents and guardians, colleagues, administrators, and the support staff, and maintains and nurtures friendly and ethical professional relationships.
17. The teacher demonstrates continuing interest in professional responsibilities, challenges, and opportunities.
18. The teacher exhibits a wide range of interests.
19. The teacher shares a healthy sense of humor.
20. The teacher is quick to recognize a student who may be in need of special attention.
21. The teacher makes specific and frequent efforts to demonstrate how the subject content may be related to the students' lives.
22. The teacher is reliable.

TEACHER BEHAVIORS NECESSARY TO FACILITATE STUDENT LEARNING

Three Basic Rules for Becoming a Competent Teacher

Facilitating Behaviors and Instructional Strategies: A Clarification

Structuring the Learning Environment

Accepting and Sharing Instructional Accountability

Demonstrating Withitness and Overlapping

Providing a Variety of Motivating and Challenging Activities

Modeling Appropriate Behaviors

Facilitating Student Acquisition of Data

Creating a Psychologically Safe Environment

Note 2-7: It may be helpful to your students to spend class time discussing the topic of creating a psychologically safe environment, and in particular about praise and encouragement (Figure 2.5). See the discussion (top right of p. 42) of "effective praise" vs. "ineffective praise."

Clarifying Whenever Necessary

Using Periods of Silence

Questioning Thoughtfully

TOOLS FOR INSTRUCTION

The Internet

Cautions and Guidelines for Using the Internet

Note 2-8: The problems associated with *teacher participation in social networking* is rapidly increasing and is one you perhaps should address in your course. Teachers in several states recently have been dismissed or suspended because of content on their social networking Web pages, with some districts now limiting what teachers can do on the sites. See “How can teachers minimize risk?” in AFTs Classroom Tips: Appropriate Uses of Modern Technology,” available from the AFT website, www.aft.org.

Note 2-9: Note the boxed item by Badke, bottom of p. 45. The thought might be worthy of small group discussion.

Professional Journals and Periodicals
The ERIC Information Network
Copying Printed Materials
The Classroom Writing Board

Note 2-10: See the Teaching in Practice (p. 48) written especially for this edition by teacher Tom Reardon, offering fodder for what might be a useful topic for small group discussion, within same or mixed subject fields or grade level interests.

Note 2-11: For teaching world geography many teachers have given up trying to use the old pull-down paper maps which are not only usually outdated but boring for students, and are using the whiteboard to display digital atlases and online mapping sites.

The Classroom Bulletin Board and Other Nonprojected Visual Displays
The Community as a Resource
Guest Speaker or Presenter
Field Trips
 Before the Field Trip
 During the Field Trip
 After the Field Trip

Note 2-12: As I prepare this IM to accompany the 6th edition of the resource guide, schools throughout the country are dealing with budget cuts along with increasing costs of fuel, liability insurance, and entrance to certain field trip locations. Couple those economic issues with the requirements of the NCLB for students to achieve certain scores on tests, an increasing number of schools are finding it necessary to discontinue off-campus field trips. Thus, your students need to learn about the availability of virtual field trips and how to use them in their teaching. One such source is that provided by the Carnegie Museum of Natural History’s (Pittsburgh, PA) distance learning initiative (www.carnegiemnh.org).

Media Tools
 When Equipment Malfunctions
 The Overhead Projector
 Guidelines for Using the Overhead Projector
 Digital Projector and the Document Camera
 Multimedia Program
 Television, Videos, and DVDs
Computers and Computer-Based Instructional Tools

The Placement and Use of Computers: The Online Classroom

Note 2-13: Some schools are reporting success outfitting students and teachers with handheld computers (personal digital assistants or PDAs). For example, in 2009 Consolidated High School District 230 in Orland Park, IL, equipped its three high schools with over 2,000 Palm IIIx's.

Note 2-14: Chemistry majors in particular may be interested in the following: R. T. Desouza, C. L. McColean, and P. Berger, "Changing the Education System with CALM: Computer Assisted Learning Method," *Phi Delta Kappan*, 89(7), 497-500 (March 2008).

