Classroom Management

Managing the Logistics of the Classroom

- Provide a detailed syllabus with deadlines for assignments at the beginning of the term.
- Clearly detail the consequences for certain actions (e.g., late submission of assignments, class absence).
- Early in the semester, explain the ground rules for participation.
- Provide students with copies of papers earning a range of grades from previous students (with their permission).
- Do not make changes in grading criteria or procedures during the term.
- Provide written instructions for all out-of-class assignments, including assigned readings.
- Be consistent and demonstrate that consistency.
- Provide students with an outline or preview for each class.
- Specify learning outcomes for each class.
- Write important terms or names on the board at the beginning of class or provide a handout for each class.
- Take roll daily and accurately.
- Return assignments and papers expediously, within one week.
- Give specific feedback on exams and papers about errors or problems.
- Be sure to record scores on assignments before handing them back to students.
- Keep your office hours.
- Arrive early or at least on time. Plan for technology setup in order to begin class on time.
- Plan lessons with objectives and a variety of activities in order to make the most of class time.
- Keep up with all drop/add paperwork.

Managing the Social Climate of the Classroom

How to Avoid Classroom Misbehavior

- Arrive early to class and informally chat with different students.
- Work at presenting material with active focus, moderate pacing, smiling, and direct eye-contact.
- Walk around the room while listening or lecturing.
- Write reminders for yourself in your notes as to times to pause, slow, and check student involvement.
- Take care to listen alertly when meeting with students outside of class and when students speak in class, avoiding signs of impatience.
Managing the Social Climate of the Classroom (continued)

How to Deal with Classroom Misbehavior

• Nip it in the bud. Don’t be timid about correcting inappropriate behavior starting on the first day. It is your classroom.
• Establish participation rules.
• Use good-natured humor; avoid sarcasm that belittles students.
• Connect on a personal level: get to know students who are hostile or withdrawn.
• Change the method of participation.
• Signal non-verbally: make eye-contact, move closer to students holding private conversations or exhibiting inappropriate behavior. Usually approaching them is enough to correct the behavior. If students persist, a light touch on the shoulder is the next step.
• Listen actively: interject a summary of views of a student who is monopolizing discussion, going off on a tangent, or arguing with you.
• Offer time after class to continue a discussion of a point or a contention.
• Take appropriate action with mildly negative behaviors: decide for yourself what you will tolerate and what you will not, usually determined by what student behaviors begin to impact your teaching or other students’ learning.
• Discuss negative behaviors in private: request that a student change his or her behavior. It may be effective to describe the effect of the students’ behavior both on your teaching and the other students’ learning.
• DO NOT take the misbehavior personally: much of the misbehavior may have little to do with you.