

Classroom Management

● Six Teaching Functions

1. **Daily review**, checking previous day's work.
Teacher learns where students had problems.
Re-teaching occurs, if necessary
2. **Presentation of material** and demonstration/modeling (where appropriate)
Provide overview
One thought at a time
Stay "on track"
Master each point in sequence
Give many examples
Give detailed/redundant explanations for difficult points
Ask questions to monitor student progress
3. **Guided student practice**
Ask a large number of questions:
 - fact questions
 - "process" questionsFor higher level questions, demonstrate "talk through") how to answer
Ensure high success (80%) by prompting at the beginning; then fading out prompts
Give additional process explanations and repetition of main points
Check for understanding until all students are "firm" in performance:
 - have a large number of brief oral questions ready to cover main points, supplemental points, and processes involved
 - equalize opportunity to respond through: systematic selection; no call-outs
 - require all students to respond through: written responses; responding to a partner; group discussion; choral responses (in small group)
4. **Feedback and correctives** during guided practice

<i>If student answers:</i>	<i>Then teacher should</i>
– correctly and firmly	– acknowledge and go on
– correctly but hesitantly	– acknowledge and briefly give process of getting an answer
– incorrectly and carelessly	– give right answer and go on
– incorrectly and doesn't understand	– give hints or probes or reteach
5. **Independent work** only after successful guided practice
Students progress from slow, "think it through" stage to automatic stage

Students engage in a large number of successful repetition (overlearning)

During seatwork activities:

- direct students through first few problems or tasks
- keep interactions short (20-30 seconds) but frequent, if necessary
- actively monitor students

Non-seatwork ways of providing independent practice:

- teacher-led question/answer session without prompts, hints (all students

participate)

- students follow a procedure that includes, e.g., doing seatwork and checking with

a partner

- cooperative group learning approaches

For difficult material, or slower students:

- provide several short sequences of instruction/practice followed by seatwork

- be sure to provide plenty of explanation, repetition, guided practice, feedback, and demonstration

6. Weekly and Monthly Reviews

Once a month (if meeting weekly)

(Adapted from) Source: Rosenshine, B. Teaching functions in instructional programs

● Classroom Rules and Procedures

Kindergarten teachers realize that students come to school not knowing what is expected of them. A student that has been in school a few years often is expected to "know what to do." Effective teachers take nothing for granted. They spend the necessary time to teach the rules and explain the procedures that will help to ensure their students' success.

Students from the middle grades and up begin to acquire a consciousness of rules, why they are needed, how and why they come into being, and how they can be changed and by whom. Students who are involved in the setting of rules for classroom situations are generally more responsible in observing/implementing them.

● The Cognitive Domain: *Bloom's Taxonomy*

Bloom's Taxonomy is a classification system for the domain of knowing or knowledge, i.e., cognition. The higher the category or class of cognition, the more complex the thinking skill required. Consequently, a person proceeds from the acquisition of simple facts to apprehension and interpretation of material to the ability to analyze and synthesize information. The work developed on cognition can be found in *Taxonomy of Educational Objectives, Handbook I: Cognitive Domai*,. by Benjamin S. Bloom (Ed.), New York: Longman. 1956.

- **Levels/Types of Cognition in Teaching**

1. **Knowledge**

Knowledge represents the lowest level of objectives. The definition of knowledge for this level is remembering previously learned material. The requirement is to simply **recall**. The range of information may vary from simple facts to complex theories, but all that is required is to remember the information.

2. **Comprehension**

Comprehension is the first step beyond simple recall. It is the first level, demonstrating and understanding the information. It is the ability to **apprehend, grasp, and interpret** the meaning of material.

3. **Application**

Application is the ability to show the pertinence of principles to different situations. At this level, student may **apply concepts or methods to actual concrete problems**. This thinking skill tells you that a student can transfer selected information to a life problem or a new task with a minimum of direction.

4. **Analysis**

Analysis requires more than knowledge, comprehension, and application. It also requires an understanding of the underlying structure of the material. Analysis is the ability to break down material to its functional elements for better understanding of the organization. Analysis may include identifying parts and clarifying relationships among parts. This thinking skill tells you that **a student can examine, take apart, classify, predict, and draw conclusions**.

5. **Synthesis**

Synthesis requires the formulation of new understandings. If analysis stresses the parts, synthesis stresses the whole. Components of concepts may be reorganized into new patterns and new wholes. **A student can originate, combine, and integrate parts of prior knowledge into a product, plan, or proposal that is new.**

6. **Evaluation**

Evaluation is the highest level of learning results in the hierarchy. It includes all the other levels plus the **ability to make judgments, assess, or critique based on evidence and clearly defined criteria**.

