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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.

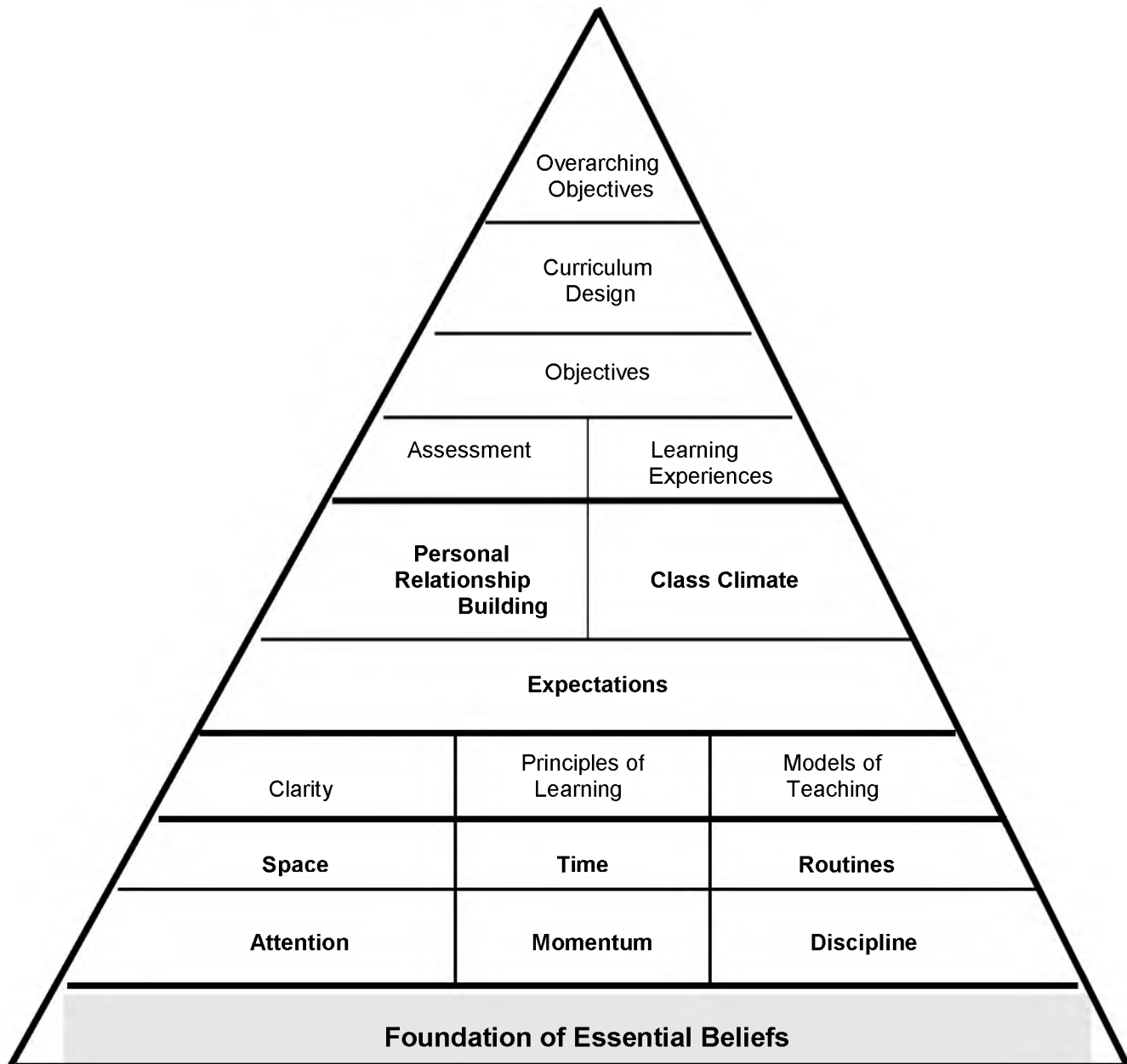
In 1993, Wang, Haertel, & Walberg updated Walberg's previous study and combined those earlier results with two subsequent research studies to produce one of the most comprehensive classroom management studies yet. In describing the results of this study Marzano (2003) stated that: "The end result of 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.	Classroom management by teacher	64.8
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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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 Satisfied</u>			<u>Not 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!