Best Practices of Classroom Management in a PDS School

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Abstract

Teachers have the responsibility of teaching a high level of content and getting students to comprehend the material within a short timeframe. If a teacher is unable to successfully manage his/her classroom, then the above goal nearly becomes impossible. Throughout this study I took the time to explore best practices for classroom management in a PDS school, so that I can share my findings with future teachers and potentially shed some light on alternative methods for current teachers.

Literature Review

After reading through a variety of sources I found some common themes. Teachers who have well managed classrooms are well prepared, approachable, and have high expectations. In well managed classrooms you will find routines/procedures and predictable schedules. Another common theme that I found is that it is important to be consistent when implementing rules. My favorite quote said "Teachers should let students know that everyday is a fresh new day with new opportunities" (Lacaze, McCormick, & Meyer, 2012, p.3).

Approach

I chose to survey professionals already working in the field to find out what really works in the classroom today. Research guided the development of my survey. I also received assistance from an Exceptional Education faculty member who has expertise on classroom management. I distributed the survey at our PDS Consortium meetings, so I was able to obtain the input from teachers, administrators, college faculty, and teacher candidates.

Findings To Date

1.) There is no single strategy for successfully managing a classroom, rather there is a wide variety of strategies that can be used to create and maintain an effective classroom environment. The strategies used are dependent upon what works best for the teacher.

2.) It is important to pre-plan. Pre-planning results in more engaging lessons, which leads to better classroom management.

3.) 100% of the responses, regardless of the age group, reported that the teachers were using multiple strategies to manage their classroom at one time.

Conclusions/Recommendations

There is not a cookie cutter method to successfully managing a classroom, so the best way to prepare for success is by being aware of a variety of strategies. It is important that the strategies are developmentally appropriate so that a teacher can meet the needs of the different grade levels. During my PDS experiences I took the time to practice and observe a variety of classroom management strategies, and I found this to be very helpful. The key to success is knowing the options.

Acknowledgements

I would like to give a special thanks to my mentor, Dr. del Prado Hill, for helping guide me through this project. I would also like to say thank you to the School of Education, and the Undergraduate Research Office for helping to make this all possible by funding my travel.

References


