

An Overview: Classroom Management

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- Co-author of the text:
“Teaching Secondary Students for the 21st Century”.
- One of the chapters of this text is called the Compassionate Discipline model and is the focus of this short presentation.
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*STRATEGIES TO EFFECTIVELY MANAGE THE SCIENCE AND MATHEMATICS
CLASSROOM THAT MODEL ELEMENTS OF INQUIRY- BASED LEARNING*

- Overview: One of the critical elements of inquiry based learning is the use of a student centered curriculum one in which students have opportunities to discuss and choose how they learn as well on how to collaborate with others in the process.
- The compassionate discipline model has proven to be a very effective holistic and democratic model that parallels inquiry based learning in that it incorporates student input and choice in the discussion of norms, expectations and consequences that will be used in a classroom.

Some elements of the Compassionate Discipline model that will be discussed :

1) What research says about effective classroom management;

2) Step-wise process of the compassionate discipline model including:

social contract

direct/indirect/and redirect strategies

the interview

the role of parents and school officials in the process

- 3) Opportunity to role-play some common issues in classroom management by applying elements of this model;
- 4) Follow up consultancy available by applying the Case Study research model that can be utilized via email or video conferencing.



CLASSROOM MANAGEMENT STRATEGIES THAT RESEARCH SUGGEST RESULT IN POSITIVE OUTCOMES (BORICH)

- **Physical Arrangement of classroom**
- **Pre-established classroom rules or norms**
- **Instructional routines**
- **Incentives and consequences to promote appropriate behavior**
- **Use of low-profile classroom management to maintain momentum**

Positive outcomes suggested by Effective Classroom Management (Borich)

Research studies of these five strategies are generally associated with the following positive academic outcomes:

increase in achievement

Increase in positive attitude towards subject area

Increase in time on task

COMPASSIONATE DISCIPLINE MODEL

Level 1:

Teacher and students “collaboratively” establish a set of classroom norms for teacher and student expectations for behavior and academic achievement

A social contract is written up outlining these norms and signed by teacher, student (and parent)

Positive and constructive feedback is consistently provided by the teacher regarding student behavior using many indirect, non-threatening techniques such as standing by or calling on an off-task student or conversely, providing a series of extrinsic rewards for positive behavior

Redirecting the off-task student by periodically re-explaining the expectation or task or assuming teacher responsibility for the lack of understanding of the expectation (called redirect) followed by re-clarifying.

Level 2

- Individual conference or interview (outside the classroom setting)

- 1) Using praise

- 2) Expressing concern

- The creation of an individual “social contract” that establishes:

- 1) Outline of goals and positive and negative consequences

- 2) Plan for them to achieve the goals;

- Communicating with the parent/guardian re. the issues

Level 3

Refer the student to the administrator or counselor or other person responsible to address student misbehavior by using appropriate school district policy and guidelines

What is next?

- 1) Establish a case study on my own individual issues (See Case Study Handout aka Action Research)
- 2) Establish baseline data for the “issue”
- 3) Communicate with colleague or instructor regarding potential action plan (s)
- 4) Establish how and what data to collect to determine impact of action plan (treatment)
- 5) Allow time for implementation
- 6) Continue to share ongoing findings to get feedback from colleagues and instructor
- 7) Collect ongoing data
- 8) Does data suggest improvement?