Classroom Management & Discipline Questionnaire

Research on the needs of beginning teachers shows that discipline/classroom management is among the top concerns. You are not alone! Even teachers with several years of experience can be stumped from time to time by the best way to handle a problem in the classroom. Below is a list of discipline and management concerns commonly discussed among teachers. **For your own benefit**, take the survey to diagnose areas in which you might be feeling frustrated or to determine some areas to discuss with others.

**Please indicate the extent to which the following are problems for you**

Always – 3       Often - 2       Sometimes -1       Never - 0.

1. Disruptive behavior
2. Deciding whether I should call certain behaviors discipline problems versus letting a behavior “slide”
3. Withdrawn students
4. Winning over students' feelings
5. Sarcastic nonverbal reactions from students
6. Getting the lessons done on a time schedule
7. Getting students to participate in the lesson
8. Cursing by the students
9. Deciding the best seating arrangements
10. Deciding when to allow/deny bathroom passes
11. Homework not being done
12. Grading all the homework handed in
13. Late homework
14. My homework policy in general
15. Latecomers
16. Class clowns
17. Handing out papers and materials
18. Students talking to each other during the lesson
19. Cheating
20. Fighting among students
21. Calling out
22. Verbal “put-downs” among students
23. Verbal wisecracks at me
24. Students throwing things
25. Students who wear hats
26. Students with cell phones/iPods/electronics
27. Keeping students motivated
28. Confrontational students
29. Students getting out of their seats
30. Feeling better related to the students
31. Losing my patience
32. Deciding whether to confront a student during class or let it slide until after class, or just to overlook the behavior
33. Being completely honest with myself and the class about the subject matter
34. Being honest about all rules
35. Being honest in general interactions with the students
36. Following through on any warnings
37. Being accused of being unfair
38. Putting emotions into some of my lessons
39. Making my lessons relate to students’ experiences
40. Getting the students to interact with each other, besides me
41. Helping the students feel a sense of direction and the goal of the lesson
42. Explaining everything very well
43. Handling students’ anger
44. Disturbances right outside my classroom
45. My rules falling apart
46. Handling the “See me after class!”
47. Deciding the proper rewards and punishments
48. Asserting myself
49. Some of my procedures (like: _______________________________

50. Lack of equipment and materials (like: _______________________________

51. I feel as though I’m alone with these problems.
52. I feel frustrated in my efforts about handling “discipline problems”
53. I feel the problem is always the students
54. I feel the problem is the parents and home life
55. I feel the problem is the students’ peers
56. I feel the problem is sometimes my own personal style
57. I feel the problem is the environment of my classroom
58. I feel the problem is sometimes in procedures
59. I feel the problem is in the delivery of my lessons
60. Other: ______________________________________________________

Please indicate the numbers of the three items that are most important to you from the above list 1-60.

1. _____ Very important to me
2. _____ Important to me
3. _____ Somewhat important to me

Bring your concerns to the Peer Assistance Group (PAG) meeting on November 4, 3-4 PM in the Faculty Dining Room. Learn “what to do with the kid who…,” discuss general classroom management techniques, build collegial relationships, and enjoy an after school treat. Hope to see you there!