

Guidelines for Effective Classroom Management

Classroom management can be described as a process of combining behavioral, environmental, and instructional factors that leads to a rewarding experience for teachers and students alike and facilitates a maximum amount of learning to occur in an efficient manner. Below are a few of the many guidelines that contribute to effective classroom management. Take a few moments to read the list and think about the guidelines you have implemented in your classroom. Then, at the end of the handout, jot down some of your own ideas.

- Organize materials effectively.
 - Have needed materials readily available.
 - Develop supplementary materials (e.g., extra handouts, instructional activities to supplement instruction).
 - Store materials conveniently.
- Involve all students, not just those who raise their hands.
 - Have students' names on individual index cards. At the beginning of the period, shuffle the stack of cards and select students using the resulting positioning.
 - Have students draw numbers from a hat at the beginning of class. Randomly select numbers throughout instruction to call on students to check for understanding, facilitate class discussions, and so forth.
 - Ensure that the questions posed to struggling students match their understanding of the content and give them a legitimate opportunity to respond correctly.
- Establish a schedule or set of routines.
 - Establish guidelines for tardiness, how students are to enter and leave the room, how students are to transition to group work, how students are to access materials, and so forth.
 - Allocate time to activities based on their importance.
 - Designate key time slots within periods for specific activities/events (e.g., advance organizer, wrap-up).
 - Be flexible to allow for variations in student learning abilities.
 - Alternate tasks (e.g., have unpopular tasks immediately follow or precede popular tasks)

- Provide expectations for work, product development, and behavior when working in groups.
 - Be sure that your location within the classroom allows you to see ALL students.
 - Determine beforehand whether students will be allowed to whisper, talk, or maintain silence.
 - Explain under what conditions students can leave their seats.
 - Decide and explain what students should do if they require assistance and you are not available. (Hint: Have students write questions on index cards when the questions arise. In this way, you can answer the questions after you complete the small group work or designate someone to answer questions while you are teaching; create “Help!” signs for students to display when their group needs assistance.)
 - Decide and explain what students should do if they complete their work.
 - Ensure that all students “pull their weight.”
 - Provide specific task directions.
 - Have students show/tell what they know.
 - Develop a support system of “reliable others” (i.e., people you feel confident can assist with classroom management and delivery of instruction) when working in groups.
 - Special educators.
 - Teaching assistants.
 - College or university students, either volunteers or student teachers.
 - Peer tutors.
 - Other volunteers (e.g., parents, mentors).
 - Other Classroom Management Ideas
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(Emmer, Evertson, Clements, & Worsham, 1997)