

CM Questionnaire ResultsK-12 and college teachers, comments to questions**What do you see as your greatest challenge in classroom management? Is this a current challenge or one you have already overcome?**

“When I was much less experienced I had trouble managing the lesson so that it filled the time that needed to be filled and also left some flexibility.”

“Lack of administrative and/or parent support”

“My impatience. It is a current challenge.”

“Since I have mostly honors courses, my biggest challenge is smart phones. The students cannot seem to keep them put away.”

“Cell phone use is hard to manage. I currently struggle with this.”

“The biggest challenge is to have students respect the teacher and others in the class and to focus on learning and not on socializing during inappropriate times that disturbs others’ and their own learning. I think it is always a challenge but I have gotten better at managing it.”

“Engagement is the greatest challenge. Keeping the largest number of students engaged for the longest period of time. Teaching style largely influences how engaged the students will be. Dead time is a problem. Thought should be given to classroom organization, distribution of materials, etc. I always taught an active classroom, i.e. short periods of lecture (10 minutes) and then having students discuss or apply what had been discussed. I have also flipped classrooms, and these techniques have been useful from middle school to community college.”

“Attention/Engagement. Some students have a difficulty with attending to the task at hand.”

“I still find the greatest challenge is to keep aware of how the room is responding to the material and then adjusting to that awareness during class. I’m pretty good at recognizing how the room responding and adjusting for the next session, but managing the balance in the room is always a challenge that I’m either adept at or struggle with depending on each specific class.”

“Keeping struggling students interested and on task. I am still figuring it out.”

“My greatest challenge is in consistency. Most of the time, I’m so focused on continuing instruction that I often neglect to correct behavior that need [sic] to be corrected.”

“Staying patient when students don’t listen/follow explicit/repeated directions.”

“The greatest challenge is when students are not interested in the subject (my kids misbehave at different times)”

“Being flexible. One size does not fit every learner. I have gotten much better in this area, but I did struggle with it in my early years teaching.”

“Engaging students in a non-preferred task/eliminating off-task behavior.”

“Students whose lives are HOT mess do [sic] to circumstances beyond their control. So many emotional needs that interfere with learning.”

“Students with untreated ADHD – Current and ongoing.”

“The CM techniques become complex so they are hard to bring new kids into or explain to a sub. Currently I’m introducing something that will replace many in class strategies ... not sure if that’s ok.”

“Keeping consistent with enforcing classroom rules is hard. If I allow a student to turn something in late, everyone will want to take advantage.”

“Being consistent with my expectations regarding student behavior. If I slack off in consistency student take advantage of it then things take a turn for the worse.”

“Blatant disrespect for authority.”

“Students with O.D.D. This is an ongoing problem as students are having to unlearn deeply engrained habits.”

“Biggest challenge involves working with emotionally disturbed students and admin that wait too long to move the student to the proper classroom setting.”

“Getting through to those who have no intrinsic motivation. Current situation.”

“Working with students with ADD/ADHD who are unmedicated. Being able to control their outbursts or attention seeking of other students.”

“Students are too social. I have moved seats to help diminish this, but it does continue to occur. I have reached out to parents. Their support has helped at times.”

“different needs/different ability levels in the classroom and meeting everyone’s needs both academically and behaviorally”

“Current challenge: students calling out or interrupting instruction.”

“My greatest challenge is having all students engaged in independent work. I have mostly overcome it by changing up my lessons to be more scaffolded and reading my classes [sic] readiness to work independently.”

What strategies do you use the most or regularly depend on to maintain classroom control?

“Signals (bell/clap convo [sic]) to gain their attention. Consequences; email, move seats. I also use a microphone.”

“1) I make it clear that while I listen to all voices, only I make the rules. 2) Consequences for violating class rules and policies are fair, consistent, and organic. 3) I model honorable and respectful behavior and make it clear I will accept nothing less.”

