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**EDU 301-1 Classroom Management**

**Final Project**

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**Behavioral Standards for Students**

Come to class on time

Come to class with all materials*---These standards ensure that class can begin on time and every moment of the class period will be used.*

Respectful silence while teacher is speaking

Respectful silence while other students are speaking --- *These standards ensure that the teacher can get through their planned material in a timely manner, and allow students to give their answers/opinions without interruption.*

Participation during in-class activities--- *This standard ensures that students are paying attention during the lesson and keeps them engaged.*

Hand in work on time

Complete work neatly--- *These standards enforce a measure of responsibility and allow for easier grading for the teacher.*

Use down time for other homework/reading--- *This standard enforces responsibility and keeps students engaged in their studies if the lesson does not take the full class period.*

**Behavioral Standards for Educators**

Come to class on time

Have lesson material prepared--- *Educators cannot expect students to show up on time or be prepared if the teacher is cannot accomplish those things.*

Respond to student questions and comments with respect

Give adequate response time--- *These standards ensure that the teacher models the behavior they expect students to show, and gives students a chance to be successful during class activities.*

Take interest in students’ needs, concerns, and interests

Respond to student complaints with respect

Confront students about issues in a calm, non-aggressive manner--- *These standards show students that the teacher cares about their opinions and wants to help them succeed. (THEC 37-40)*

Provide homework that is challenging but within the students’ abilities

Give adequate time for students to complete assignments --- *These standards ensure that the teacher does not overload their students, but that the students are being challenged to grow.*

Communicate with parents

Communicate and collaborate with other educators

Communicate and cooperate with administration--- *These standards ensure a productive and friendly work environment, which will reduce stress and allow teachers to help each other.* *They also ensure a cooperative atmosphere between parent and teacher. (THEC 42-43)*

**Objectives**

1. **Create a classroom environment that is productive**
2. **Create a classroom environment that is safe**
3. **Create a sense of mutual respect between teacher and student**
4. **Ensure that the teacher is in control of the classroom**
5. **Promote a sense of ability to succeed in the students**

*Objective 1 is the overall goal of every teacher. Students need to be able to learn and grow within the classroom. Every other objective ties into accomplishing Objective 1. (THEC 1)*

*Objective 2 is crucial to creating a productive classroom. Students cannot learn in a place where they feel threatened. Bullying, both physical and emotional, needs to be eliminated (THEC 36). The teacher’s attitude also affects this objective. Students who are afraid of their teacher will find it difficult to focus on their schoolwork.*

*Objective 3 involves the teacher-student relationship. While students need to understand that their teacher is not their friend, they also need to be able to trust their teacher. Within reason, the teacher must show the students that they will be treated with respect if the students show respect in return. Favoritism and ridicule must be eliminated on the part of the teacher.*

*Objective 4 qualifies Objective 3. While the teacher must show their students the respect they deserve, the teacher must also be seen to be in control of the classroom. When conflict arises, the teacher must be able to deal with it effectively, without worrying about compromising his/her “friendship” with the students.*

*Objective 5 involves providing homework assignments that are challenging but do-able and offering encouragement and positive reinforcement.*

**Implementing Rules and Procedures in the Classroom**

* ***Starting the year off right can make all the difference with classroom management for the rest of the year.***
	+ **As students enter for the first day, greet them with a smile to set them at ease**
	+ **Introduce yourself**
	+ **Explain the rules and expectations of the classroom. Students cannot meet the expectations if they do not know what those expectations are.**
* ***Once students have settled in to the routine of the classroom, allow them to help create the rules of the classroom. (CMTW-25-26)***
	+ **This step is only applicable if you believe your students are mature enough to create valid rules and procedures for the classroom.**
	+ **This step can give your students a sense of responsibility and pride in designing their own classroom. They may be more willing to follow the rules if they feel like they have been a part in creating them.**
	+ **Always remember that you, as the teacher, have the final say in the rules.**
	+ **Put students into groups and tell them that they all must agree on the rules that they create. This allows for the more responsible students to influence more mischievous students.**
* ***Dealing with conflict in the classroom can be challenging, but using the IOSIE method helps to solve problems that arise (SCARPACI).***
	+ **Identify the problem: decipher if there is actually a problem, what the real issue is, and who the instigator is. Taking this first step helps to eliminate false accusations or further disruption of the class.**
	+ **Objective: A teachers two main objectives are always to “facilitate learning and encourage self-discipline.” Make sure your objectives are “explicit, quantifiable, and achievable; they create an end result that can be met within a specific time frame.” If there is a problem, decide what you want to accomplish.**
	+ **Solutions: Create a plan for dealing with the problem. Three suggested approaches are “a consequence, group guidance, and a guidance approach.” A consequence approach involves a set consequence for misbehavior, group guidance includes allowing students to have a hand in creating the rules and consequences for a classroom, and a guidance approach involves the teacher meeting with the rule-breaker and encouraging the student to take responsibility for his/her own actions.**
	+ **Implementation: First, determine who will need to implement the solution. If the solution includes parents or administrators, determine how to gain the full support and cooperation of the other people involved. After the solution has been implemented, evaluate the success of the solution. If it has been unsuccessful, try a different approach to the problem and reevaluate.**
	+ **Evaluation: The final step in IOSIE is to ensure that all other steps have been successful. If some part of this process has failed, the entire process must be evaluated to find where the error was made.**
	+ ***It is important to remember that IOSIE is a guide, not a fool-proof method. It may not work in some instances. IOSIE is a tool to be used when it is applicable in the classroom environment to help solve problems.***
* ***Rule for the classroom should include the following:***
	+ **Zero-tolerance bullying policy: While many schools already have this policy in place, make it clear to your students that bullying will not be tolerated in your classroom.**
	+ **Attendance and tardiness policy: Ensure that students know that you expect them to be in class and on time**
	+ **Late work policy: If you decide to have a late work policy, make sure to enforce it. This will force students to be more responsible about doing their homework.**

**Assessment: How to tell if your methods are working.**

**After implementing your strategies, answer these questions:**

* Monitor the number of disruptions that occur in your classroom. Are they increasing or decreasing?
* Check students’ work. Are students improving? Are students finding the work too easy or too difficult?
* Are students paying attention in class? Are they participating in discussions?
* Do students feel comfortable asking questions or addressing concerns?

**Assessing your strategies involves setting your own goals and deciding what you will view as “success.” No classroom is perfect, but there is always room for improvement. Once you meet one goal, continue to set and strive for new goals.**

**Works Cited**

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