

1: The Importance of Classroom Structure

The Classroom Strategy Study conducted by Jere Brophy (see Brophy, ; Brophy & McCaslin,) was the next major study addressing classroom management. It involved in-depth interviews with and observations of 98 teachers, some of whom were identified as effective managers and some of whom were not.

To create an "inviting, safe, inclusive, and supportive" environment for students, desks matter. In fact, one singular moment for me and an eighth grader named Tim could have gone horribly wrong if I had chosen a different way to set up my desks. The head counselor had warned me about Tim the day before he arrived. I put my hand over the folder with some trepidation, wanting to look inside this archiveâ€”this embattled historyâ€”to read about Tim and prepare myself for his arrival. But as the cold fluorescent lights buzzed above us and mingled with a growing chorus of student voices, I looked at the contents in the folder and knew there was more to Tim. I knew Tim was going to be the kid who walked in my eighth grade English Language Arts classroom door. Sure, I was a little fearful. But as I thought about Tim, I thought that maybe he was going to be nervous, too. He was the one who was going to walk into a brand new classroom. He was the one who was going to carry years of bruised history like baggage before his peersâ€”kids who had heard the truth and the rumors about him. He definitely needed a classroom environment where he could start writing a new story for himself. Fortunately, my desks and I were ready. We were all seated in a large circle--no rows, chevron patterns, triads, or quad groupsâ€”as he sauntered in wearing a faded yellow t-shirt that had "NO FEAR" splashed in black letters across the front. So from a student desk, I raised my hand and beckoned him over. When he finally sat down with me, I said, "Tim? I also added that I was going to talk to him about a meaningful time in his life, and as his writing partner, I was going to share something meaningful with him about my life. While the rest of my students interviewed each other, I asked him some questions, he talked, and I wrote down his story. Working and writing with Tim was one of my earliest lessons on the importance of physical classroom structure. At the beginning of every school year afterwards, I recalled that moment and considered the environmental decisions that would build relationships and engage students in my classroom and across my team. When I would change desk arrangements, for instance, I would sit in those desks to see what they would see, imagine how they would feel, and get a sense of distractions they may encounter. In terms of what I would put up on the walls and on the boards and how I would arrange my desks, I also asked myself and answered the following questions: What information do my students need to know every day? This is not only necessary for students, but also for teachers. What inspiration do my students need every day? What education artifacts and actions do they need every day? How do I need to structure desks and for what activities? This desk structure provides teacher control and lets you put certain kids up front; however, it complicates teachers and students getting in and out of rows, and separation can inhibit student-teacher relationship-building. Reaching and teaching young adolescents in the middle level involves a constantly evolving recipe with a lot of ingredients. Through the workshop method, a conversation about a calf with an eighth grader named Tim, and empathetic reflection, I learned that the ingredient of classroom structure has the potential to serve up a warm, inviting, safe, and secure environment every time. More on these topics.

2: Why Classroom Management Is Important | Synonym

Classroom management creates a set of expectations used in an organized classroom environment. It includes routines, rules and consequences. Effective classroom management paves the way for the teacher to engage the students in learning.

I am glad you are here and hope you are ready to make some great discoveries about classroom management! To start off this unit, I want you to think about what the term classroom management means to you. If you have a pen and paper handy, jot down a few thoughts on the subject, or if you are technologically savvy which you must be if you are taking this course, wink wink , maybe type it out in a word document. No, this is not a test question; it is purely a tool for you to use to reflect back on after completing this course. Classroom management is about setting the vibe of the classroom for your students. This includes daily routines and rituals, the handling of different situations i. Students not only need set routines and rules, they actually like them though I doubt you can get them to admit it. Entering the classroom with a management plan in place is critical in determining how the rest of your school year will go. Without one, your classroom will end up being loud, unorganized, and an ineffective learning environment. When one plan fails, another plan can replace it. You are a teacher, and you know everyday is like a new experiment to see which methods are effective and which are not. Because of this reason, you assess your lessons. Classroom management plans are no different. Instead of scoring each definition as better or worse, I suggest that the combination of them all is the key to finding the ultimate denotation. To save you the time and stress of looking up the definitions for yourself, I will provide you with a list of a few of them right below. For those of you who are auditory learners, there is also an audio clip of the definitions. Classroom management is two levels of management: Classroom management is a process of organizing and structuring classroom events for student learning Wong et al. Classroom management includes five critical features: As you can see, classroom management covers many important aspects that are essential to the creation of an effective learning environment. However, just to make sure you really grasp its importance, let us think about what happens when classroom management plans are not in place. Teachers with no structured classroom management skills contributed to negative student outcomes. Results of poor classroom management include:

3: The Critical Role of Classroom Management

*The Importance of Classroom Management WHEN APPLIED CONSISTENTLY PROCEDURES BECOME ROUTINES
An Effective Discipline Plan Includes: o Established rules.*

