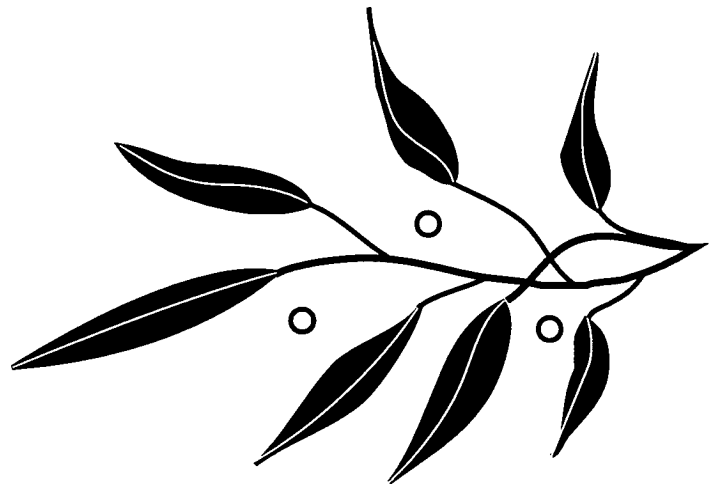


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## Teacher as Manager

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*An artist's studio, while it is set up for creativity, has a certain structure and often that structure is very simple.*



*-Rhonda Mumaw*

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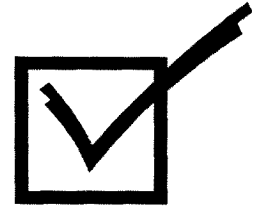


*Teacher as Manager* \_\_\_\_\_

## **Classroom Management Checklist**

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The following questionnaire is based on many insights from Joni, Judy, Rhonda, and Steve, as well as on the research on effective classroom management. Read it prior to the beginning of the school year as a way of ensuring a solid start, or anytime during the year as a way of checking your performance.



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Read the following statements and circle Y (Yes), N (No), or S (Sometimes).

- |   |   |   |  |
|---|---|---|--|
| Y | N | S | I have a system for handling student paperwork.  |
| Y | N | S | I have a system for handling my own paperwork.   |
| Y | N | S | There is plenty of designated work space for students.                                     |
| Y | N | S | Frequently used materials are accessible.  |
| Y | N | S | I know where our discipline plan will be posted.   |
| Y | N | S | A copy of the class routine is available to students.                                      |
| Y | N | S | Students have a morning task at the beginning of each day.                                 |
| Y | N | S | The students and I have established one way in which I can always capture their attention. |
| Y | N | S | My first letter or phone call to the parents will be a positive one.                       |
| Y | N | S | When students are disciplined, they understand why.  |
| Y | N | S | I am fair and consistent in the classroom.   |
| Y | N | S | I make the students feel successful when modifying their behavior.                         |
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Teacher as Manager

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## Hugs and Bugs

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Drawing on Rhonda's suggestion, first reflect on student behaviors that you find commendable (*hugs*) or disturbing (*bugs*). Then, ask your students, working alone or in groups, to identify their hugs and bugs. Finally, using the students' reflections and your personal thoughts, facilitate a discussion about expectations for classroom behavior. Looking at your hugs and bugs, reflect on what you do or could do to commend hugs and discourage bugs. Note: You may want to rename this activity for older students.

### HUGS



1. |
2. |
3. |
4. |
5. |

### BUGS



1. |
  2. |
  3. |
  4. |
  5. |
-



*Teacher as Manager* \_\_\_\_\_

## Reaching Every Student

Judy mentioned that it is difficult for teachers to balance time among “high-maintenance” and “low-maintenance” students. It is important for each child in your class to feel welcome, and you never want to feel as though you have neglected a student in your classroom. About a month into the school year, use this worksheet to list certain students in your class. Set a goal for each one of them. This goal should be something that you would like to see the student do before the end of the first quarter. These goals might be academic or nonacademic in nature. Some examples might be: reading for better comprehension; being willing to take more risks in group work; or even smiling more at school.

### HIGH MAINTENANCE

(students who require an inordinate amount of attention)

Student	Goal
1.	
2.	
3.	
4.	
5.	

### LOW MAINTENANCE

(students who are independent achievers and require little attention from the teacher)

Student	Goal
1.	
2.	
3.	
4.	
5.	



*Teacher as Manager*

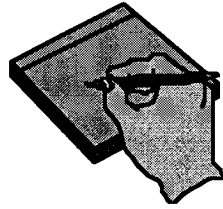
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## Documentation

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Documentation and accurate record keeping are hallmarks of professionalism. Veteran classroom teachers recognize the importance of documenting student behavior patterns. In addition, many veteran teachers maintain a written record of the actions they have taken in an effort to help students change their behavior. If you are dealing with a student's challenging discipline problem, consider the following list of reasons why many experienced teachers employ documentation. On the following page, you will find a simple form that you can use as you begin to experiment with this important professional practice.

### Reasons to Document:



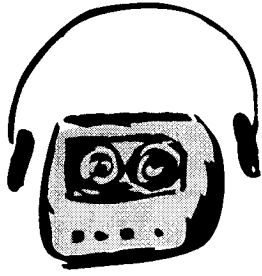
1. To help you see patterns in student behavior
  2. To help you see patterns in your own behavior
  3. To collect the specific data that is critical to the problem solving process
  4. To acquire the insights that can help you more accurately communicate the problem to others
  5. To protect yourself from unfair claims and accusations
  6. To help you reflect on the various strategies you have employed
  7. To remind you of the persistence that is often required to solve challenging problems
-

Student Name \_\_\_\_\_ Teacher \_\_\_\_\_

Description of problem behavior: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

ACTIONS TAKEN	DATE

Comments: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



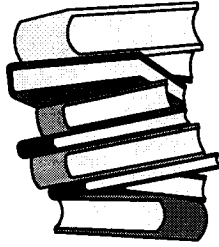
## *Teacher as Manager*

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Advice From Joni, Judy, Rhonda, and Steve

- \* When appropriate, involve children in classroom decisions.
- \* Keep your routines simple.
- \* Post your routines.
- \* Set logical consequences.
- \* Be consistent.
- \* Send a set of class rules home to parents.
- \* Send a set of class rules to your principal.
- \* Give students responsibility in helping their classroom run smoothly.
- \* Be ready to remind students of certain things, especially those things they do not find engaging (e.g., cleaning up at the end of the day).
- \* Read parenting books to help you manage your classroom.





## References for

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## *Teacher as Manager*

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Schell, L. M., & Burden, P. (1992). *Countdown to the First Day of School.* National Education Association.

Schwartz, S., & Pollishuke, M. (1991). *Creating the Child-Centered Classroom.* Richard C. Owens.

### Children's Literature

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Cazet, Denys. (1990). *Never Spit on Your Shoes.* Orchard. This clever book follows Arnie through his first day of first grade where the children contribute to the classroom rules. The book is written from a first grader's perspective, which adds to the humor in the day.

Murphy, Jill. (1986). *Five Minutes' Peace*. B. P. Putnam. A good manager ensures that he or she has time alone throughout a busy day.

Steig, William (1986). *Brave Irene*. Farrar, Straus and Giroux. Classroom management requires persistence, and Irene is a wonderful example of persistence in her endeavor in this book.

Zimelman, Nathan. (1992). *How the Second Grade Got \$8,205.50 to Visit the Statue of Liberty*. Albert Whitman & Co. One aspect of managing as a teacher is to incorporate humor into your life. Read this book and enjoy a visit with a very ambitious second grade.

