

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.

Needs Improvement



- 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.
 - 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.