

The Effective Classroom Management Pyramid

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Educator / Professor

Learner / Student

"We did it!"

EVALUATOR

"I can assess the learning process."
"I provide timely, specific, helpful, and constructive feedback."

SUCCESSFUL

"I did it and can do it again."
"Formative assessments helped me to learn effectively."

PARTNER

"I can implement collaborative learning."
"Since students learn best when they teach, I can create such opportunities."

SUPPORTED

"I can learn collaboratively."
"I can learn from my classmates as well as from my instructor."

EDUCATOR

"I can teach students how and what to learn."
"Taking an eclectic approach, I use instructional tools, principles, & best practices effectively."

INFORMED

"I can learn from instruction and resources."
"I know how to develop the knowledge and skills I need to reach my many goals."

COACH

"I can motivate, encourage and help set learning goals."
"I can inspire students to sharpen their skills and strengthen their learning self-efficacy levels."

ENCOURAGED

"I can learn when I'm motivated and encouraged."
"I can learn how to practice and polish my skills when I am encouraged to keep improving."

COMMUNICATOR

"I can communicate clearly, verbally and non-verbally."
"I communicate learning objectives, expectations, rules, procedures, subject-matter content, attitudes, etc."

PREPARED

"I can learn effectively through clear, positive communication."
"I can tell that you respect and value me, since you refer to me by my name and talk *with* me, not *at* me. So, I'm ready to learn."

MANAGER

"I can establish and maintain a well-managed learning environment."
"My class is physically, mentally and emotionally conducive to learning."

FOCUSED

"I can learn effectively in a well-managed environment conducive to learning."
"I can learn effectively in a safe, caring environment, where I feel that I belong."

Educator's Mindset
(Thoughts)

Set of Beliefs (Principles)
Set of Values
Set of Expectations

Educator's Role / Behavioral Patterns
(Actions)

Evaluator
Partner
Educator
Coach
Communicator
Manager

***Self-Efficacy: "I can do it."**

Efficacy Sources

Actual experience
Vicarious experience
Verbal persuasion

Efficacy Consequences

Goal selection
Goal persistence
Goal response

Students' Mindset
(Thoughts)

Set of Beliefs
Set of Values
Set of Expectations

Students' Behavioral Patterns
(Actions)

Successful
Supported
Informed
Encouraged
Prepared
Focused

DRIVING FORCES: High Efficacy (*Albert Bandura's Efficacy Theory), Learning Objectives, & Consistent Support