

# Supporting Teachers in the Classroom: The Administrators Role

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## **Objectives:**

Provide an overview of the essential elements of the good classroom management.

Provide information on CHAMPs as one approach to classroom management.

Provide suggestions on the administrator's role in supporting good classroom management.

## **Introduction:**

Background: What CHAMPs is:

--A decision-making template--

The book includes sets of decisions teachers need to make about their own classroom.

Each teacher's management plan should take into account the following factors:

*Personal style*

*Students' need for structure (High, middle or low)*

*The school and teacher effectiveness literature*

Remember that behavior problems drive teachers crazy. This makes implementation of proactive and positive strategies very difficult.

## **What The Research Says:**

- Teachers establish smooth, efficient classroom routines.
- Teachers interact with students in positive caring ways.
- Teachers provide incentives, recognition, and rewards to promote excellence.
- Teachers set clear standards for classroom behavior and apply them fairly and consistently.

The above material is reprinted with permission from Effective Schooling Practices: A Research Synthesis, 1995 Update and is included in the CHAMPs book.

Also see Marzano & Pickering (2003): *Classroom Management that Works!*

- Rules and procedures
- Disciplinary interventions: Positive and corrective
- Teacher-student relationships
- Mental set

### **What CHAMPs is not:**

Quick fixes or miracle cures

*What some teachers want from a discipline plan is a quick fix.*

Effective discipline and classroom management are life-long learning tasks.

### **What are the most essential skills exhibited by an effective CHAMPs teacher?**

Structure—Classroom organization (Classroom Management Plan)

Teach expectations—Clarifying and communicating to students

Observe—Circulate and scan

Interact positively—Positive feedback and non-contingent attention—Includes tone and ratio of interactions

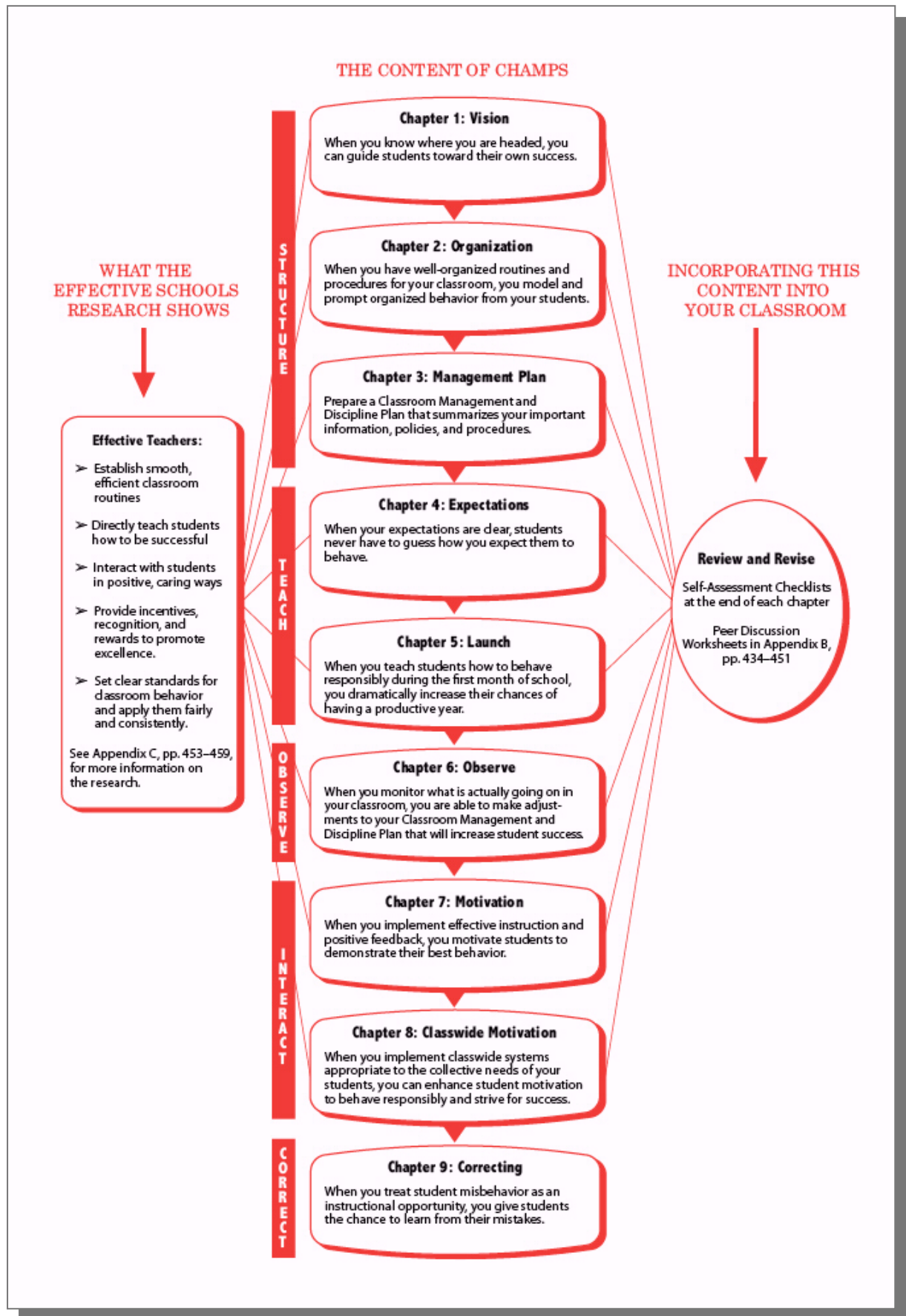
Correct calmly and consistently—fluent corrections and seamless instruction