What do you think is the most important aspect of Classroom Management? The teachers provide some terrific, valid responses in which all of them are obviously critical in creating good classroom management. However, if we would really be pushed to identify the most important, the most critical aspect of classroom management, I would have to say to you that would be Teacher Presence. In the Conscious Classroom Management Training, the very first topic we look at just before morning tea is this idea of Teacher presence and how we develop it, what creates it. Of course the rest of the day, we then do look at classroom management strategies. Teacher presence is who we are in the classroom, strategies is what we do in the classroom. The strategies are divided and systemized into: The question we need to ask ourselves if we are struggling to manage a class is: Am I feeling good about it? Am I satisfied with the class? Is it working with the students? What else is contributing to this? It might very well be that you want to just come in to that class with a new mindset. That is a lot easier said than done and we have more information about this on our website, <https://www.consciousclassroom.com>: Here is a small but powerful action step. Identify the teachers in your school who have great presence? It would be very worthwhile to identify who they are and spend some time with them. You do have teachers like that in your school. When they have a student who is misbehaving, how do they view that student? Pick their mindset and then model that. I hope to see you at one of our Conscious Classroom Management Trainings this year. Although I use most of these strategies, the way you employ and use them makes a difference. The psychology info at the beginning was good to. Shahrokh Ghahfarrokhi, Morisset High School I like the emphasis on explicitly teaching rules, expectations and behaviour explicitly, just like any other aspects of the curriculum. The Conscious Classroom Management Workshop reignited my passion for teaching and belief that all students are worth teaching and want to learn! Radhika Dixon, Greenacre Public School As a teacher in a behaviour or emotional disorder school, it was great to see that the strategies we have in place are what you recommend! I did find the presentation very engaging â€” you have great presence! I actually found that the extra slides that you showed at the beginning were incredibly beneficial and should be part of this presentation all the time. It frames beautifully everything else you present. Sorry about the essay! This would be an excellent P. This info is great and will support one into the rest of any career. There was intensive presentation and discussion about classroom management. The information is very practical and comprehensive. Its emphasis is on perception. There were moments in the Conscious Classroom Management Training when I could picture myself using the conversations and mindsets with specific students. I felt the strategies appear practical to implement and I can see how I would implement them on who they would work. Adrianna Allen, Campbelltown Performing Arts High School The Conscious Classroom Management Training was an engaging and informative session that provided tools to help teachers connect with and support students. It gave me great ideas and also reinforced strategies I found I already use. They need to teach this in uni or have it as part of an induction training. Rocky, thanks for this down-to-earth training. I recommend all teachers to this course. That was the key. The same strategies with a different value system would not work. If you were interested in coming out to a school to run workshops with a group of beginning teachers about 15 or so , I would be interested in talking with you about that.

4: Effective Classroom Management: How to Maintain Discipline In A Classroom

The 5 Priorities of Classroom Management To effectively manage a classroom, teachers must prioritize building relationships, leveraging time, and designing behavioral standards. By Ben Johnson.

Discipline often comes to mind at the mention of classroom management, but the crucial component of teaching is much more. Classroom management creates a set of expectations used in an organized classroom environment. It includes routines, rules and consequences. Effective classroom management paves the way for the teacher to engage the students in learning. Effective Teaching A disorganized classroom without routines and expectations makes it difficult for the teacher to do her job. When the teacher is constantly redirecting students or handling behavior problems, she loses crucial teaching time. Kids know the expectations in different types of learning situations. For example, kids would know that when working in small groups, they talk in quiet voices and take turns talking. They might each have a specific job within the group. Efficient Use of Time Taking time before school starts to create routines and procedures saves you time in the long run. When the children know what to do, it becomes a natural part of the routine. The students know they get their planners out, write in homework assignments and gather all of their materials at the end of the day, for example. You can get your kids out the door faster at the end of the day. Consistency A teacher with strong classroom management skills creates consistency for his students. The kids know what to expect every day when it comes to the routine activities. They know how the classroom runs so they are able to help the substitute run the classroom. You can also create consistency throughout the school by aligning your management strategies with the schoolwide standards. If your school focuses on respect and responsibility, incorporate them into your classroom management techniques. The students will hear those words throughout the school and know that the expectations are the same anywhere in the building. Fewer Behavior Problems The main goal of classroom management is to reduce misbehavior in the classroom. Effective classroom management gives the students little time to misbehave. Because the expectations are clearly explained, the students know what they need to do. Transitions in particular are easier to control when a teacher has strong classroom management skills. For example, if you have dots on the floor for lining up and call one group at a time, the students know to listen for their groups and stand on a dot when called. The expectations for behaviors that are part of a classroom management plan give students boundaries, as well as consequences.

