

## 1. General Classroom Management

This section focuses literally on the day-to-day operations of your classes. The items, as a group, emphasize planning, orderliness, and general good sense.

1. Circulate around the class as you talk or ask questions. This movement creates a physical closeness to the students. Avoid standing behind the lectern or sitting behind the desk for the entire period. Do not allow the classroom to set up artificial barriers between you and the students.
2. Give each student a mid-term grade and indicate what each student must do to improve.
3. Tell the students (orally and in writing) what your attendance policy is. Make them aware of your deep concern for attendance and remind them periodically of the policy and the concern.
4. Conduct a full instructional period on the first day of classes. This activity sets a positive tone for the learning environment you want to set. Engage in some of the interpersonal activities listed elsewhere.
5. List and discuss your course objectives on the first day. Let students know how your course can fit in with their personal/career goals. Discuss some of the fears, apprehensions that both you and the students have. Tell them what they should expect of you and how you will contribute to their learning.
6. Let students know that the learning resources you use in class (slides, tapes, films) are available to them outside of class. Explain the procedures to secure the material, and take them to the area.
7. Have students fill out an index card with name, address, telephone number, goals, and other personal information you think is important.
8. If the subject matter is appropriate, use a pre-test to determine their knowledge, background, expertise, etc.
9. Return tests, quizzes, and papers as soon as possible. Write comments (+ and -) when appropriate.
10. Vary your instructional techniques (lecture, discussion, debate, small groups, films, etc.).
11. When you answer a student's question, be sure he/she understands your answer. Make the student repeat the answer in his/her own words.
12. Get to class before the students arrive; be the last one to leave.
13. Use familiar examples in presenting materials. If you teach rules, principles, definitions, and theorems, explicate these with concrete examples that students can understand.
14. If you had to miss a class, explain why and what you will do to make up the time and/or materials.
15. Clarify and have students understand what acceptable and unacceptable behavior in a classroom is. Be consistent in enforcing your rules.
16. Good eye contact with students is extremely important both in and out of class.
17. Allow students to switch classes if work schedules changes or other salient reasons develop. Cooperate with colleague if he/she makes such a request.
18. Be prepared to use an alternate approach if the one you've chosen seems to bog down. You should be confident enough with your own material so that student interests and concerns, not lecture notes, determine the format of instruction.
19. Throughout the course, but particularly during the crucial first class sessions:
  - a. Stress a positive "you can handle it" attitude
  - b. Emphasize your willingness to give individual help

- c. Point out the relevancy of your subject matter to the concerns and goals of your students
  - d. Capitalize on opportunities to praise the abilities and contributions of students whose status in the course is in doubt; well-timed encouragement could mean the difference between retention and attrition
  - e. Utilize a variety of instructional methods, drawing on appropriate audio-visual aids as much as possible
  - f. Urge students to talk to you about problems, such as changes in work schedule, before dropping your course. Alternate arrangements can often be made.
20. Distribute an outline of your lecture notes before class starts. This approach assists students in organizing the material you are presenting.
21. If you require a term paper or research paper, you should take the responsibility of arranging a library orientation. Librarians would be happy to cooperate.
22. Have the counselors visit your classes to foster an awareness of counseling.
23. Care of class area is the responsibility of students and instructors. Put area back in order for next class before you leave.