“As discussed above, engage students. Present, then have them discuss/apply. Call on students to summarize after discussion. If students are not on task approach them and ask them questions. If they are habitually disruptive speak with them before or after class as privately as possible to explain why it is important they participate. If they are disruptive explain that they are impacting your performance. From there begin disciplinary actions if needed, and document everything. Don’t overreact, be firm but fair, and make no false threats. If there are reasons (psychological, chemical) for their behavior, be empathetic but do not condone the behavior and steer them to the appropriate support—privately, no public humiliations.”

“I use a lot of humor, I use individual conversations, I use silence as a way of gaining attention, I am open with students and tell them, “OK, I am talking for 10 minutes and then you can do things but if you interrupt this time, it will take us all longer” and then I wait... and sometimes wait a lot!”

“- positive reinforcement, - flexible grouping, - assigned roles to students, - clear expectations”

“I do a lot of short form and long form small group work. This allows me to bounce between groups and actually sit down with them and work together. This breaks the teacher-student divide a bit and they don’t look at me as the grand academic executor (or executioner; I’m sure I’ve been viewed as both) and as a person trying to help them. I also pretty much always start and end my classes with a quiet self-reflective journal (about five minutes each), because it starts and ends the classes on my terms, which is to get them to think about personal application of the lessons.”

“With the phones, usually just a request to have it put away is sufficient. On that rare occasion, I have confiscated a phone for a parent to pick up from the front office. I also have used their phones as a tool in class for creating presentations, reading novels, and writing documents and sharing with team members.”

“I use some of the Teach Like a Champion techniques (<http://teachlikeachampion.com/wp-content/uploads/TLAC-Feb-GRAB-N-GO.pdf>), specifically Technique 52: Make Compliance Visible.”

“- Quiet in 3-2-1, - positive reinforcement (thank you ... for..., I love the way ... is sitting)

“Procedures, procedures and consistency. I also believe in building strong relationships with each student.”

“Parent phone calls, class suspensions”

“I don’t forbid students’ use. Most students are responsible and respectful, but a few students abuse my rule.”

“Table points (small group incentives), Marble Jars (whole) and checklists for individual students. I also work on changing the pitch in my voice, quiet when I want them to listen closely and use inflection as a way to keep them engaged.”

“I always have seating chart! I made sure that I am consistent, my directions are clear and that students are challenged. I put many responsibilities on them. Students know my rules and expectations as well as consequences.”

“Call and response has been very helpful in bringing my class back to order quickly.”

“Call backs, rewards & consequences for individuals, teams/tables, and whole class.”

“One of the biggest strategies that I use are [sic] call backs, saying the verb first when giving directions (learned in Quantum learning).”

“Routine! Kids respond best when they know what to expect. Connect with students on a personal level. Rapport, rapport, rapport!!”

“-Explaining the importance of the work I am assigning, - Positive reinforcement for on task [sic] student, - Consistent punishments for all students”

“Make expectations clear Day 1! Engagement prevents problems. Be super consistent. Ignore as much attention seeking behavior as possible.”

“-Colored cards for warning notice, - Personal behavior plans, - Establishing rapport with students”

“-Students create I want to be in a classroom where..., -Class economy – individuals, -Points/marbles in the jar – group, Build Relationships”

“Building relationships with students, Using positive reinforcements, Entering behavior contracts w/students based on ‘7 Habits of Happy Kids’”

“Ind. recognition, group roles clearly explained, and rewarded, class goals set by the group and revisited throughout the year”

“Random calling of students for responses [sic] or prompts to repeat what others have said has always been my goto”

“Keeping student engaged is one of the most critical components, Finding ways to get students involved, sharing w/the class etc., Seating arrangement is also important”

“Keep students busy, proximity, get to know students on a different level”

“-Consistent routines, - Soft music during work times, - ‘Menu’ of activities, never nothing to do”

“-Point system classroom points as well as table points, - Class dojo software to communicate with parents weekly digital letter home every Friday, -Also Love & Logic program”

Do you feel you are a good classroom manager? Why?