Using Copyrighted Video, Computer, and Multimedia Programs Distance Learning

Distance Education and the Teach Act

SUMMARY

QUESTIONS FOR CLASS DISCUSSION

Note 2-15: Consider spending class time in some fashion discussing question number 3 (p. 59), the issue of teachers social networking with their students – its pros and cons, limitations and boundaries, perhaps finding out what local schools have to say about it.

MYEDUCATIONLAB

EXERCISES

EXERCISE 2.1: THE TEACHER AS REFLECTIVE DECISION MAKER

*EXERCISE 2.2: USING OBSERVATION OF CLASSROOM INTERACTION TO
ANALYZE ONE TEACHER'S STYLE*

*EXERCISE 2.3: USING A QUESTIONNAIRE TO DEVELOP A PROFILE AND A
STATEMENT ABOUT MY OWN EMERGING TEACHING STYLE*

*EXERCISE 2.4: REVIEWING THE PROFESSIONAL RESPONSIBILITIES OF A FIRST-
YEAR TEACHER*

Note 2-16: Some instructors use Exercise 2.4 as an icebreaker early in the course. The exercise is an example of jigsaw, a particular format for cooperative learning (and discussed in Chapter 9).

WEB SITES RELATED TO CONTENT OF THIS CHAPTER

Note 2-17: Additional URLs of potential interest to your students.

- Answers.com www.answers.com
- ClassNotesOnline www.ClassNotesOnline.com
- Copyright guidelines and information
www.lib.washington.edu/help/guides/copyright.html
- Database tutorials www.quasar.ualberta.ca/edit202/tutorial/database/database.htm
- Deep Web information source www.deepweb.com
- Finding information on the Internet, a tutorial
www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html
- PDA use scilib.ucsd.edu/bml/pda/intro.htm

- Professional development on-line www.apexlearning.com
- Spreadsheet tutorials teachers.teach-nology.com/themes/comp/spreadsheets
- Steven Bell's PowerPoint and Presentation Skills staff.philau.edu/bells/ppt.html
- Word Processing Tutorials www.tutorialfind.com/tutorials/computerbasics/wordprocessing

Note 2-18: Additional readings related to chapter content.

Baines, L. A., & Slutsky, R. (2009). Developing the sixth sense: Play. *Educational Horizons*, 87(2), 97-101.

Barnes, L. J. (2008). Lecture-free high school biology using an audience response system (ARS). *American Biology Teacher*, 70(9), 531-536.

Barone, D., & Wright, T. E. (2008). Literacy instruction with digital and media technologies. *Reading Teacher*, 62(4), 292-302.

Bouhnik, D., & Giat, Y. (2009). Teaching high school students applied logical reasoning. *Journal of Information Technology Education*, 8, 1-16.

Bruun, E. (2009). Using digital photography and image processing for the creation of notes from the blackboard. *Innovations in Educational and Teaching International*, 46(1), 83-90.

Carter, S. (2008). Disequilibrium and questioning in the primary classroom: Establishing routines that help students learn. *Teaching Children Mathematics*, 15(3), 134-137.

Gier, V. S., & Kreiner, D. S. (2009). Incorporating active learning with PowerPoint-based lectures using content-based questions. *Teaching of Psychology*, 36(2), 134-139.

Kingsley, K. V., & Boone, R. (2008). Effects of multimedia software on achievement of middle school students in an American History class. *Journal of Research on Technology in Education*, 41(2), 203-221.

Marzano, R. J. (2009). Teaching with interactive whiteboards. *Educational Leadership*, 67(3), 80-82.

Ma, H., Wan, G., & Lu, E. Y. (2008). Digital cheating and plagiarism in schools. *Theory Into Practice*, 47(3), 197-203.

Pearman, C. J. (2008). Independent reading of CD-ROM storybooks: Measuring comprehension with oral retellings. *Reading Teacher*, 61(8), 594-602.

Zucker, T. A., & Invernizzi, M. (2008). My eSorts and digital extensions of word study. *Reading Teacher*, 61(8), 654-658.