5: Strategy of the Week: Classroom Management | Education World

THE WHY AND HOW OF CLASSROOM MANAGEMENT. As Compiled by Frank Brunette (Adjunct University Supervisor) PREFACE. Classroom management refers to all of the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place.

A few teaching strategies to help your students think like optimists. Do set the goals for the day. Do have a time limit. Students will learn to participate quickly. In that way, they learn to be tolerant and patient. Do set the tone for respectful learning. Do reinforce behavioral expectations. Review proper decorum in class if necessary; correct where needed. Do establish a climate of trust. Do motivate students to feel significant. Do create empathy and encourage collaboration. Do support social, emotional, and academic learning. Do ask for feedback -- were goals met? Do have only one student speak at a time, to show respect, to reinforce speaking and listening skills. You might pass a baton or toss a bean bag to the speaker. Do expect students to speak in complete sentences with rich and robust words. Do treat it as a safe space; encourage students to speak honestly while being respectful of everyone. Favorite Morning Meeting Activities I dug through the many ideas from my personal learning network and came up with these popular morning meeting activities: A greeting where everyone greets everyone else. For some, this might be their first greeting of the day. A song An activity where students get up and do something -- like exercise! A discussion of their prior evening. A discussion of the upcoming day. A five-minute game to reinforce an academic topic such as vocabulary or historic facts related to a current unit of inquiry. A sharing time where students can voice their thoughts, opinions, and feelings. You can even allow a limited number of questions to the student doing the sharing. A time for routine practice such as math facts, calendar skills, or another. As you use these, mix them up. Vary them to suit your students. Never use one two days in a row except, of course, the greeting. You always want them fresh, thought-provoking, and engaging. An education pedagogy that works nicely with robust morning meetings is Whole Brain Teaching click for my review. According to the website: The Responsive Classroom approach empowers educators to create safe, joyful, and engaging learning communities where all students have a sense of belonging and feel significant. The activities laid out by the fee-based program connect each in a scaffolded way to each other. Over time, according to those who love Responsive Classroom , it significantly improves student behavior and classroom community, allowing the academic goals to be more easily achieved. Responsive Classroom organizes the morning meeting for teachers as follows: Students and teachers greet one other by name. Students share information about important events in their lives. Listeners offer empathetic comments or ask clarifying questions. Everyone participates in a brief, lively activity that fosters group cohesion. Students read a short message written by their teacher. Additionally, it ties start-of-day messages to the balance of the day, reinforcing those messages until they become part of the class and who students are. Deliver it thoughtfully, lovingly, and with care.

6: Classroom Management: The Importance of a Morning Meeting

1 The Importance of Effective Classroom Management The ability of teachers to organize classrooms and manage the behavior of their students is critical to achieving positive educational outcomes.

Lets be honest " you can even totally overhaul it part way through the year if you need to. Plan your basic classroom rules that cover pretty much everything and your rewards and consequences. Think about the class as a whole and at the individual level. If your plan has too many bells and whistles or requires you to remember every Thursday to buy popsicles on your way home from work for Friday rewards day! you may quickly tire yourself out. For example, I could pretty much give a time out anywhere during almost anything " so that was something I was comfortable picking as a consequence. Whenever possible you should plan logically for things that already fit into your day. When I picked consequences, I picked ones that would fit into our daily routine and activities without additional disruption to the class. Being good at classroom management handling the class as a whole comes from overplanning the little parts of your day and teaching a lot up front. If you need work on teaching procedures , capturing attention , keeping attention or smooth transitions " you should plan a session with your favorite teacher in the same grade level who is stronger in the area you need work and hash out some solutions to the toughest parts of your day. As far as both my approach and plan to kindergarten classroom management? I like to focus on the positive. I also believe the classroom should reflect that there are consequences to the choices we make in life. That means I also have to think through consequences and discipline. Most situations in the kindergarten classroom are covered by those. It provides boundaries, expectations and keeps them accountable. Time warnings in increments. Something to give them a seemingly purposeful break that involves specific physical activity different than what they are experiencing in the classroom. Key Things to Think About Support When it comes to making a classroom management plan " be sure to know how your admin will support you. I share this because I had a kindergarten student flip a table " yes, I said FLIP a big rectangle table " my first year of teaching. Making Improvements Consider where you can make improvements to your current kindergarten classroom management. We used daily folders for that. I wanted not just to communicate about the color the child received for the day " but for the choices they made. So we used a note home that explained the choices the student made when they went home on red. Plus, to help the students remember their choices better, I introduced think cards. We added think cards to our classroom management plan instead of having physical colors green, yellow, orange, red posted on the wall. Students used those to reflect on how to improve rather than just focus on the color itself " but each card earned meant a change in color. Accountability To hold students accountable for their actions, I believe they should be taught what I expect. I tried very hard to always explain my expectations before we did anything for the first, second or third time. It gave me the freedom to be consistent in managing my classroom. What things should you hold them accountable for? Well, here is a list of classroom procedures to get you started thinking. My Kindergarten Classroom Management Plan Here are the components to my kindergarten classroom management plan. It is what worked for me. We had four main classroom rules. Follow directions the first time. Listen actively to the teacher and others. Keep your hands, feet and objects to yourself. Stay seated unless given permission. That last rule evolved into stay in your spot as we transitioned to alternative seating styles. And the first rule " well, that really was a catch all rule. But I meant it. The rewards I chose were:

