

BEGINNING TEACHER NEWSLETTER

Effective Classroom Management

Four Pillars of Classroom Management



Establish Expectations

Prioritize 3-5 expectations dealing with broad classifications of behavior. State expectations positively and in developmentally appropriate language. Make expectations observable and measurable and post them publicly.



Explicitly Teach Expectations

Define and provide rationale for expectations. Teach through examples and non-examples what the expectation looks like and practice engaging in the desired behaviors. Make and discuss clearly the consequences for following and failing to follow the expectations.



Reinforce Expectations

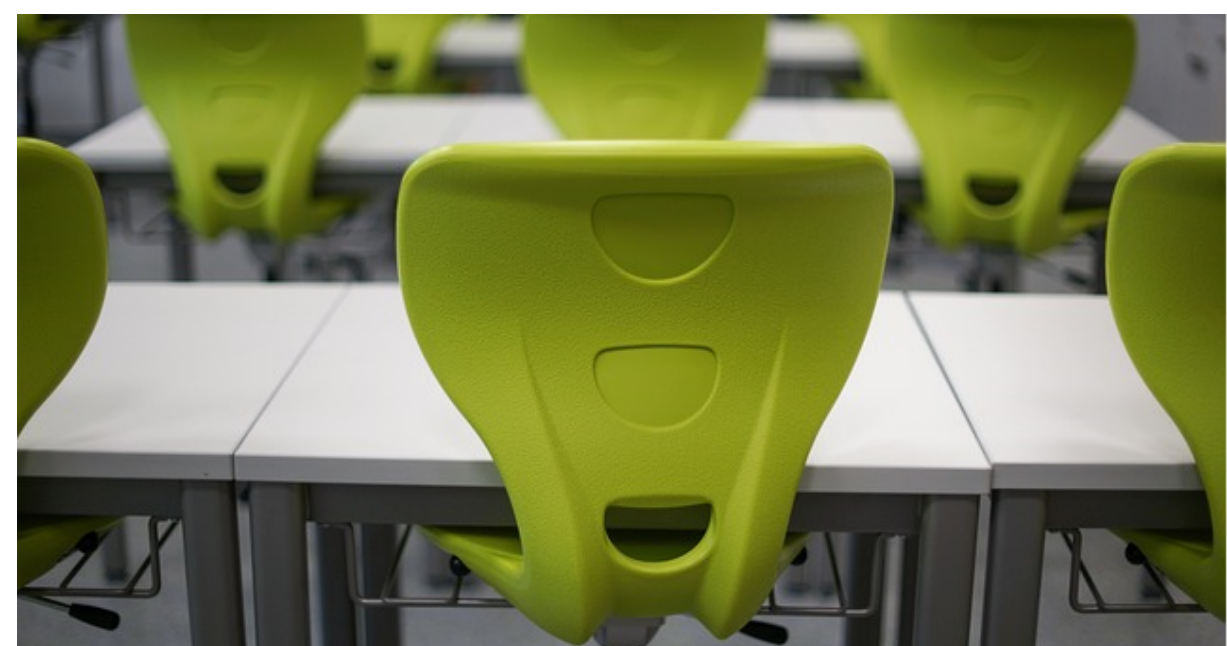
Immediately and frequently reinforce positive behavior with enthusiasm. Use eye contact and descriptive language to describe the behaviors you are reinforcing. Build a sense of anticipation for reinforcement and use a variety of reinforcement methods.



Correct Behavioral Errors

Accompany techniques for temporarily stopping a problem behavior with proactive strategies that build replacement skills.

Only 30% of Utah educators feel extremely well prepared to manage student behavior.



Data obtained from the Utah Educator Engagement Survey suggests that regardless of how long a teacher has been teaching, managing classroom behavior is the most challenging.

The struggle to manage classroom behavior is most problematic among early-career educators.

Classroom Rules

We are **SAFE** by...

- Walking in the classroom and hallway
- Keeping our bodies to ourselves
- Remaining in my assigned seat/area unless permission given

We are **RESPECTFUL** by...

- Being in seat when bell rings
- Relating discussion to current topic
- Listening when others are talking

We are **RESPONSIBLE** by...