CHAPTER TWO EXAMINATION QUESTIONS

I. Multiple choice

1. While thinking about and assessing a lesson just taught, the teacher is in the ____ phase of decision-making and instruction.
 - (a) preactive
 - (b) reflective
 - (c) projective
 - (d) interactive
 - (e) metacognitive

2. As a teacher you need a large repertoire of teaching strategies from which you can draw in order to
 - (a) impress the principal
 - (b) cover the subject matter
 - (c) apply traditional techniques of teaching
 - (d) apply facilitating techniques of teaching
 - (e) adapt the most appropriate teaching methods to specific situations

3. *Locus of control* is
 - (a) an algebraic law
 - (b) illegal in most states
 - (c) a natural method of pest control
 - (d) an important accountability concept
 - (e) the concept of student self-discipline
 - (f) the teacher's assumption of *en loco parentis*

4. Although it is a discretionary instructional strategy, which one of the following is NOT a fundamental teaching behavior necessary for facilitating student learning?
 - (a) lecturing
 - (b) modeling
 - (c) questioning
 - (d) using silence

5. The planning, monitoring, and evaluation of one's own thinking is called
 - (a) metamucil
 - (b) overlapping
 - (c) multitasking
 - (d) metacognition
 - (e) metalinguistics
 - (f) reflective listening

6. Which of the following theoretical origins of teaching style is most consistent with today's theory of instruction and knowledge of how children best learn?

- (a) cognitive-experimentalism-constructivism
- (b) romanticism-maturationism
- (c) behaviorism
- (d) none of the above

7. The concepts of *withitness* and *overlapping* are

- (a) consequences for inappropriate student behaviors
- (b) strategies for the inclusion of students who have special needs
- (c) teacher skills for monitoring and supervising student behavior in the classroom
- (d) strategies for simultaneously teaching content skills from several different subject areas

8. When a teacher's behaviors are consistent with those expected of the students, the teacher is using properly a facilitating behavior known as

- (a) modeling
- (b) clarifying
- (c) structuring
- (d) withitness
- (e) data facilitation

9. Research has shown that student learning is related directly to the

- (a) length of the school day
- (b) length of the school year
- (c) amount of time spent on the learning task
- (d) quantity of homework given by the teacher
- (e) amount and quality of time spent on a learning task

10. When a teacher uses materials that are copyrighted, which one of the following is NOT allowed by copyright law?

- (a) make a single copy of an entire chapter from a book
- (b) make a single copy of an entire magazine article
- (c) make a single copy of one picture from a book
- (d) make a single copy of an audio recording
- (e) none of the above is allowed by law
- (f) all the above are allowed by law

11. Bulletin board displays in the classroom

- (a) are a waste of time and space
- (b) are best when done by groups of students
- (c) should be created only by the teacher, not by students
- (d) can serve important educational functions for any classroom

(e) although useful for elementary school teaching, are too limited and childlike for use in most secondary school classrooms

12. If while on a field trip at a location away from the school, a student continues behaving inappropriately, the student should be

- (a) told to wait in a holding area until the group is ready to return to the school
- (b) told to immediately return to the school by whatever means the student can find
- (c) maintained in a holding area with one other student and until time to return to the school
- (d) maintained in a holding area that is supervised by an adult chaperone and until time to return to school

13. Which one of the following statements about using guest speakers is TRUE?

- (a) When you have an informative but noninspiring guest speaker, there is nothing you can do except delight when the speaker has finished and left the classroom.
- (b) No preparation of the students beforehand is necessary because guest speakers are usually informative and inspiring for the students.
- (c) Using a guest speaker should be carefully planned just as you would do with any other type of instructional activity.
- (d) None of the above is a true statement.
- (e) All (a-c) are true.

