2d: Managing Student Behavior
Domain 2

2A: CREATING AN ENVIRONMENT OF RESPECT AND RAPPORT

2B: ESTABLISHING A CULTURE FOR LEARNING

2C: MANAGING CLASSROOM PROCEDURES

2D: MANAGING STUDENT BEHAVIOR
Elements of Managing Classroom Behavior

- Expectations

It is clear, either from what the teacher says, or by inference from student actions, that expectations for student conduct have been established and that they are being implemented.
• What are your expectations?
Monitoring of Student Behavior Management

Experienced teachers seem to have eyes in the backs of their heads; they are attuned to what’s happening in the classroom and can move subtly to help students, when necessary, re-engage with content being addressed in the lesson. At a high level, such monitoring is preventive and subtle and thus is a challenge to observe.
How is behavior monitored in your classroom?
Response to Student Misbehavior

- Even experienced teachers find that their students occasionally violate one or another of the agreed-upon standards of conduct; how the teacher responds to such infractions is an important mark of the teacher’s skill.
• Name that function

• What to do ; What to do ?????
Accomplished teachers try to understand why students are conducting themselves in such a manner (are they unsure of the content, are they trying to impress their friends?) and respond in such a way that they respect the dignity of the student. The best responses are those that address misbehavior early in an episode, although doing so is not always possible.
Indicators

• CLEAR STANDARDS OF CONDUCT, POSSIBLE POSTED, AND POSSIBLY REFERRED TO DURING A LESSON

• ABSENCE OF ACRIMONY BETWEEN TEACHER AND STUDENTS CONCERNING BEHAVIOR
Indicators Continued

- Teacher awareness of student conduct
- Preventive action when needed by the teacher
- Fairness
- Absence of misbehavior
- Reinforcement of positive behavior
Possible Examples

- **Level 4**
  - A student suggests a revision in one of the classroom rules.
  - The teacher notices that some students are talking among themselves and without a word move nearer to them; the talking stops.
  - The teacher asks to speak to a student privately about misbehavior.
  - The student reminds his/her classmates of the class rule.
Level 3

- Upon a nonverbal signal from the teacher, students correct their behavior.
- The teacher moves to every section of the classroom, keeping a close eye on student behavior.
- The teacher gives a student a hard look, and the student stops talking to his/her neighbor.
Level 2

- Classroom rules are posted, but neither teacher nor students refer to them.
- The teacher repeatedly asks students to take their seats; they ignore him/her.
- Teacher says to one student: “Where’s your late pass?” To another: “You don’t have a late pass? Come in and take your seat; you’ve missed enough already.”
Level 1

- Students are talking among themselves, with no attempt by the teacher to silence them.
- An object flies through the air, without teacher notice.
- Students are running around the room, the result being a chaotic environment.
- Their phones and other electronics distract students, but the teacher does nothing.
Excellent

- Student behavior is **entirely** appropriate.
  - No Evidence of misbehavior

- Students **take an active role** in monitoring their own behavior and that of other students’ against standards of conduct.
  - Students respectfully intervene as appropriate with classmates to ensure compliance with standards of conduct
Teacher’s monitoring of student behavior is subtle and preventive.

- The teacher monitors student behavior without speaking—just moving about.

Teacher’s response to student misbehavior is sensitive to individual student needs and respects students’ dignity

- Begin with a positive statement, with a respectful, firm voice.
**Proficient**

- Student behavior is generally appropriate.
  - Only occasional minor incidents
- The teacher monitors student behavior against established standards of conduct.
  - Standards of conduct have been established.
  - The teacher frequently monitors student behavior.
- Teacher response to student misbehavior is consistent, proportionate, respectful to students and effective.
  - The teacher’s response to student misbehavior is effective.
• Teacher’s monitoring of student behavior is **subtle and preventive**.
  - Teacher acknowledges good behavior.
• Teacher’s response to student misbehavior is **sensitive** to individual student needs and **respects** students’ dignity.
Standards of conduct appear to have been established, but their implementation is inconsistent.

- Standards of conduct, if they exist, are not evident.

Teacher tries, with uneven results, to monitor student behavior and respond to student misbehavior.

- Teacher attempts to maintain order in the classroom but with uneven success.
• There is **inconsistent implementation** of the standards of conduct.
  
  o The teacher’s response to student misbehavior is inconsistent, at times very harsh, other times lenient.
Unsatisfactory

- There appear to be **no established standards of conduct** and **little or no teacher monitoring of student behavior**.
  - The classroom is chaotic, with no apparent standards of conduct.
  - The teacher does not monitor student behavior
- **Students challenge the standards of conduct.**
  - Some students violate classroom rules, without apparent teacher awareness.
  - When the teacher notices student misbehavior, he/she appears helpless to do anything about it.
Response to students’ misbehavior is repressive or disrespectful of student dignity.

- Tone, actions or words are inappropriate.