7: Unit 1: Classroom Management and Its Importance - KNILT

Classroom management is a teacher's efforts to establish and maintain the classroom as an effective environment for teaching and learning (Unal & Unal, , p. 41). Classroom management is two levels of management: (a) the prevention of problems, (b) responses when problems do occur (Unal & Unal, , p. 41).

PREFACE Classroom management refers to all of the things that a teacher does to organize students, space, time and materials so that instruction in content and student learning can take place. In all that you communicate, no matter how insignificant or innocuous it may seem, it contributes to your status as a teacher and your ability to manage the classroom. Above all, a teacher demonstrates self-discipline and good manners – no tantrums, no insults, no blistering language. In a study reviewing 11, pieces of research that spanned fifty years, three researchers determined that there are twenty-eight factors that influence student learning and these have been ranked in order. The most important factor governing student learning is classroom management. Be mindful of your self-confidence, voice, attitude, enthusiasm, personal appearance, manners, values, and most of all, composure and self-control. Losing composure and shouting does not enhance classroom management. The teacher sets the tone and creates the learning environment in the classroom. On the first day of school introduce written rules and procedures and post them. Above all, be generous with appreciative praise, encouragement, and reward for achievement and positive behavior. Delineate the boundaries for unacceptable behavior. Have the students practice, learn, and be able to explain classroom procedures grade appropriate. The procedures need to become routine. Student should be able to perform the procedures automatically. Establish a cue words, sound, hand signal, etc. Be consistent in using the cue. Once you give the cue do not engage in any other activity or have your attention diverted. Wait time is a very effective and important know-how and ability for teachers to possess. Non-verbal communication consistent with the cue is powerful. Silence can be thunderous! Set and convey high expectations of your students. However, there must be a support system in place and materials available to attend to individual differences to assure achievement. When planning, schedule time for presentation and study, select the best activities to facilitate learning, and delimit content to be studied. Communicate goals and objectives. Be clear about requirements and consequences for unsatisfactory performance. Children tend to be more cooperative and willing to attack a task if they have a clear understanding of what they are to do, why they are being asked to do it, and how they are to proceed. Regulate the learning activities. Secondly, pace the instruction so that students are ready for subsequent learning. This will assure that students stay productively engaged regardless of how quickly they learn. Finally, adjust instruction based upon what the monitoring and or assessment indicates. Learn to use non-verbal behavior to communicate. Provide non-verbal feedback smiles, frowns, nods, move closer to students, etc. Be certain that your verbal communication is consistent with your non-verbal behavior. Gesture to accent points. Scientists are studying the link between the body gestures and the mind. This issue has given raise to an international Society for Gesture Studies. Gestures provide another dimension to instruction by adding visual cues, which may trigger understanding. Voice inflections stress points of interest and importance. Studies on the effects of voice inflection have shown that variety in pitch and intensity affects receptivity of the listener. Additionally, where the inflection is placed affects credibility of the sender. Reinforce appropriate behavior, praise appropriate behavior and name it. He makes the distinction between evaluative praise and appreciative praise. In his view judgmental or evaluative praise most times is harmful to students. The fundamental rule in praising is: Guide the child toward evaluating his or her own behavior. When students recite have them speak loud enough for all in the classroom to hear. Call upon a student most distant from the speaker to check if he or she was able to hear. This approach will help keep students actively engaged. Moving close to the student causes a change in his or her behavior. The best reward is the satisfaction of a job well done. Students can be shown the way to buy into this mindset. For example, to extend rewards when a student answers a question and others in the classroom knew the answer they hand signal. This, too, keeps students engaged. Work to master the artful management of non-confrontation. Approach trying situations with calmness, finesses, self-assurance and composure. These same behaviors will