14. Legal rights that apply to an original, created work – such as a computer software program, photograph, poem, or work of art – are referred to as

- (a) marks
- (b) patents
- (c) fair use
- (d) copyright
- (e) trademark
- (f) infringement

15. The fair use provision of copyright law permits teachers, under certain circumstances, to

- (a) include a copyrighted work in a course packet for several years
- (b) use a limited excerpt of a copyrighted work for classroom instruction
- (c) make more than one copy of a purchased computer software program for class use
- (d) duplicate a portion of a copyrighted work for distribution to other teachers for their classroom use
- (e) do none of the above
- (f) do any of the options a-d

16. By organizing your board writing during instruction, and by writing only key words and simple diagrams, rather than complete and lengthy sentences and extensive and complicated diagrams, you are more likely to

- (a) stimulate left brain learning
- (b) stimulate right brain learning
- (c) really irritate many of the students
- (d) stimulate engagement of both brain hemispheres
- (e) omit important points that students consequently will miss

17. During the preactive phase of any instruction that involves the use of audiovisual equipment, it is important to plan carefully so that in the eventuality of equipment failure

- (a) you can quickly pick up the lesson so there is no loss of content continuity
- (b) you do not do anything that will cause permanent damage to the equipment
- (c) there is no dead time where students sit idly waiting for something to happen
- (d) all the above

18. Which one of the following is a FALSE statement?

- (a) You may make one copy of your multimedia production to give to another teacher.
- (b) To other teachers, you may display your own multimedia production that uses copyrighted material.
- (c) Following copyrighted guidelines you may use portions of copyrighted works in your own multimedia production.
- (d) You may distribute your own multimedia production over any electronic network but only after you have received express permission from holders of any copyrighted material you used for the production.

19. Which of the following is an important consideration when preparing any visual display for use in instruction?

- (a) clarity
- (b) simplicity
- (c) attractiveness
- (d) educational value
- (e) all of the above are important considerations

20. Before using any audiovisual material for instruction, you should review the material and ask

- (a) will the material effectively lend to student learning of the intended objective?
- (b) is the material suitable for the maturity and age level of the students?
- (c) is the material well prepared?
- (d) all of the above

II. True-false with optional explanation

1. Indirect instruction is a strategy within the access mode of instruction.
2. When a teacher voices judgment about a student's response to a cognitive question, the teacher is using a tactic within the facilitating mode.
3. The author of The Resource Guide posits that to be most effective today's public school teacher must be eclectic in teaching style.
4. Teaching involves the changing of the learner's perceptions.
5. Humor in the classroom is counter productive and thus should be avoided.
6. Praise, positive reinforcement, and encouragement are terms all meaning the same thing.
7. When there is conflict between what a teacher says and what the teacher communicates nonverbally, the teacher's verbal communication is most likely to have greater impact on student learning.
8. Advising, guiding, and counseling students are among the professional responsibilities of every classroom teacher.
9. During a semester an effective teacher can expect to work an average of more than forty hours per week.
10. When a teacher returns marked homework promptly, by that promptness the teacher is demonstrating modeling behavior.
11. Whereas exemplary teachers assume responsibility for the instructional outcomes, regardless whether or not the outcomes are as intended, teachers who are less exemplary tend to accept credit for positive outcomes but place blame elsewhere for negative outcomes.
12. During a school year a teacher may copy an unlimited number of class sets of printed materials without permission as long as the materials are used for educational purposes.
13. Except for impressing the school principal, spending time preparing a classroom bulletin board is a waste of time.

14. Although useful for teaching elementary school students, learning centers are inappropriate for use in secondary schools.

15. Unless otherwise noted, material that is found on the Internet should be considered as copyrighted.

16. Legally you cannot show your students a videotaped program taken from a premium cable channel without first obtaining expressed permission from the cable network.

17. Legally it is okay to make one replacement copy from a backup copy of a copyrighted computer software program.

18. It is inadvisable to use social networking tools such as YouTube, Blogger, and Flickr in the public school classroom.

19. Student safety is the sole responsibility of the school's principal, not that of a classroom teacher.

20. Students should not be allowed to use cellular phones while in the classroom.

III. Essay

1. Describe the distinguishing characteristics of each of three distinct teaching styles; select which you would personally like to develop and explain why.

2. What would you describe in a job interview as being the bottom line characteristic that defines a competent classroom teacher? Defend your answer.

3. Explain why you believe that knowledge of teaching styles and student learning styles is or is not important for a classroom teacher.

