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## Classroom Management Skills that Works

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# **Classroom and Behavior Management Skills That Work!**

**Council for Exceptional Children  
2013 Convention and Expo  
San Antonio, TX  
April 4, 2013**

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# SELF TEST

## Factors that Influence Student Achievement

Educational research identified variables that positively influence student achievement. What do you think those factors are?

List below your choices for the five most powerful influences on student achievement. You may work together with someone else if you like.

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

# Classroom Management Skills that Work!

## What is classroom management?



*Classroom management is everything the teacher does in the classroom to motivate and orchestrate learning.*



## Why are skills of classroom management important?

There are three major reasons why the skills of classroom management are critical to the effective teacher.

1. Herbert Walberg (1986) examined over 50 years of educational research in an attempt to identify factors that affect student achievement. After analyzing over 3,000 research studies, Walberg published results revealing that classroom management is the most powerful influence on student learning.

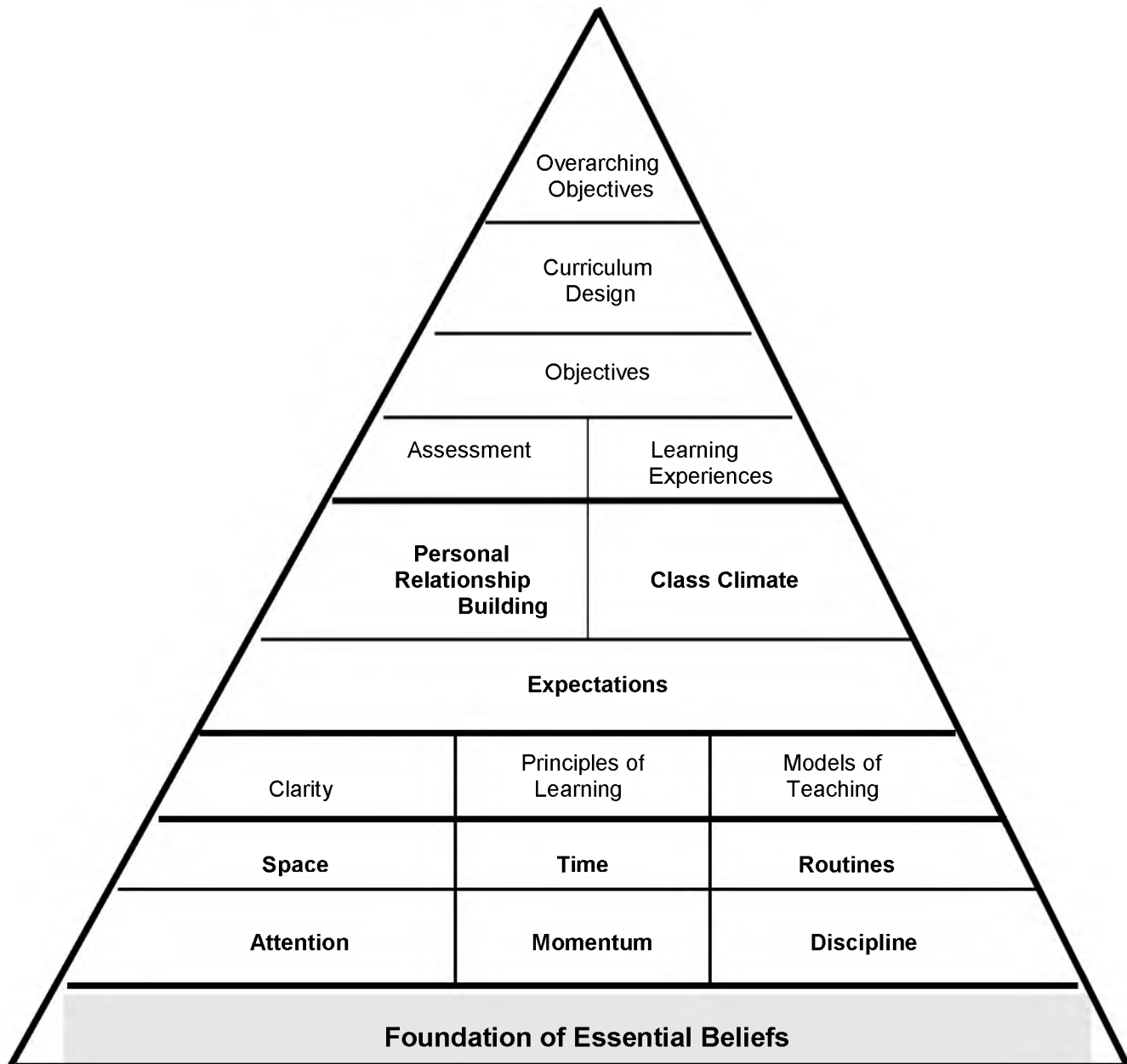
In 1993, Wang, Haertel, & Walberg updated Walberg's previous study and combined those earlier results with two subsequent research studies to produce one of the most comprehensive classroom management studies yet. In describing the results of this study Marzano (2003) stated that: "The end result of this massive review was that classroom management was rated *first* in terms of its impact on student achievement."