serve well during times of emergency. Avoid approaching tense situations in the heat of anger. Do not take unacceptable behavior as an affront. Use the power of wisdom to affect events. Conversely, when students are successful and actively engaged in their work, they tend to be well behaved. Therefore, keep students involved in their work, have students understand what is expected of them, maximize time on task, prevent confusion or disruption, and run a work simulated but relaxed and pleasant classroom. Remember that in the adult world the workplace is one that is not always quiet, on the contrary, people continually interact, ask questions, brainstorm, seek help and so on. In accepting the premise that all that the teacher does in the classroom contributes to quality instruction and management, instruction and classroom management should not be viewed as separate entities. Through his studies of these inner city schools, amidst the chaos, he and his colleagues occasionally came upon classrooms within which there was order and instruction taking place with students on task. Being impressed with what they had observed, his group reasoned that if they could carbon copy how those teachers taught, likewise others could be trained. The obstacle in that thinking was that all of the teachers observed were so dissimilar. The labels he gave them illustrate those differences. He characterized them as the coach, boomer, actor, professor, etc. Also, he vividly described their teaching performances. Nevertheless, he and his associates did agree that there was a common quality that all of those teachers observed possessed and communicated, though not verbally. That was, in some way all of the teachers conveyed to the students that it made a difference to them that they, the students, learn. It very well may be that therein, the insights of students, lies the key to good teaching. The Macmillan Company , p.

8: THE WHY AND HOW OF CLASSROOM MANAGEMENT

Classroom management is important to the whole education process because it offers students an ideal learning environment, helps prevent teacher burnout and makes students and teachers feel safer and happier.

They are expected to know content and pedagogy, develop engaging lessons that meet the needs of diverse learners, and use a variety of instructional strategies that will boost student achievement while they simultaneously develop positive relationships with, on average, students each day who are experiencing the personal, social, and cognitive challenges and opportunities of early adolescence Carnegie Council on Adolescent Development, ; Schmakel, Teaching is complex and cannot be reduced to discrete tasks that can be mastered one at a time. As Haberman suggested, this winning of the hearts occurs through very personal interactions, one student at a time. How can teachers engage students through enhanced personal interactions while simultaneously managing classroom climate and instruction? The purpose of this article is to suggest specific strategies that integrate knowledge and skills from education, counseling, and psychotherapy to help teachers develop a strong management system based on the development of personal relationships with students. These techniques are specifically adapted for use by teachers and more clearly delineate the nature of developing relationships and deepening them for the purpose of making education more effective. When surveyed about their goals, adolescents have claimed that academics and the completion of their education are important to them. However, repeated studies of sixth through ninth graders have shown interest in academics, motivation for academics, and academic achievement levels decline dramatically during early adolescence, and especially during seventh grade Carnegie Council on Adolescent Development, One of the keys to effective classroom management is the development of a quality relationship between the teacher and the students in the classroom. This significant statistic justifies further investigation into developing relationships. A critical component of developing relationships is knowing and understanding the learner. Teachers must take steps to learn and understand the unique qualities of middle grades students, who are at a crucial time in their development. Although they are good at disguising their feelings, they have been described as actually craving positive social interaction with peers and adults; limits on behavior and attitudes; meaningful participation in families, school, and community; and opportunities for self-definition Wormeli, Teaching middle grades students is unique in its demand for unconventional thinking; therefore, middle grades teachers must be willing to break the rules and transcend convention. The strategies that will be described for dealing with the most difficult of students are in many ways just thatâ€”unconventional. Teachers who adopt a relationship-building approach to classroom management by focusing on developing the whole person are more likely to help students develop positive, socially-appropriate behaviors. Research indicates that the most effective classroom managers do not treat all students the same. It is often these very students who create the most daunting challenges for teachers. Strategies for building relationships Teachers who truly understand young adolescent learners are best able to build strong relationships with students. Photo by Alan Geho According to Wolk , "Teacher-student relationships permeate the classroom, with relationships both helping and hindering learning and affecting everything from curriculum to choice of teaching methods. These strategies, though helpful, may still leave teachers struggling with the most difficult students. Ideas from the fields of counseling and psychotherapy can be applied to these classroom struggles. Rogers and Renard asserted that we need to understand the needs and beliefs of our students as they areâ€”not as we think they ought to be" p. What follows are specific strategies from the fields of counseling and psychology that teachers can apply in classroom settings when dealing with difficult students. The strategies of empathy, admiring negative attitudes, leaving the ego at the door, and multicultural connections will be explored. In actual practice, empathy on the part of the teacher results in the student feeling understood. Empathetic relationships are especially important for difficult adolescents Bernstein, ; Mordock, Unfortunately in education, empathy is a concept largely misunderstood and even trivialized as a form of affection or caring. To the contrary, caring and empathy are not at all the same. Adler defined empathy as "seeing with the eyes of another, hearing with the ears of another, and feeling with heart of another" p. The end result of having been shown empathy is that