4. Distinguish between a teacher's use of praise and the use of encouragement and explain when and why one may be preferred over the other.

5. Describe when and how, if ever, the teacher's use of silence in the classroom is a useful behavior.

6. Describe how using audiovisual materials helps reinforce student learning.

7. Describe how you would discourage plagiarism of the Internet by students.

8. Describe similarities and differences of student textbooks used in K-12 public school teaching today with those of when you were in school. With explanation, describe what you predict will be the nature of the student textbook in the year 2020?

9. Describe the concept, advantages, limitations, and an example, of an “electronic field trip.”

10. Describe no less than 3 ways you could effectively use a classroom bulletin board in your teaching.

Chapter 2 Key

I Multiple choice

- | | | | | | |
|------|-------|-------|-------|-------|-------|
| 1. b | | | | 6. a | |
| | 11. d | | | | 16. d |
| 2. e | | | | 7. c | |
| | 12. d | | | | 17. d |
| 3. d | 8. a | 13. c | 18. a | | |
| 4. a | | | | 9. e | |
| | 14. e | | | | 19. e |
| 5. d | | | | 10. d | |
| | 15. b | | | | 20. d |

II. True-false

- | | | | |
|-----------|--|----------|-----------|
| 1. True | | 6. False | |
| 11. True | | | 16. True |
| 2. False | | 7. False | |
| 12. False | | | 17. False |
| 3. True | | 8. True | |
| 13. False | | | 18. False |
| 4. True | | 9. True | |
| 14. False | | | 19. False |
| 5. False | | 10. True | |
| 15. True | | | 20. False |

III. Essay

1. See text p. 31. Characteristics should be organized according to teacher behavior, learning environment, and instructional modes. The student's personal style selection could be any of the three, but the rationale should be clear and logical.
2. The students learn.
3. It is important that the teacher recognize that children may learn differently from the teacher. If the teacher is not cognizant of this then that teacher may only teach in the way he or she has learned, thus ineffectively attending to the individual learning styles and learning of many of the children.
4. See chapter text p. 42.
5. See chapter text p. 43.
6. By appealing to other senses, and to other learning modalities.

7. Answers will vary but should indicate knowledge, imaginative thinking, and skillful written expression.

8. Answers will vary but should indicate knowledge, imaginative thinking, and skillful written expression.

9. With multimedia programs, students can participate vicariously in a field trip without leaving the classroom. Consequently not all senses are engaged; it is nearly like the real thing and it makes possible a "field trip" experience that would not normally be available or affordable.

10. Answers will vary but should indicate knowledge, imaginative thinking, and skillful written expression.

CHAPTER THREE OUTLINE WITH NOTES

The Classroom Learning Environment

CHAPTER OBJECTIVES

Upon completion of this chapter your students should be able to:

1. As related to classroom management, distinguish between the concepts of consequences and punishment.
2. Describe a teacher's reasonable first reaction to various student behaviors, such as a student who is aggressively violent, one who is bullying another student, one who habitually lies, one who is defiant, one who tosses paper from across the room at the wastebasket, one who knowingly steals, and to one who is just sitting and staring out the window.
3. Use examples to describe how each of the following contributes to effective classroom control: a positive approach, well-planned lessons, a productive start of the school term, classroom procedures and rules, consistency but with professional judgment in enforcing procedures and rules, correction of student misbehavior, and classroom management.
4. Describe ways to help students establish and maintain self-control.
5. Describe important perceptions teachers and students should hold about learning.
6. Describe key planning necessary for the first week of school.
7. Describe the importance of transitions and the characteristics of an effective instructional transition.
8. Describe the meaning and give an example of sequenced consequences as used in response to inappropriate student behavior.
9. Differentiate between direct and indirect intervention to refocus a student and describe situations where they would be most likely to use each.
10. Prepare an initial draft of a proposed classroom management system.

