

## The Critical Role of Classroom Management



"It's not the kids I hate...  
It's the parents for having them."

## Effective teaching and learning

- Cannot take place in a poorly managed classroom



## What is a poorly managed classroom like?

Look like

Sound like

## The most important factor affecting student achievement

- Quality of the classroom experience
  - Teachers establish the classroom experience



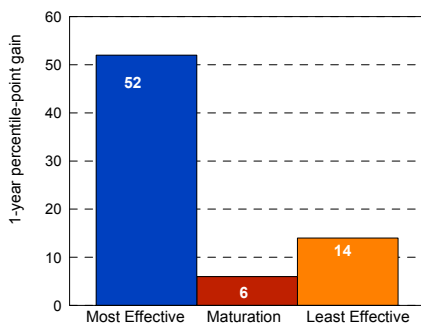
## Recent research shows

- There is a wide variation in teacher effectiveness
- More can be done to improve the quality of education by improving the effectiveness of teaching than by any other single factor

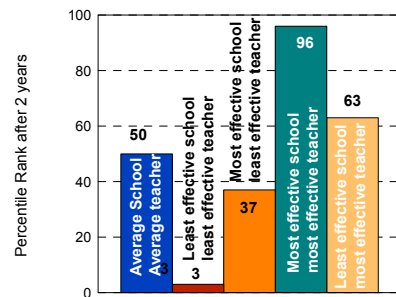
## Effective teachers

- Appear to be effective with students of all achievement levels regardless of the heterogeneity in their classes
  - If the teacher is ineffective, students will achieve inadequate progress regardless of how similar or different they are regarding their academic achievement.

## Impact of Teacher Effectiveness on Student Achievement



## Effects of school vs a teacher on student entering at the 50<sup>th</sup> percentile



## How does the teacher affect student achievement?

1. Designs classroom curriculum to facilitate student learning.
2. Makes wise choices about the most effective instructional strategies to employ
3. Makes effective use of classroom management techniques

## 1. Design classroom curriculum to facilitate student learning

Effective teachers are skilled at identifying and articulating proper sequence and pacing of their content.

- don't rely on the scope and sequence of the textbook
- determine which content requires emphasis
- construct and arrange learning activities to present knowledge in different formats.

## 2. Instructional Strategy Choices

Effective teachers are skilled in using researched strategies

- Cooperative learning
- Graphic organizers
- Homework and questions

## 3. Effective teachers make effective use of classroom management techniques



## Classroom management

- Has been a concern of teachers ever since there have been teachers in classrooms.

## Poor management

- Wastes student time
- Reduces students' time on task
- Detracts from the quality of the learning environment.

## No single role by itself

- Is sufficient to guarantee student learning,
- Lacking one is nearly a guarantee that students will have difficulty learning.

## What does classroom management

- Look like ?                      Sound Like ?



## Dimensions of Classroom Management

- “Withitness
- Smoothness and momentum during lesson presentation
- Letting students know what behavior is expected of them at a given point in time.
- Variety and challenge to academic work.

## Withitness

- A keen awareness of disruptive behavior or potentially disruptive behavior and immediate attention to that behavior.
  - Dimension of “withitness” is the characteristic that most consistently separates the excellent classroom managers from an average or below average manager.

## If there isn't good classroom management

- Probably nothing else is going well in the classroom either.

## Early attention to classroom management

- At the beginning of the school year
- The critical ingredient of a well-run classroom.

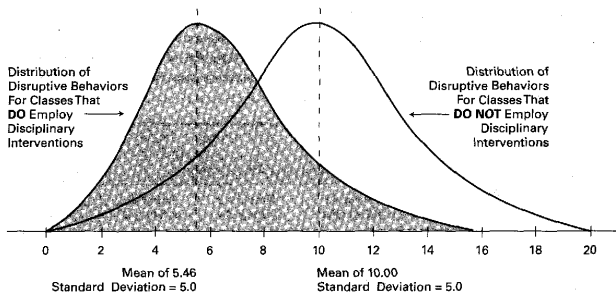
## Classroom management

- Rated *first* in terms of impact on student achievement.

## Four management factors

Factor	Percentile degrees in disruptions
Rules and procedures	28
Disciplinary interventions	32
Student-Teacher Relationships	31
Mental Set	40

## Effect size of disciplinary interventions



## Over a year's time

- The classes that employ disciplinary interventions will have about 980 disruptions.
- The classes that do not employ disciplinary interventions will have about 1800 disruptions

## How might this look in your classroom?

- When effective management is used, student engagement rates are .617 standard deviations higher
  - than engagement rates when effective management techniques are not employed
- 23-percentile increase in **engagement.**

## Student Achievement

- Achievement levels are .521 STD higher
  - Than classes without effective classroom mgmt.
  - Achievement rates are 20 percentile points higher
  - Higher Engagement = higher achievement.

## Are good classroom managers born or made?

- Teachers who have been trained in the use of effective classroom mgmt have classrooms with fewer disruptions and higher engagement
  - Compared with teachers who have not been trained.

## Teacher's management strategies

- Can be significantly improved by providing them with a manual and two half-day workshops.
  - Workshop days provided no opportunity for feedback, directed practice, diagnosis with targeted intervention or continued support and encouragement from staff and colleagues.