the person "feels understood. Teachers can best develop empathy for students when they are aware of their own personal and cultural biases. For example, a female middle grades student once told a disappointed teacher that things were really hard at home and studying was difficult. The teacher responded by saying, "Well, you have to get past it and study anyway. The teacher could have easily encouraged the student with an empathetic response such as, "It must be really difficult trying to study while listening to your parents fighting and wondering what is going to happen with your family. Such a response also would have encouraged the student to communicate with the teacher so that the teacher and student could brainstorm ways to keep the student on task with her various assignments. Admiring negative attitudes and behaviors At first glance, this approach would seem to violate all that we know about behavior modification, but it is based on a well established area of research called "positive psychology" Seligman, This approach looks upon negative student behavior as a skill he or she has been practicing and refining for many years. In the case of a manipulative female teen, for example, being manipulative might have been the only or best way of getting her needs met in her family. It is to be entirely expected that she would bring these same skills to school in an effort to meet her needs there as well. Rather than engage in a power struggle with such a student, a teacher should acknowledge the skill that the student has worked so hard to develop and then redirect it. Give her credit for all of the years she has practiced the skill. After acknowledging the skill, reframe the skill and then redirect it. It is important that this skill be applied with sincerity. Any hint of sarcasm could lead to further alienation between the student and the teacher. Let us extend the example of a manipulative, young adolescent girl. She is engaged in a behavior that, in all likelihood, annoys both adults and her peers. However, there is a skill that may be present in the girl that can be reframed as the "ability to influence people. If you used it in other ways, you may find more successful ways of getting your needs met. This skill could be valuable in certain careers, such as corporate management, sales, or even counseling. Another example of the application of this approach would be the case of a young adolescent who consistently displays the infamous "bad attitude. The goal is to display and announce defiance and, to a certain degree, independence. Instead of fighting the attitude, punishing it, or even ridiculing it, try admiring it, putting aside any disgust or exasperation. It is very well constructed, and I can tell you have been working on it for years. However, a large percentage of young adolescents respond to this tactic with a smile and a greater willingness to continue the discussion. Admiration is extremely rare in the lives of young adolescents, and we dare say, much rarer than love. To receive it from an adult is precious indeed, and it often inspires immediate loyalty and respect toward a teacher. When communicated genuinely and honestly, it also increases the level of perceived empathy from an adult. Disruptive behaviors, when displayed by a student who takes charge in his or her own way, can sometimes be reframed as great leadership skills. The teacher can ask the student to use those abilities to help lead the class. In the case of the disruptive class clown, the reframe would be along the lines of admiring the student, then reframing the clown act as natural comedic skill. A possible redirect could consist of a challenge to the student to use that skill in a creative way and in an appropriate setting that can be set up by the teacher according to the personality of the student. Leaving the ego at the door It is readily apparent that to follow this relationship approach, a teacher or school administrator must have the capacity to suspend the flaring up of his or her own impulses, issues, and negative reactions. Young adolescents are highly skilled at reading teachers and identifying the things that make them impatient, rigid, angry, and upset. Young adolescents often share insights with each other about what annoys teachers and school administrators. It is also an assessment of truly effective relationship-based teaching. Once a professional gives in to emotions such as anger, exasperation, or displeasure, his or her ability to function becomes impaired to a degree. It seems no one knows this better than some young adolescents, who may be quite aware of the effects they have on adults. When a teacher takes the comments and manipulations of students personally, interpersonal chaos is likely to follow. Thus, it is a good idea for a teacher to learn to suspend his or her own issues as they arise to "place them on the shelf," so to speak, to be addressed later. One of the hidden advantages of working with young adolescents is that they have much to teach us about our own reactions and habitual ways of interacting. All too often, the student becomes the teacher of lessons that may not be learned in any other context Hanna, Leaving the ego at the door of the classroom is perhaps the most valuable suggestion we have to offer, along with showing empathy.

Without this, however, empathy may never get a chance to emerge. Young adolescents closely watch the reactions of adults to see if they practice what they preach. For example, if Tom, a seventh grade student, erupts in class one day because he is being teased for being a "suck-up," a very typical teacher response is, "Just try to ignore what the other kids are saying. Demanding respect is not as effective as earning it, and how the teacher comports himself or herself has much to do with how he or she is viewed and respected by students. To successfully build relationships and apply the skills mentioned in this article, leaving the ego at the door can be viewed as a prerequisite. At various times, leaving the ego at the door can be connected to issues of culture as well. It is human nature for teachers, or anyone for that matter, to get upset when an adolescent pokes fun at a personally sensitive topic or issue. This is especially true when it comes to the topic of authority. Many teachers believe that they must have absolute authority in the classroom. They also believe that this authority comes automatically with their status as the teacher and does not necessarily have to be earned. When students question this authority by being non-compliant or engaging in disruptive behaviors, they may easily trigger an emotional reaction from the teacher see Dooner, et al. For example, Sammy, an eighth grade student, might say, "Why should I listen to you? I know a lot more than you do, and I know you have detention today. See me after school. This usually happens when the adult does not take the opportunity to examine his or her own vulnerabilities on a regular basis. If the teacher had taken the time to examine his or her own vulnerabilities, he or she might have said, "You sound like my mother. She wanted me to wear a starched shirt and tie every day and work in a big law firm. But I tell her I get to be a part of the lives of more than seventh gradersâ€”including yours, Sammy. What more power do I need? For example, a teacher who knows he is sensitive to students questioning his authority can anticipate that middle grades students will, in fact, question his authority. Such awareness can lead to the use of empathy or the admiration of negative behaviors, as previously discussed. Multicultural connections Developing relationships with students who come from culturally different backgrounds can be challenging and requires specific skills from new and experienced teachers alike Nieto, a, b, The recommendations for forming relationships made earlier in this article are essential when cultural differences are present. The challenges within the cross-cultural encounter lie in overcoming the additional barriers that prevent teachers from letting down their guard to empathize and develop stronger relationships with students. These barriers exist due to a fear of the culturally different, a lack of knowledge about the differences and similarities between cultures, persistent negative stereotyping, and general intolerance. To overcome these barriers and develop multicultural competence, a teacher must overcome his or her fears and unresolved issues regarding cultural difference.