THE IMPORTANCE OF PERCEPTIONS

CLASSROOM CONTROL – ITS MEANING – PAST AND PRESENT

Historical Meaning of Classroom Control

Today's Meaning of Classroom Control and the Concept of Classroom Management

Classroom Management: Contributions of Some Leading Authorities

B. F. Skinner

Lee Canter and Marlene Canter

R u d o l f D r e i k u r s

Linda Albert

Jane Nelsen

William Glasser

Carl Rogers and H. Jerome Freiberg

Paul Gathercoal

Haim G. Ginott

Thomas Gordon

F r e d r i c J o n e s

Jacob Kounin

Note 3-1: You may wish to alert students to the “No Passing Plan,” a plan to curb chronic tardiness and hallway misbehavior. Although it is a disciplinary consequence used by some school administrators, it can affect the classroom atmosphere and thus should be of interest to teachers. See D. Harriman & C. Pierre, (2009), “Logical consequences: Using passing times to prevent misbehavior,” *Principal Leadership*, 9(5), 37-39.

DEVELOPING YOUR OWN EFFECTIVE APPROACH TO CLASSROOM MANAGEMENT

PROVIDING A SUPPORTIVE LEARNING ENVIRONMENT

Consider the Physical Layout

Note 3-2: Grades K-5 teachers in particular may find useful Diller’s website (debbiediller.com) about organizing and managing the classroom to support literacy learning and independence.

Note 3-3: Figure 3.1 (p. 80) is a precursor to the development of a personal plan for classroom management that occurs in Exercise 3.3.

Create a Positive Classroom Ambiance

Note 3-4: You may wish to hold a discussion about the boxed material (p. 81) titled “Questions for Self-Reflection for Establishing a Conducive Learning Environment.”

Behaviors to Avoid When Using Encouragement to Motivate Students

Get to Know Your Students as People

Quickly Learn and Use Student Names

Classroom Sharing During the First Week of School

Observe students in the classroom – develop and practice your withitness

Observations and Conversations with Students Outside the Classroom

Conferences and Interviews with Students

Student Writing and Questionnaires

Cumulative Record, Discussions with Colleagues, Experiential Backgrounds, Community and Home Visits

PREPARATION PROVIDES CONFIDENCE AND SUCCESS

Effective Organization and Administration of Activities and Materials

Natural Interruptions and Disruptions to Routine

Note 3-5: Although many schools no longer allow children to costume dress for or to celebrate Halloween at school, it is still a popular holiday. Your students might profit from a discussion of this and about other holidays as relevant to the classroom teacher.

CLASSROOM PROCEDURES AND GUIDELINES FOR ACCEPTABLE BEHAVIOR

Starting the School Term Well

Procedures Rather Than Rules; Consequences Rather Than Punishment

The First Day

Greeting the Students and the First Activity
Student Seating

Note 3-6: Consider holding a class discussion about assigned seating versus student daily random choice of seating, and how it may or may not matter depending on the group of students, grade level, and other factors.

Information About the Class

Classroom Procedures and Endorsed Behavior

Procedural Matters: What Students Need to Understand from Day One

Signaling for Your Attention and Help

Entering and Leaving the Classroom

Maintaining, Obtaining, and Using Materials for Learning and Items of Personal Use

Leaving Classroom for a Personal Matter

Reacting to a Visitor or an Intercom Announcement

When Late to Class or Leaving Early

Consequences for Inappropriate Behavior

Emergency Situations, Practice and Real

Note 3-7: Most or perhaps all schools today have a crisis preparedness plan, often consisting in some fashion or other of three components—crisis management, crisis communication, and crisis intervention. A general methods course is as good a place as any to assure that beginning teachers are aware of the existence and extent of such plans. Consider having students collect, compare, and discuss plans from a number of local schools.

