

Put Title Slide on Overhead

1. Record and Prayer. (Ask for a volunteer and petitions.)
2. Review.
 - A. Select one of your unit plans that you are very familiar with. Describe the total evaluation plan for that unit.
 - B. Working as a group, specify a usable set of criteria for evaluating the following: (Distribute handout)
 1. A four-legged wooden stool made in ninth-grade industrial arts
 2. A fifth-grader's oral report on the Grand Canyon
 3. A sixth-grade committee report (oral) on the "History of the American Flag"
 4. The American crawl (swimming move in physical education class)
 5. A brooch made of black coral (eight-grade arts and crafts)
 6. A senior's term paper on the "The Uses of Computers"
3. Topics of Discussion: (Put Up Slide)
4. Definitions: How would you define the following terms?
 - A. **Discipline** - a state of order in the class or school environment that permits learning to proceed smoothly and productively.
 - B. **Behavior** - conduct or deportment.
 - C. **Classroom Management** - the skills the teacher employs for the purpose of managing the learning environment in such a way that learning can go on.
5. Causes of Behavior Problems.
 - A. Well-disciplined schools share two characteristics:
 1. The absence of disciplinary problems
 2. a total program that promotes the teaching of self-discipline

- B. Self-discipline means the individual's ability to exercise self-control and to take responsibility for his or her own conduct. When self-discipline is present in a school, behavior problems disappear.
- C. Stern disciplinary measures on the part of the faculty can repress behavior problems, but at the same time they prevent the development of self-discipline on the part of the students.
- D. The supervisor should help teachers clarify the reasons why children become disciplinary problems.

6. Classifying Behavior Problems

- A. Distribute envelopes to the group (or individual). Have students classify each statement or phrase into different categories, making sure that each has the same characteristics.
- B. Name each category.
- C. Name the concept.
- D. Have a volunteer put on the board.
- E. Discuss with the class. How do each of these cause behavior problems in the classroom? What can be done to overcome each of these problems?
- F. My categories. Behavior problems can be classified in a number of ways. Allow me to classify them into six broad categories:
 - 1. Causes Originating with the child
 - 2. Causes originating with the child's group
 - 3. Causes originating with the teacher
 - 4. Causes originating with the school
 - 5. Causes originating in the larger social order

7. Preventing Behavior Problems (put up slide)

- A. The prevention of behavior problems should be foremost in the minds of teachers. The supervisor must help and encourage teachers to do the following:
- B. Analyze Attitudes
 - 1. Attitudes Toward Behavior Problems.
 - a. The seriousness with which teachers view varying behaviors affects their handling of behavior problems.

- b. Many teachers classify such as talking, inattention, disinterest, and laziness as more serious problems, yet they may overlook the "real" serious problems such as withdrawal, unsocialness, shyness, and suspiciousness.
- c. Supervisors must help teachers recognize the seriousness of these problems and should refer students to appropriate counseling when they discover the presence of serious personality disorders.

2. Attitudes Toward Children.

- a. Supervisors need to help train teacher in how to assess what expectations they hold for each learner.
- b. Teacher expectations do make a difference in the achievement of the learners.
- c. The astute supervisor can detect that some teachers subconsciously interact more often and more positively with some students than with others.
- d. Manifestations of negative overt attitudes of teachers toward pupils' backgrounds, personal characteristics, and abilities stand as barriers to learning and exacerbate discipline problems.
- e. Research by Benjamin Bloom and others has found that when teachers hold high expectations of their students and when they believe that most learners are capable of achieving, they work to promote learning and reduce behavior problems.

3. Attitudes toward Themselves.

- a. Teachers need to develop a feeling of their own adequacy as both teachers and people.
- b. Teachers have a powerful influence on the development of the learner's self-concept.
- c. They need to exhibit qualities of cheerfulness, fairness, and sensitivity.
- d. What can a supervisor do to promote these kinds of attitudes? (Discuss. The supervisor should invite freewheeling discussions of teacher attitudes toward types of learners, ethnic groups, the purposes of education, satisfactions from teaching as a career, and the relative seriousness of behavior problems.