9: What's The Most Important Part Of Classroom Management?

The Importance of Classroom Management An effective classroom management plan is the key to becoming an effective teacher, as well as making sure that is learning going on in the classroom. (Wong, Wong, Rogers, & Brooks,) All classrooms should have an effective teacher to teach the students.

The Critical Role of Classroom Management Teachers play various roles in a typical classroom, but surely one of the most important is that of classroom manager. Effective teaching and learning cannot take place in a poorly managed classroom. If students are disorderly and disrespectful, and no apparent rules and procedures guide behavior, chaos becomes the norm. In these situations, both teachers and students suffer. Teachers struggle to teach, and students most likely learn much less than they should. In contrast, well-managed classrooms provide an environment in which teaching and learning can flourish. It takes a good deal of effort to create—and the person who is most responsible for creating it is the teacher. We live in an era when research tells us that the teacher is probably the single most important factor affecting student achievement—at least the single most important factor that we can do much about. To illustrate, as a result of their study involving some 60, students, S. The results of this study will document that the most important factor affecting student learning is the teacher. In addition, the results show wide variation in effectiveness among teachers. The immediate and clear implication of this finding is that seemingly more can be done to improve education by improving the effectiveness of teachers than by any other single factor. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. The point is illustrated in Figure 1. According to Figure 1. Impact of Teacher Effectiveness on Student Achievement Sanders and his colleagues, who gathered their data from elementary school students in Tennessee, are not the only ones to document dramatic differences in achievement between students in classes taught by highly ineffective versus highly effective teachers. Haycock reports similar findings from studies conducted in Dallas and Boston. Whereas the studies conducted in Tennessee, Dallas, and Boston were based on data acquired from students over time, I used a research process called meta-analysis to synthesize the research on effective schools over the last 35 years see Marzano, a, b. That approach enabled me to separate the effect on student achievement of a school in general from the effect of an individual teacher. Effects of a School vs. For a detailed discussion of how the computations in Figure 1. As depicted in Figure 1. The student has learned enough to keep pace with her peers. But what happens to that student if she attends a school that is considered one of the least effective and is unfortunate enough to have a teacher who is classified as one of the least effective? After two years she has dropped from the 50th percentile to the 3rd percentile. She may have learned something about mathematics, but that learning is so sporadic and unorganized that she has lost considerable ground in a short time. In the third scenario, the same student is in a school classified as most effective, but she has a teacher classified as least effective. Although the student entered the class at the 50th percentile, two years later she leaves the class at the 37th percentile. In contrast to the two previous scenarios, the fourth presents a very optimistic picture. The student is not only in a school classified as most effective, but also is in the class of a teacher classified as most effective. She enters the class at the 50th percentile, but she leaves at the 96th percentile. The fifth scenario most dramatically depicts the impact of an individual teacher. Again, the student is in a school that is considered least effective, but she is with a teacher classified as most effective. The student now leaves the class at the 63rd percentile—13 percentile points higher than the point at which she entered. It is this last scenario that truly depicts the importance of individual teachers. Even if the school they work in is highly ineffective, individual teachers can produce powerful gains in student learning. Although the effect the classroom teacher can have on student achievement is clear, the dynamics of how a teacher produces such an effect are not simple. Rather, the effective teacher performs many functions. These functions can be organized into three major roles: The first role deals with instructional strategies and their use. Effective teachers have a wide array of instructional strategies at their disposal. They are skilled in the use of cooperative learning and graphic organizers; they know how best to use homework and how to use questions and advance organizers, and so on. Additionally, they know when these strategies should be used

