

UNIT 3 : Classroom Management



Unit Objectives

1. identified the various class routines employed by the teacher.
2. determined the classroom strategies utilized by the resource teacher



Topics

1. Classroom Management and Routines
 - a. Effective Classroom Management Strategies
 - b. Establishing Routines through Events of Instruction by R. Gagne
2. Physical and personal aspect of classroom Management
 - a. Importance of Effective Classroom Management
 - b. Aspects of Classroom Management



Learning Essentials

This episode focuses on classroom structure and management and routines that are employed by the teacher in every classroom. This is to provide safe, non-threatening and caring environment conducive for learning. This allows students to disciplined to stay calm and focus on their daily tasks.

"Routines are the backbone of daily classroom life. They facilitate teaching and learning.... Routines don't just make your life easier; they save valuable classroom time. And what's most important, efficient routines make it easier for students to learn and achieve more."

—Learning to Teach...not just for beginners by Linda Shalaway

When routines and procedures are carefully taught, modeled, and established in the classroom, children know what's expected of them and how to do certain things on their own. Having these predictable patterns in place allows teachers to spend more time in meaningful instruction.

8 PROACTIVE CLASSROOM MANAGEMENT STRATEGIES

1. Greet students at the door: helped teachers set a positive tone for the rest of

the day, boosting academic engagement by 20 percentage points while reducing disruptive behavior by 9 percentage point

2. Establish, maintain, and restore relationships . such as regular check-ins and focusing on solutions instead of problems—can reduce disruptions by up to 75 percent. “The stronger the relationship and the better we understand our students, the more knowledge and goodwill we have to draw on when the going gets tough.

3. Use reminders and cues. Reminders are commonly verbal but can also be visual (flicking the lights to signal that it’s time to be quiet), auditory (ringing a small bell to let students know they should pay attention to the teacher), or physical (using a hand signal to let students know to get back in their seats).

4. Optimize classroom seating. When students choose their own seats, they’re three times more likely to be disruptive than when seats are assigned.

5. Give behavior-specific praise. acknowledging positive behavior and ignoring low-level disruptions can be more effective than punishing or disciplining students. Instead of focusing on specific students, offer praise for the behavior you want to reinforce. For example, tell students, “Excellent work getting to your seats quickly.” It’s also helpful to avoid using the word don’t,

6. Set clear expectations. Instead of just displaying rules for behavior, have a discussion with your students about why those rules matter

7. Actively supervise. Be active: Move around the room, check in on student progress, and ask questions. It’s not about policing your students, but about interacting with them.

8. Be consistent in applying rules: School and classroom expectations, rules, and routines should be followed and applied fairly to all students. Don’t single out certain students—it’s the behavior you should be focused on, not the student. Correct errors when you see them and provide additional instruction or reteaching when misbehaviour occurs.

Why is it important to establish Routines?

1. Establishing the routine at the beginning of the year
2. Enables you to run your daily activities in a smooth manner
3. ensures you to manage time effectively
4. Helps you maintain order in the classroom
5. Makes you feel more focused in teaching because you spend less time in giving directions/ instructions
6. Enables you to explain to the learner what is expected of them

The nine steps of Gagne's "Events of Instruction" are:

GAINING THE ATTENTION OF THE STUDENTS. Begin learning session by gaining the attention of learners. Make sure that learners are motivated and participate by presenting stimulus to gain their attention. Ex. Pose a thought-provoking question or present an intriguing problem

INFORMING THE LEARNER OF THE OBJECTIVE. State what the learners will be able to accomplish during the session and how will they use the knowledge in the future. Describe what will they be able to do at the completion of the session, describe required performance and describe criteria for performance.

STIMULATING RECALL OF PRIOR LEARNING (retrieval) . To accomplish this, present learner what they already know or something they have experienced. Make connections between what they are learning and their previous learning.

PRESENTING THE CONTENT. (Selective perception) . Present the learner with the new information to provide effective and efficient instructions. Organize and chunk in a meaningful way and you may provide an explanation or demonstration. You may use visual clues, videos, etc.

PROVIDING LEARNING GUIDANCE (Semantic Encoding). In here, we give examples to aid them in learning the content such as providing them with cues,

hints to understand them better and remember what they are learning.. Ex, concept map, role playing, graphic organizers

ELICITING THE PERFORMANCE. (Responding) Inhere, you provide them with practice activities to activate their learning. This allows the learner to internalize the new information that have been learned. Ex. demonstration, asking questions, role playing, etc.

PROVIDING FEEDBACK. (Reinforcement)after they have attempted to display their knowledge, we mut provide feedback. This stage helps the learner reinforce a correct answer. ..by providing corrective feedback if the response is incorrect. Ex, Be positive in giving feedback, use fist hand observation

ASSESSING THE PERFORMANCE. (Retrieval) performance should be based on previously stated objectives. Ex. Written test, oral questioning and other tool that show they've learned the material or skill effectively

ENHANCING RETENTION AND TRANSFER (Generalization). Give learner resources that enhance and transfer of knowledge, so they are able to internalize the new knowledge and enhance his or her expertise. Ex. Having summarize content, create mind maps, generate examples

Importance of Effective Classroom Management

1. Increases chance of students' success
2. Paves the way for teacher to engage students in learning
3. Helps create ana organized classroom environment
4. Increases instructional time
5. Creates consistency in the employment of rules and regulations
6. Aligns management strategies with school wide standards

7. Decreases misbehaviour in the classroom

8. Gives boundaries as well as consequences

Aspects of Classroom Management

1. Personal Classroom Management. This consists of managing your own self to ensure order and discipline in your class. Managing yourself as a teacher contributes to the order and well-being of your class.

