

Instructional Classroom Management

Module Five:

Creating a Positive Learning Environment

HOW TO BEGIN:

Use time at the beginning of this session to review what you learned from your last meeting and how you practiced it in your classroom.

Overview:

This module is focused on how teachers can create environments in ways that effectively maximize the probability of student success. Teachers have at least some control over scheduling, furniture, consistency, and proximity and can use these to create positive learning environments.

Big Ideas:

1. Schedules and Consistency.

- The more students can predict the daily activity - the fewer problems they are likely to have. Consistency means - the extent possible - we do the same things, at the same time of day, in the same way, and in the same order - each and every day.
- Perhaps the most essential form of consistency is in how we create routines that - through consistent repetition - become second-nature for students.

2. Arranging Students and Desks

- As a general rule the teacher will want to arrange the desks in a manner that best accommodates the task at hand, in consideration of the individuals in the room.
- Assigned seating may be helpful to prevent misbehavior and disengagement. Try not to change seats during the middle of a class and instead use proximity for the day.

3. Proximity, Active Supervision, and Voice

- Simply moving around students is an effective practice. Once the teacher is in close proximity the opportunity for reminders, praise, or just a smile is there for the taking.
- Active supervision refers to how teachers are able to maintain attention to the entire classroom as they go about all the activities that make up a teacher's day.

Activity 1:

- A. What degree of consistency do you have in your daily classroom activities?
- B. Consider where you might tighten it up to reduce student misbehaviors.

Activity 2:

- A. To what degree can you control the furniture arrangement in your room to promote student success within your curriculum?
- B. Have you used assigned seating - discuss your experiences with seating arrangements.

Activity 3:

- A. What are some possible ways that you might be able use proximity, voice, and eye contact to prompt desired behavior without initiating a conflict?
- B. Be sure to consider how you would have to change up the way you move within the classroom and maintain active supervision to make this work in your classroom now.

Task:

Think of a student with whom you often have challenging behaviors in class. Consider your seating arrangement, proximity, and eye contact as a strategy and track how effective this is with this student between now and the next meeting.

Further information and additional videos on Teaching Classroom Expectations can be found at the following locations:

CIBRS.com (videos)

KSDETASN.org (go to reSources section and type in "positive learning environment")

Teaching channel.org (Search for "creating a positive learning environment")