“I do. I very rarely have classroom management issues.”

“Yes. Classroom usually runs smoothly w/little intervention from me!”

“I am a good classroom manager because I’m aware of techniques and consciously implement them.”

“Yes, I am able to successfully use positive relationships and behavior modification strategies.”

“Yes, I hold myself to a high stnd. so my goals are their goals. We also share lazy days but it’s a team.”

“I am sometimes. When I follow through, I know I am consistently setting class expectations for my students.”

"I think I am not so great because students do 'get away' with a lot but then on the other hand, I am not going to be some monster that makes myself and them miserable, so I am more lenient maybe and also a bit more flexible. I find if I am patient at the beginning of classes and we get to know each other, I can usually swing students around to wanting to learn and do well because I show that I care about them. So I suppose in the end, I am a good teacher and maybe not a good manager. But I am a good encourager too."

"I'm right in the middle, I would say. Being so introverted and a nervous speaker, I have confidence when I have a plan but when—referring back to the greatest challenge question—the plan starts to wobble a little my performance can vary wildly depending on my rapport with that specific room. This semester, for example, I have two sections of the same class; in one I have a pretty close and amicable relationship with the students and am improvising rather often. In the other, it's like I'm attending my own wake at times and nothing I can do can get things back on track. So, it depends on that relationship with the specific section."

"I think I am okay, I feel like my students are pretty good kids, being 6th graders. I think I can command the classroom. Not sure how I would do with high schoolers."

"I do feel I am a good classroom manager. It came naturally as I had 10 years' managerial experience and didn't start teaching until my early 30's. I can count on both hands the number of students I have had to send to the office, and on one hand the number of referrals I have had to write."

"Yes. – I am clear and consistent. – I am organized. – I have many systems in place for recognizing positive behavior."

"Yes. I'm organized. Students know what to expect. There is a routine they need to follow. I know them all by name and know them personally. I like them! I have 9 expectations that are simple. They are explicitly taught and students are positively rewarded for following my expectations."

"No – students often don't respond to any of my strategies. ☹"

"Yes because my students respect our shared space and our class norms."

"My kids have fun in my class. At times that can get out of hand, but more often than not they are on task. Learning is messy and takes many shapes."

"I feel like I've improved only when I do what I say I'm going to do, it's hard to do, but the long term results are worth it."

"Yes. Students respond well to correction, ability to identify students/situations before they're out of control."

"I do feel I am a good classroom manager. I am organized, give tremendous thought to my teaching style, show empathy, and am basically no nonsense. I have a knack for being tough but fair, and can keep a good relationship with even more difficult students. I let them know I want them to be successful but will not let them sabotage the learning environment. An example: I once had a student with Tourette's Syndrome. His outbursts were distracting and initially drew laughter from students. I asked him to meet with me after class. He admitted he had Tourette's and I asked if he had any control over his outbursts—he said he did. I asked him to sit by the door and to step outside if he felt he needed

to release anxiety. He was also absent early in the year, giving me the opportunity to discuss with the class the importance of diversity and tolerance. He was a brilliant student and was accepted by the class over time."

"I feel that most years, most students respond well to my management system. I need to improve on students who have energy consumer traits."

"Yes, I'm good because I am consistent with the students. The students know what my expectations are I follow through."

"Somedays yes ... today no. My normal tricks did not work. ☹"

"I feel like I am pretty good with classroom management but can always grow."

"Yes. I establish firm but fair expectations and follow through. No threats, only promises."

"Yes, because I spend time building relationships with my students."

"Yes, I train my students from the beginning. They feel good about being able to self manage once it is a learned behavior."

"Yes & no. There are some days where I feel it all works out and then days where it's a complete disaster."

"Yes, I do because I know my students will do anything I ask them to."

What words of advice would you give to a new teacher regarding classroom management?

"To gain respect quickly. Show them that you love them and they will be the best they can be."