- ✓ Voice
- ✓ Personal grooming
- ✓ Attendance
- ✓ Punctuality
- ✓ Personal graciousness

2. Physical Classroom Management. Consist of managing the learning environment. Attending to these physical elements of learning environment ensures safety , security and order in the class.

- ✓ Ventilation
- ✓ Lighting
- ✓ Acoustics
- ✓ Seating arrangements
- ✓ Structure/design of the classroom
- ✓ Physical space/learning stations



Observe

#1 Activity: Classroom Routine

Resource Teacher: Jean Ritzel Sulpico Signature: *Jean Ritzel Sulpico* School: WVSU-ILS

Grade level: Grade-1 Subject Area: MAKABANSA Date: August 18, 2015

1. Observe the class by accomplishing the given checklists below

CHECKLIST ON CLASSROOM ROUTINES

Name of Observer: Jhanna Kaye Tornalejo

Grade Level: 1

Directions: Check the correct column if the behaviour is observed or not.

Classroom Routines	Observed	Not Observed
1. Movement into the classroom	/	
2. Transition in the classroom activities	/	
3. Movement out of the classroom	/	
4. use of lavatories/comfort room/washrooms	/	
5. Passing of paper	/	
6. passing of books	/	
7. Working with pairs/groups	/	
8. Tardy Students	/	
9. Absent Students	/	
10. Submission/Collection of materials	/	
11. Submission of projects	/	

12. Asking questions during lessons	/	
13. Asking for assistance	/	
14. Joining the classroom activities	/	
15. Lining Up	/	
16. Walking in Line	/	
17. Fire drill/emergencies	/	
18. Movement between activities	/	
19. Use of classroom supplies	/	
20. Checking of Assignments	/	
Others, please specify		
21		
22		
23		
24		
25		

ASPECTS OF CLASSROOM MANAGEMENT

Aspects of Classroom Management	YES	NO
1. Personal Classroom Management		
- is the teacher well-groomed that he/she demands respect from the learners?	/	
-is the teacher's voice modulated and can be heard by the entire class?	/	
-was the teacher present in class?	/	
-Did the teacher arrive on time?	/	
-Does the teacher exude a positive towards teaching?	/	
2. Physical Classroom Management		
- Is the classroom-well-ventilated?	/	

- Is the lighting good enough?	/	
- Is the classroom free from noise?	/	
-Does the seating arrangement provide better interaction?	/	
- Is the design/structure of the room inviting to classroom activities?	/	
- IS the physical space/learning station clear from obstructions?	/	
Comments from observations: <u>The classroom is all goods but it just need a little more design because it looks so plain.</u>		



Analyze the routine set by the teacher by answering the following questions:

1. Were the routines affective in ensuring discipline and order in the class? Why or why not?

Effective routines are considered the "backbone" of classroom life. When they are carefully taught and modeled, children understand exactly what is expected of them, which fosters independence and reduces the need for constant teacher intervention. By providing a predictable pattern, routines allow learners to stay calm and focused on daily task. It creates a safe and non-threatening environment conducive to learning.

2. Why do we need to check out the physical aspect of the classroom management?

Proper physical management is essential for ensuring learners safety, security, and order. It also has an impact to academic engagement of the child.

3. Are classroom rules really important? Discuss your answer.

Yes, classroom rules are important because they provide boundaries and consequences that help maintain order. The important idea when we implement it, it should be clear, consistentn, and fair to all learners.



1. Which of the routines will you most likely to apply in your future class? Why? Or Why not?

As an ECE teacher, I would prioritize Greeting learners and Visual/Auditory cues. Greeting learners sets a positive tone and can boost their engagement. Using Visual/Auditory cues like cross finger sign means they want to drink a water and number 3 finger sign means they want to pee/poop is very effective because it doesn't need for constant verbal and doesn't interrupt the class.

2. Reflect on the various classroom's rules set by the teacher. Will you have the same rules? If not, what rules are you going to employ? Explain your answer.

I would adopt similar rules but focus heavily on behavior specific praise and proactive relationships. In a grade 1 setting, I would avoid the word "don't" and instead use positive reinforcement to acknowledge the behaviors I want to see. My rules would focus on solutions rather than the problems, as establishing and maintaining strong relationships can reduce disruptions in the classroom.

3. What does this statement mean to you as a future teacher of kindergarten? Explain.

“No amount of good instruction will come out without effective classroom management?”

This statement highlights that classroom management is the foundation upon which all learning is built. Even the most creative lesson plan will fail if learners are not in a safe, disciplined environment where they can focus. In Early childhood Education,

effective management allows the teacher to spend more time on meaningful instruction rather than managing chaos, ultimately increasing the chances of learners success.



These must be included in the portfolio:

- ✓ Observations Sheets
- ✓ Analysis
- ✓ Reflections
- ✓ Pictures /snapshots of evidence of learning to capture the classroom management strategies used by RT.

