

Classroom Management

Introduction	<p>This guide discusses strategies for classroom management to make teaching the AMP Math program a success.</p> <p>These techniques can be found on pages T50 and T51 in the Teacher's Edition, and strategies for meeting the needs of diverse learners are found on pages T52 and T53.</p>
Classroom Management	<p>Struggling learners often exhibit disruptive behavior, and they are often uninterested, frustrated, and believe that math and reading are boring. There are many ways teachers can cut down on these types of disruptions and create an orderly, disciplined AMP Math classroom. Try the following suggestions, and see what works.</p>
Organize the Physical Space	<p>When students enter the classroom, make sure they know where to go. If the classroom is made up of tables, seat students in groups that are previously determined. If the classroom has desks, set them up so it is easy to move from whole-class to group or paired instruction.</p> <p>Let students know that their seats will change throughout the year and that they will be working in different groups than they are in right now. Make sure that students can see the teacher easily and that it is easy for the teacher to move around all of the students.</p>
Rehearse Classroom Routines	<p>Classroom routines refer to things like how students should behave when other students are speaking and how they should ask to leave the room or get up from their seats. It's important to establish a cue for bad behavior, possibly ringing a bell or flicking a light switch. Similarly, establish a cue to let students know they've done a good job, such as giving them a thumbs-up.</p>
Address Inappropriate Behavior Immediately	<p>The worst thing a teacher can do about inappropriate behavior is to wait too long to address it. The first time a disruptive behavior occurs, address it right away and point out why it is wrong. If it isn't addressed right away, students will try to test the teacher, and the behavior might become worse. Be sure to also point out when positive behaviors occur and let students know when they are setting a good example to their classmates.</p>
Use Consequences	<p>If students are misbehaving, try to use consequences that change the behavior. Statements like <i>sit down</i> or <i>raise your hand</i> can sometimes be ignored by students if they are repeated over and over again. Instead, come up with a consequence if students do not raise their hands or sit down.</p>
Read Your Audience	<p>Despite the best attempts at classroom management, sometimes students become unfocused and distracted. If this happens, wait, speak calmly, keep eye contact, and allow enough space between the teacher and the students. It's surprising how affective a calm, patient presence can be on refocusing the classroom.</p>

Mix Whole-Class Instruction with Groups

Mixing whole-class instruction with small groups or pairs will keep students engaged in the class. Let them know at the beginning of the year that they will be working in groups, and organize the physical space so it is easy for them to move to their small group or pair quickly.

Maintain a Fast-Moving Instructional Pace

Try to use every minute of class so students are not taken off task. If students are working, walk around the room and encourage them while they are working.

Even though instruction should keep moving, it is important to give struggling students time to answer questions. When students struggle for an answer, wait and give them a little more time before moving on to another student for an answer or answering the question for them.

Review

This tutorial discussed different classroom management techniques to use in an AMP Math classroom.

To learn more about AMP Math, please watch the other AMP Math tutorials on this Web site.