"Have a plan about what you want the class to look like. What do you want them to do or not to do? What can you do to divert certain behaviors or redirect the student. I would guess that at a community college, any student causing too many problems could be dropped."

"Let the students have input into classroom policies. But you make the rules."

"Be prepared. Down time is bad time. Be flexible but firm. Don't be afraid to try new things ... if a student is getting restless, send them on an errand."

"Find a routine that works, and stick with it as long as it works. If it doesn't, change it."

"I would say to a new teacher that consistency is super important, and work hard at building relationships, because you don't learn from people you don't like."

"My advice would be to always treat your students with respect and get to know them. Students know if you're being honest, but you need to care about them as individuals before you can teach them. If you show passion for your subject, you will get the students involved. At the high school level, attend sporting events, performances, and get involved on the campus through a club or program."

“-Don’t smile at them till after Christmas. LOL. – Speak with empathy in mind. Be patient with them and also yourself. Rome wasn’t built in one night. Greatness rarely comes at the moment of our choosing. Keep working at it. It will happen. 😊”

“Start from day 1 minute 1 w/clear concise expectations and procedures.”

“It comes down to the challenge question again. Learn how to listen. Learn how to look. Learn that teaching is about the students and their interaction with the material and not about your expertise of it.”

“Be reasonable with your students. Treat them w/respect and treat them like adults. They’ll rise to the occasion.”

“First, build relationships with your students and be honest. Be honest when you are not happy, when what they do is stressing the class or is not considerate. Be honest if you don’t know something and find it out and tell them next time. Don’t do power trips or try to make students listen—they won’t. Treat everyone with respect but call them on it if they don’t. Be organized, have games and short activities ready for when you/they need a small break. Be a human with them and they will be a human with you.”

“Get trained in Quantum! It’s shaped my teaching in profound ways!”

“My biggest advice is to form a connection with the students. As Rita Pierson says kids don’t learn from people they don’t like.”

“Have super clear expectations. Have a routine. Have engaging lessons with load of collaboration time for students. Be consistent.”

“-It’s easier to loosen up than tighten up. – Be fair. – Be consistent.”

“Read ‘Teaching with Love & Logic’ by Jim Fay. Use ‘7 Habits of Happy Kids’ to build positive habits with kids.”

“It’s what drives a successful classroom. Students cannot learn in chaos.”

“Send enough time planning a personalized classroom management plan that works for you personally.”

“Keep expectations clear and simple. Be tough at the start. You can loosen up later. You can’t do the reverse.”

“Don’t beat yourself up. Even the most experienced teachers have this difficulty. Also, pick and choose your battles. It will never be perfect. If a behavior is not disturbing others, ignore it.”

“Make respect the backbone of your management plan. And know that respect must go both ways.”

“Be consistent! Pick your battles. Every day is a new day. It is important to try new things. Routine is important but certain things can become boring.”

“One of the most important thing for a new teacher to do is to tap into their inner authority rather than their inner apologist.”

“It does help to learn their names, (Tip #1) on the first day, that way you can catch their tendencies at the beginning. Tip #2 build a relationship with them, if they like you it does help. I do still struggle on days, but don’t let that day define you. Don’t put yourself down.”

“-Plan ahead and be organized. – Look for opportunities to recognize good behaviors. – Set clear, consistent expectations.”

“Always decide what’s the most important habits to reinforce and go for those ... not everything!”

“Call parents early and often. Don’t rely on admin.”

“I would advise a new teacher to adopt an interactive teaching style. Talk to those who have good reputations. Observe them in the classroom if at all possible. In secondary schools, call the parents early and often if there are issues. Work with counselors or disability resources if there are identified emotional or learning issues. Work with the administrators if problems persist. Keep calm, confident, and be fair even when angry. Put rules in writing, put your teaching philosophy in writing, document issues. There is no one style that fits all, so make classroom management YOURS, borrow and invent until you have a style that works for you. Finally, if a strategy is not working, abandon/modify and see what happens.”