Time Out Procedure

USING POSITIVE REWARDS AS MOTIVATORS

MANAGING CLASS SESSIONS

Opening Activities

Smooth Implementation of the Lesson

Transitions Within Lessons

Note 3-8: I think it important for beginning teachers and for any teacher trying to improve his or her skill level, to plan and write into their lesson plans the details of transitions. A useful procedure for doing this is to first outline the procedural section of the lesson plan, designating the various learning activities by consecutive numbering, activity 1, 2, 3, and so on. Then go back over the outline and identify where transitions will occur. After identifying each transition, the next and final step is to plan and write how the transition will be accomplished. For example, if the transition is to move the students from whole-class discussion into small group work, then the transition should state not only that students will get into small groups but also how that is to be done and how what they are to accomplish in their small group work is related to what was done in the large-group discussion. Or, as another example, if the transition is from whole-class discussion to viewing a video, describe specifically how the transition will occur. Presumably the teacher will make a statement connecting the just-completed discussion to the content of the upcoming video and related to that bridge what specifically the students should be looking for as they view the video.

INAPPROPRIATE STUDENT BEHAVIOR

Transient Nondisruptive Behaviors
Disruptions to Learning
Defiance, Cheating, Lying, and Stealing
Bullying, Fighting, Sexual Misconduct, and Violence

Note 3-9: See The Bully Project (p. 96), a piece written by teacher Roberta Svegel especially for use in The Resource Guide. See also <http://www.wsbt.com/news/regional/45254017>.

TEACHER RESPONSE TO STUDENT MISBEHAVIOR

Direct Versus Indirect Assertive Intervention Strategies: A Clarification
Order of Behavior Intervention Strategies

TEACHER-CAUSED STUDENT MISBEHAVIOR

Scenarios for Case Study Review
Preventing a Ship from Sinking is Much Easier Than is Saving a Sinking One: Mistakes to Avoid

Note 3-10: Although it's lengthy, I'm proud of my presentation of 51 mistakes to avoid. I trust readers will see and tolerate (and perhaps appreciate) the humor in the location of the boxed item on p. 103.

SITUATIONAL CASE STUDIES FOR ADDITIONAL REVIEW

- Case 1: The Boy Who Hangs Around
- Case 2: The Bully
- Case 3: The Problem Of Mary
- Case 4: From A Deadly Dare
- Case 5: Student Has A Crush On Teacher
- Case 6: Duct Taping A Students' Mouth Is Not An Acceptable Solution
- Case 7: Student Complains To A Student Teacher About Continued Sexual Harassment By A Peer
- Case 8: Students Use The Internet For Extracurricular Activity
- Case 9: Reenactment of Slavery
- Case 10: Used the "N-Word" in Class

SUMMARY

QUESTIONS FOR CLASS DISCUSSION

MYEDUCATIONLAB

EXERCISES

EXERCISE 3.1: OBSERVING A CLASSROOM FOR FREQUENCY OF EXTERNAL INTERRUPTIONS

EXERCISE 3.2: TEACHERS' CLASSROOM MANAGEMENT SYSTEMS

EXERCISE 3.3: BEGINNING THE DEVELOPMENT OF MY CLASSROOM MANAGEMENT SYSTEM

EXERCISE 3.4: OBSERVATION AND ANALYSIS OF HOW EXPERIENCED TEACHERS OPEN CLASS MEETINGS

EXERCISE 3.5: AVOIDING SENDING OPPOSING MESSAGES

EXERCISE 3.6: IDENTIFYING TEACHER BEHAVIORS THAT CAUSE STUDENT MISBEHAVIOR – A SELF-CHECK REVIEW EXERCISE

Note 3-11: Additional readings of interest.

Bear, G. G., & Duquette, J. F. (2008). Fostering self-discipline. *Principal Leadership*, 9(2), 10-14.

Gable, R. A., et al. (2009). Back to basics: Rules, praise, ignoring, and reprimands revisited. *Intervention in School and Clinic*, 44(4), 195-205.

Hoffman, L. L., Hutchinson, C. J., & Reiss, E. (2009). On improving school climate: Reducing reliance on rewards and punishment. *International Journal of Whole Schooling*, 5(1), 13-24.

Porterfield, K. (2006). Preparing for a very bad day. *Principal*, 85(3), 1-3.

Sprick, R. (2009). Doing discipline differently. *Principal Leadership*, 9(5), 18-22.

Stichter, J. P., et al. (2009). Assessing teacher use of opportunities to respond and effective classroom management strategies. *Journal of Positive Behavior Interventions*, 11(2), 68-81.