- Following directions quickly
- Being on time for class
- Being prepared with materials
- Turning assignments in on time

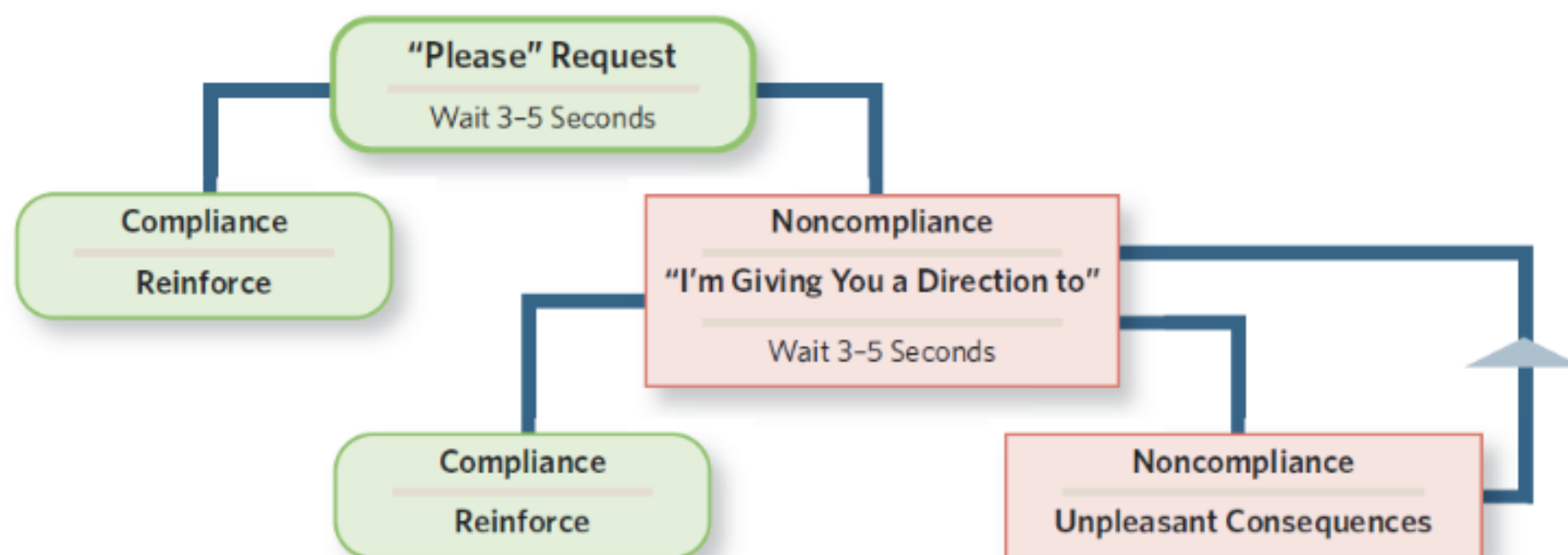
Requests Before Reprimands

When correcting student behavior, consider using requests before reprimands:

- State the student's name.
- Do not use a question format when making the request. ("*Isn't it time to do your work?*" versus "*Please start your work.*")
- Get close (~3 ft) to the student when making a request.
- Use a quiet voice - do not yell.
- Look the student in the eyes - but don't force the student to look at you.

After making a request,

- Give the student time to respond (~5 seconds).
- Do not nag (request twice, then enforce pre-planned consequences).
- Do not make requests requiring multiple actions.
- Describe the behavior you want.
- Be unemotional.
- Make more "start" requests than "stop" requests.
- Verbally reinforce compliance.



Additional Resources

- [Utah's Multi-Tiered System of Supports Website](#)
- [Positive Behavioral Interventions and Supports \(PBIS\)](#)
- [What Works Clearinghouse - Reducing Behavior Problems in the Elementary School Classroom](#)
- [Five Classroom Management Strategies that Work](#)
- [REL Appalachia Ask a REL - What classroom management strategies, particularly for middle and high school teachers, are supported by evidence of effectiveness?](#)
- [PBIS World](#)