C. Analyze Teaching Styles and Students' Learning Styles.

- 1. The supervisor should ask the teachers to look within themselves and try to decide whether their teaching styles provoke disciplinary problems.

2. Teachers need to be aware of the different teaching styles and the students' different learning styles.
3. It is possible that a clash between the instructor's teaching style and a student's learning style can result in disciplinary problems.

D. Analyze the Classroom Environment.

1. Is there rapport between teacher and students and among the students themselves?
2. Teachers need to assess if they are encouraging a success orientation on the part of the students as opposed to a failure orientation.
3. They will want to develop an approach that is permissive enough to allow for pupil freedom but restrictive enough so that learning can take place.
4. In a healthy classroom climate the teacher avoids using learning as a threat or as a punishment.
5. You must remind your teachers that the object of instruction is to make learning as enjoyable an experience as possible, a pursuit that young people should want to continue all their lives.

E. Analyze the Curriculum Continuously

1. Every teacher must examine the question of relevance and determine whether the curriculum can pass that test.
2. Does the curriculum meet the needs of the specific groups?
3. Are the materials of instruction appropriate to the learners?
4. The supervisor has the responsibility of helping teachers with planning, implementing, and evaluating the curriculum.

F. Analyze the Methods of Instruction Employed.

1. Teachers must be able to organize the content, sequence it properly, present it interestingly, and evaluate its mastery fairly.

2. Supervisors need to ask the following questions to themselves regarding their teachers. Are the objectives realistic? Have they applied the principle of feedback? Are they using appropriate strategies? Do they analyze pupils' successes and failures to see whether modifications in instruction are necessary.
 3. Tips for teachers: They should stress thinking over memorization, promote problem solving techniques, keep the class moving with meaningful tasks, not busy work, thorough planning, effective presentation, careful evaluation, daily lessons plans.
 4. Remind your teachers that problems of classroom management are eased when teachers carry out classroom routines with skill and dispatch.
- G. Gather as Much Information as Possible about Individual Learners.
1. Information about a child's background at home and in school can help the teacher understand some of the reasons for the child's behavior.
 2. Although a child's past history is important, teachers must deal with problems in the present. They must find ways of helping children in the here and now.
- H. Analyze the Disciplinary Models Used.
1. (Distribute handout. Individually, have students look it over to see what they agree and disagree with. Dive time. Discuss.)
 2. Another model could be described as the Christian perspective on discipline. What is the ultimate goal of discipline? Dr. Newton Hoilette, Vice-President of Student Affairs here at Andrews University, sums up the Christian perspective of discipline in a paper he wrote several years ago. (Distribute copy)
- I. Set and Enforce Minimum Expectations of Behavior
1. Rules of conduct should be made known at the beginning of the year.
 2. A key factor in setting of conduct is pupil participation in drawing up the rules.
8. Correcting Behavior Problems. At the very outset of the year the supervisor should assemble the group of teachers together and have them develop a set of guidelines for implementing corrective measures. Items to consider include: (slide)
- A. The corrective measure applied should fit the offense.
 - B. The corrective measure applied should fit the offender.

- C. Minor, routine types of childish behavior should be met with the simplest of techniques.
 - D. Nonpunitive, remedial measures should be taken before resorting to punishment.
 - E. Punishment is in order if the teacher deems that there is no other way to correct an individual's behavior.
9. Video. Secondary education has always posed a set of unique and difficult challenges. Adolescent behavior has always been difficult to manage but in today's society teachers and to her secondary school personnel are confronted with the added problems of gangs, drugs, and family violence to mention only a few. We are going to see a video that has been produced by the National Crisis Prevention Institute. The video deals with how to deal with the disruptive adolescent in a non-violent way. I will ask for your reactions at the end.
10. Case studies.
- A. Classroom situation. Teacher with the Biting Bird.
 - B. School situation. The Photo Lab.
 - C. Conduct each, one at time. Have students read the scenario, think about it, and then discuss it as a whole.
11. End. Have students summarize their feelings about classroom management and school discipline. Have them share their summaries with each other. Have each student state the viewpoint of another student in the class.