with specific students and specific content. Although cooperative learning might be highly effective in one lesson, a different approach might be better in another lesson. The second role associated with effective teaching is classroom curriculum design. This means that effective teachers are skilled at identifying and articulating the proper sequence and pacing of their content. Rather than relying totally on the scope and sequence provided by the district or the textbook, they consider the needs of their students collectively and individually and then determine the content that requires emphasis and the most appropriate sequencing and presentation of that content. They are also highly skilled at constructing and arranging learning activities that present new knowledge in different formats e. The third role involved in effective teaching is classroom management. This, of course, is the subject of this book. The following chapters detail and exemplify the various components of effective classroom management. Before delving into classroom management, however, it is important to note that each of these three roles is a necessary but not sufficient component of effective teaching. That is, no single role by itself is sufficient to guarantee student learning, but take one out of the mix and you probably guarantee that students will have difficulty learning. Nevertheless, a strong case can be made that effective instructional strategies and good classroom curriculum design are built on the foundation of effective classroom management. A Guide to Successful Classroom Management, it is a myth to believe that. The potential for problems exists beyond academics. Students experience difficulties at home which spill over into the classroom; students experience problems with peers during class breaks and in the classroom which often involve the teacher; and students experience mood changes which can generate problems, to name just a few. However, the systematic study of effective classroom management is a relatively recent phenomenon. Here we briefly consider the major studies on classroom management. For more detailed and comprehensive discussions, see Emmer, ; Brophy, ; and Doyle, , Arguably, the first high-profile, large-scale, systematic study of classroom management was done by Jacob Kounin He analyzed videotapes of 49 first and second grade classrooms and coded the behavior of students and teachers. In Brophy and Evertson reported the results of one of the major studies in classroom management, up to that point, in a book entitled Learning from Teaching: Their sample included some 30 elementary teachers whose students had exhibited consistently better than expected gains in academic achievement. The comparison group consisted of 38 teachers whose performance was more typical. Although the study focused on a wide variety of teaching behaviors, classroom management surfaced as one of the critical aspects of effective teaching. Much of what they found relative to classroom management supported the earlier findings of Kounin. Brophy and Evertson say this about their study: Much has been said. Probably the most important point to bear in mind is that almost all surveys of teacher effectiveness report that classroom management skills are of primary importance in determining teaching success, whether it is measured by student learning or by ratings. Thus, management skills are crucial and fundamental. A teacher who is grossly inadequate in classroom management skills is probably not going to accomplish much. The first study involved 27 elementary school teachers. The second involved 51 junior high school teachers. Results from the elementary school study were reported in Emmer, Evertson, and Anderson and Anderson, Evertson, and Emmer Results from the junior high study were reported in Evertson and Emmer and in Sanford and Evertson Both studies were descriptive and correlational in nature and identified those teacher actions associated with student on-task behavior and disruptive behavior. One of the more significant conclusions from these studies was that early attention to classroom management at the beginning of the school year is a critical ingredient of a well-run classroom. The third and fourth studies, also conducted in the elementary and junior high schools, respectively, examined the impact of training in classroom management techniques based on findings from the first two studies. As described by Emmer , In the later two studies, the interventions occurred at the beginning of the school year and resulted in improved teacher behavior in many, but not all, management areas and also in more appropriate student behavior in experimental group classes as compared to control group classes. To date, these books have been considered the primary resources for the application of the research on classroom management to K education. It involved in-depth interviews with and observations of 98 teachers, some of whom were identified as effective managers and some of whom were not. The study presented teachers with vignettes regarding specific types of students e. Among the many findings from the study was that effective

classroom managers tended to employ different types of strategies with different types of students, whereas ineffective managers tended to use the same strategies regardless of the type of student or the situation. In spite of the profound impact of these various studies, classroom management received its strongest endorsement in a comprehensive study by Margaret Wang, Geneva Haertel, and Herbert Walberg. They combined the results of three previous studies. One involved a content analysis of 86 chapters from annual research reviews, 44 handbook chapters, 20 government and commissioned reports, and 11 journal articles. This analysis produced a list of variables identified as having an impact on student achievement. The second study involved a survey of education experts who were asked to rate each of the variables in terms of the relative strength of their impact on student achievement. The third study involved an analysis of 91 major research syntheses. The end result of this massive review was that classroom management was rated first in terms of its impact on student achievement. In summary, the research over the past 30 years indicates that classroom management is one of the critical ingredients of effective teaching. Many studies and many books have been published articulating the specifics of effective classroom management. So what does this book have to offer that has not already been established? Certainly, this book reinforces the findings and suggestions from many of the previous works. However, the recommendations in this book are based on a new research methodology not previously employed with the classroom management literature per se. That methodology is meta-analysis. In simple terms, it is a technique for quantitatively combining the results from a number of studies. Since its inception, it has been used extensively in the fields of education, psychology, and medicine.

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