**Responding to Classroom Management Scenarios - Classroom Management Guide**

Unit 9: Classroom Management

GA Instructional Toolkit Training

*Directions: Complete the following 3 parts of the project (2 pages). Save file as “Name\_Classroom Management.”*

**1. Identify Your Prevention Tactics**

Identify **two** tactics you'll use on Day 1 of class to set student expectations and mitigate student behavioral issues.

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| ***Example***  *1. Start the first class by asking the students to come up with class guidelines, making sure X, W, and Z are covered.* |

**2. Explain how you’ll measure your tactics’ effectiveness**

Explain how you’ll measure the effectiveness of these practices in terms of setting expectations and keep them relevant throughout the course.

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| ***Example***  *1. Day 1 - review guidelines at end and ask class to rate their performance. Same thing at the end of Week 1, Week 2, Mid-course, etc.* |

**Fill in the table below with your answers.**

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| **Prevention Tactics: Day 1** | **How you’ll measure your tactics’ effectiveness** |
| 1. |  |
| 2. |  |

**3. Practice responding to issues as they arise**

* Respond to 2 student behaviors in character (as an instructor).
* Aim for 3-5 sentences.
* *When as as applicable, please type in your answer as if you were speaking directly to the class and/or student.*

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| **Scenario 1**  Two of your students are few minutes late for the first day of class. The second class, 5 people trickle in 20 minutes late. You remind students of the expectation that class starts on time (but you also secretly recognize that you wait until all but 1 or 2 students is there to really start, or you know you’ll have to repeat the first few minutes of the lesson).  **What is your response?** |
| ***Example:***   * *First, I would X….* * *Then, I would address the class by saying, “So I know that we’ve been starting class a little behind schedule….”* |
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| **Scenario 2**  While checking for understanding of new material, a few students are confused and start asking you questions. You pause, contemplating the answer, then begin to answer, but another student, Adi, calls out the answer while you are explaining. Adi continues to answer the question, talking over you, but the student asking the question seems to understand Adi’s answer better.  **What is your response?**  Remember to type your answer as if you were speaking directly to the class and/or student. |
| ***Example***   * *First, I would X….* * *Then, I would …* * *Next, I would pull Adi aside and say…* |
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