Trowbridge, L., Bybee, R., and Powell, J. (2000) Teaching secondary school science, strategies for developing scientific literacy. Upper Saddle River, NJ: Prentice-Hall.

Wong, H., & Wong, T. (1991) The first days of school. Sunnyvale, CA: Harry K. Wong Publications.

Types of Sample Questions for Levels of Cognition:

Knowledge Level Questions

- **How Good a Motivator Are You? (A Self-Assessment with Tips)**

Check your motivational practices by rating yourself on the questions below. Add your totals in each column. Score yourself as follows: 90-100, EXCELLENT; 80-90, GOOD; 70-80, FAIR; below 70, POOR.

Never	Usually	Sometimes	
	(4 points)	(2 points)	(9
points)			
7. I believe my students are competent and trustworthy.			
8. I avoid labeling students.			
9. I avoid sarcasm, put downs, and ridicule of students.			
10. I send explicit invitations to succeed.			
11. I listen to what my students really say.			
12. I let students know they are missed.			
13. I make good use of student experts in the class.			
14. I use heterogeneous groups to build interdependence.			
15. I teach leadership and communication skills.			
16. I avoid overemphasis on competition, rewards and winning.			
17. I help groups evaluate their effectiveness in group process.			
18. I give equal time, attention, and support to low-ability students.			
19. I communicate high expectations to my students.			
20. I focus on future success rather than past failures.			
21. I look for what is positive in student work and behavior.			
22. I set and communicate clear goals for instruction.			

23. I use well-designed, thought-provoking questions to stimulate readiness.
24. I use objects as "focusing events" to stimulate interest.
25. I use brainstorming to stimulate interest before beginning a lesson.
26. I use set induction activities that connect a present experience to a lesson concept.
27. I ask low-risk, open-ended questions.
28. I wait eight to ten seconds after asking a divergent question.
29. I suspend judgment and redirect a question to get multiple responses.
30. I paraphrase and clarify responses instead of judging and praising.
31. I personalize learning.

Totals _____

In addition:

I try to maintain a sense of humor and use it to relieve moments of tension, without demeaning or deprecating any student.

- **Factors to Increase Student Motivation**

FEELINGS OF STUDENTS:

1. **Degree of Concern** (The amount of tension within the student)
 - Not Tension or Concern — No Motivation
 - Suggestions: Room arrangement
Checking for understanding (signaling/sampling)
2. **Feeling Tone** (Pleasant, Unpleasant, Neutral)
 - Pleasant feeling tones will increase motivation to a high degree.
 - Unpleasant feeling tones will also increase motivation, but to a lesser degree
(and there may be some undesirable side effects).
 - Neutral or Absence of feeling tone won't do a thing for motivation.
 - Suggestions: Non-contingent reinforcement
Use of students' names in examples and worksheets.

TASK-RELATED:

3. **Success of Students**
4. **Student Interest**
5. **Knowledge of Results**

PRAISE:

Praise is a tool that can enhance or erode motivation. Specific praise lets the students know exactly which actions they performed are valued, and is easy for them to accept. Unhelpful praise, praise that is false or overstated, sounds phony and makes students and the teacher uncomfortable.

Under some conditions, students actually interpret teacher criticism favorable (the teacher cares and expects good work)! Praise builds conformity and tends to make students depend on others for their worth rather than upon themselves for their worth. Some praise cuts off further responses.

Learn how and when to give helpful, specific, honest praise. Students will know that you are telling them the truth. Research suggests that praise seems best used with reluctant, unmotivated, dependant learners, primary-level students, and with low level cognitive tasks. Encouragement, specific feedback, recognition, and self-evaluation can be substituted for unhelpful praise. Smiles, pats on the back, nods, and winks are powerful reinforcements when used appropriately.

SPECIFIC PRAISE:

Specific Praise is giving precise feedback to the learner about what he is doing correctly. It is highly motivational for a student to know how he/she is doing. This type of feedback *lets the student know* what he/she is doing correctly and therefore what to continue doing. It will increase the speed with which the student changes his/her behavior as well as give the student understanding of how he/she matched the teacher's expectation. The student's awareness is focused on the specifics of what he/she has succeeded in doing behaviorally so he/she will know what to repeat. (Herrick, 1980)

Some examples of specific praise:

"Good Julie, you are responsible for yourself by coming into the room, getting our your paper and beginning the transition."

"Great, you all have your desks cleared, pencils out and are ready for the test."

"Good, Jason, you're raising your hand to offer an answer."

If a teacher says "Good Julie" or "Good, Jason," without adding the SPECIFIC behavior (as underlined above), Julie will have to guess (and maybe wrong) about the kind of behavior the teacher wants her to repeat.