

Classroom Management



Having no consequences has consequences.

A classroom learning environment impacts student learning and achievement. The research suggests there are strategies teachers can control and implement to cut down on classroom management issues.

One is instructional; good instruction results in student learning and increased student achievement. Students who are successful don't get frustrated and take out their frustration by misbehaving.

A second issue is pacing: when students are not on task because the class is not "moving" along, then teachers have to get back into control – which in itself is a classroom management issue that takes away from instructional time. Pacing of notes and guided practice keeps students on task and makes the class period pass by more quickly and does not allow students time to find trouble. It's important to note that the trouble with trouble is it always starts as fun.

A third issue is "continual warning"; by continually warning misbehaving students, students who are distracting or disrupting the class, are finding out how far they can push the line before crossing it. Teachers should only tell the students once, then have a consequence for unacceptable behavior. In my opinion, the consequence should always send a message that disturbing or distracting a class will result in a consequence that takes student time and is not worth the gamesmanship. Also, teachers should do whatever possible so they don't interrupt their own instruction. That is, keep teaching while staring at the student, invade their space while continually staring, tapping the student desk and saying quietly, that the behavior is not acceptable, you don't like it and to stop. At the end of class, call the student to you, indicate that behavior is not acceptable, will not be tolerated and will be met with consequences the next time it occurs.

A consequence might be using the "Take Home Detention" if a student is causing a distraction by just placing the detention letter on the student's desk while carrying on with the instruction. Having the student copy that letter multiple times strongly suggests that interruption of instruction is not acceptable.