### **What is the only absolute rule about behavior management?**

Adults should never intentionally humiliate or belittle students.

### **How is CHAMPs organized?**

See CHAMPs overview on the next page.



Building-based and central office administrators need to provide:

Clear expectations to staff regarding student behavior

*Safe,*

*Academically engaged*

*Respectful*

Training for staff to give them the tools to manage student behavior

Classroom coaches to help staff achieve academic progress

Visible support for the coaching process

Below are five variables that staff can manipulate to increase the chances that students will behave in a safe and civil manner.

1. **Structure**/organize all school settings for success.
2. **Teach** students how to behave responsibly in those settings.
3. **Observe** student behavior (supervise!).
4. **Interact positively** with students.
5. **Correct** irresponsible behavior calmly, consistently and immediately in the setting in which the infraction occurred.

STOIC: Someone respected and admired for patience and endurance in the face of adversity.

**S.T.O.I.C. in the Classroom**  
**A Reflection Guide for Teachers and Coaches**

<b>Variables</b>	<b>Questions to guide discussion</b>	<b>Yes</b>	<b>No</b>	<b>Comments</b>
<b>Structure/</b> organize the classroom for success.	<ul style="list-style-type: none"> <li>• Can the teacher get <i>to</i> any part of the room <i>from</i> any part of the room relatively efficiently?</li> <li>• Are time periods with a higher likelihood for inappropriate behavior more structured?</li> <li>• Can the teacher and students access materials and the pencil sharpener without disturbing others?</li> <li>• Does the teacher have clear and effective beginning and ending routines for the class?</li> <li>• Has the teacher defined clear expectations for instructional activities and transitions in the classroom?</li> </ul>	Y  Y  Y  Y	N  N  N  N	
<b>Teach</b> students how to behave responsibly in the classroom.	<ul style="list-style-type: none"> <li>• Has the teacher created lessons and explicitly taught expectations for classroom activities and transitions?</li> <li>• Has the teacher created lessons and explicitly taught classroom routines and policies?</li> <li>• Has the teacher provided teaching and re-teaching as needed? (Think about a basketball coach re-teaching particular plays or patterns.)</li> </ul>	Y  Y  Y	N  N  N	
<b>Observe</b> student behavior (supervise!).	<ul style="list-style-type: none"> <li>• Does the teacher circulate and scan as a means of observing/monitoring student behavior?</li> <li>• Does the teacher model friendly, respectful behavior while monitoring the classroom?</li> <li>• Does the teacher provide consistent information on what behaviors are acceptable and not acceptable?</li> <li>• Does the teacher periodically collect data on:  Students meeting/not meeting expectations  Ratios of interactions  Frequency of misbehavior  Rates of on-task behavior  Opportunities to respond  Gradebook analysis</li> </ul>	Y  Y  Y	N  N  N	

<p><b>Interact positively</b> with students.</p>	<ul style="list-style-type: none"> <li>• Does the teacher interact with every student in a welcoming manner (e.g. says hello using students' names, listens and converses with students)?</li> <li>• Does the teacher provide age-appropriate non-embarrassing positive feedback?</li> <li>• Does the teacher strive to interact more frequently with every student when s/he is engaged in positive behavior than when s/he is engaged in negative behavior (e.g. 3:1 ratio of interactions)?</li> </ul>	<p>Y  Y  Y</p>	<p>N  N  N</p>	
<p><b>Correct</b> irresponsible behavior calmly, consistently and immediately when the infraction occurs.</p>	<ul style="list-style-type: none"> <li>• Does the teacher have a level system for responding to misbehavior (e.g. rule violations, early-stage, chronic/severe)?</li> <li>• Does the teacher use incident-reports to keep administrators informed of serious and chronic misbehavior?</li> <li>• Does the teacher set up consequences that are as mild as possible, but fit the nature of mild infractions?</li> <li>• Does the teacher have an action plan that allows him/her to be on “automatic pilot” when implementing a corrective consequence?</li> <li>• Does the teacher have a menu of classroom corrections that can be applied to a variety of infractions?</li> <li>• Does the teacher return to instruction as quickly as possible?</li> <li>• Does the teacher provide positive feedback to the student who committed an infraction as quickly as possible?</li> </ul>	<p>Y  Y  Y  Y  Y</p>	<p>N  N  N  N  N</p>	