## INFLUENCE OF 28 FACTORS ON STUDENT ACHIEVEMENT

| <u>Rank</u> | <u>Category</u>                               | <u>Influence</u> |
|-------------|---|------------------|
| 1.          | <b>Classroom management by teacher</b>        | <b>64.8</b>      |
| 2.          | Learning strategies used by students          | 63.0             |
| 3.          | Students' skills, knowledge, abilities        | 61.3             |
| 4.          | Home environment/Parental support             | 58.4             |
| 5.          | Student/Teacher relationships                 | 56.7             |
| <hr/>       |   |                  |
| 6.          | Students' social/classroom behavior           | 55.2             |
| 7.          | Students' motivation, attitudes, effort       | 54.8             |
| 8.          | Influence of peer group                       | 53.9             |
| 9.          | Quantity of instruction                       | 53.7             |
| 10.         | School climate                                | 53.3             |
| <hr/>       |   |                  |
| 11.         | Classroom climate                             | 52.3             |
| 12.         | Classroom instruction                         | 52.1             |
| 13.         | Curriculum design                             | 51.3             |
| 14.         | Instructional interactions                    | 50.9             |
| 15.         | Classroom assessment                          | 50.4             |
| <hr/>       |   |                  |
| 16.         | Community influences                          | 49.0             |
| 17.         | Students' psychomotor skills                  | 48.9             |
| 18.         | Administrative leadership                     | 48.4             |
| 19.         | Curriculum/instructional alignment            | 47.7             |
| 20.         | Policies governing parent involvement         | 45.8             |
| <hr/>       |   |                  |
| 21.         | Professional development                      | 45.7             |
| 22.         | Students' socioeconomic status, gender        | 44.8             |
| 23.         | Students' use of out-of-class time            | 44.3             |
| 24.         | Class size, groupings                         | 42.8             |
| 25.         | School size, location, socioeconomic status   | 41.4             |
| <hr/>       |   |                  |
| 26.         | State-level policies                          | 37.0             |
| 27.         | School policies                               | 36.5             |
| 28.         | District size, location, socioeconomic status | 32.9             |

Adapted from "What Helps Students Learn?" by Margaret C. Wang, Geneva D. Haertel, and Herbert J. Walberg, 1993, *Educational Leadership*, 51, p. 74.

2. Not only do 50 years of research identify classroom management as the most important factor in student achievement, theoretical constructs of teaching (pedagogy) recognize skills of classroom management as basic to effective instruction. Saphier's Model of Skillful Teaching (2008) illustrates that skills of management provide the foundation for all other teaching skills.



### ***Map of Pedagogical Knowledge***

From Saphier & Gower, *The Skillful Teacher* (2008). Used with permission

3. While the importance of classroom management is known and documented, many teachers lack effective classroom management skills and their absence negatively impacts student performance. As stated by Saphier (2008):

*Many things are important for good schools: curriculum is important; parent involvement is important; having a clean, safe building is important. But of all the things that are important to having good schools, nothing is as important as the teacher and what that person knows, believes, and does.*

### References

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- Walberg, H. J. (1992). The knowledge base for educational productivity. *International Journal of Educational Reform*, 1(1), 5-15.
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# CLASSROOM MANAGEMENT: 10 BASIC RULES

How can I have good classroom management?

Good classroom management can be achieved by following 10 basic rules:



1. Build a personal relationship with students.

2. Have high expectations.

3. Get their attention.



4. Keep momentum.

5. Get the most out of space and furniture.

6. Use time wisely.

7. Get maximum mileage out of routines.

8. Discipline effectively.



9. Build a climate full of choice, ownership, inclusion, and risk taking.

10. Play and make their day!





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**EVALUATION FORM**

Your input is valuable in improving this presentation for future audiences. Your honest and anonymous responses to the items below will assist in evaluating this session. Please indicate your degree of satisfaction with each item by circling the numeral most reflective of your feelings.

|    |                                | <u>Very</u><br><u>Satisfied</u> |   |   | <u>Not</u><br><u>Satisfied</u> |   |
|----|--------------------------------|---------------------------------|---|---|--------------------------------|---|
| 1. | Overall quality of the session | 5                               | 4 | 3 | 2                              | 1 |
| 2. | Presentation content           | 5                               | 4 | 3 | 2                              | 1 |
| 3. | Presenter's knowledge          | 5                               | 4 | 3 | 2                              | 1 |
| 4. | Presenter's style of delivery  | 5                               | 4 | 3 | 2                              | 1 |
| 5. | Usefulness of concepts         | 5                               | 4 | 3 | 2                              | 1 |

List three key words, phrases, or ideas that you want to remember from today's session.

What will you do differently as a result of something you learned today?

Write here any additional comments you would like to make.

**Thank you for completing this evaluation!**