

Camp Best 2019

**How are Humidity
and Caring alike?**

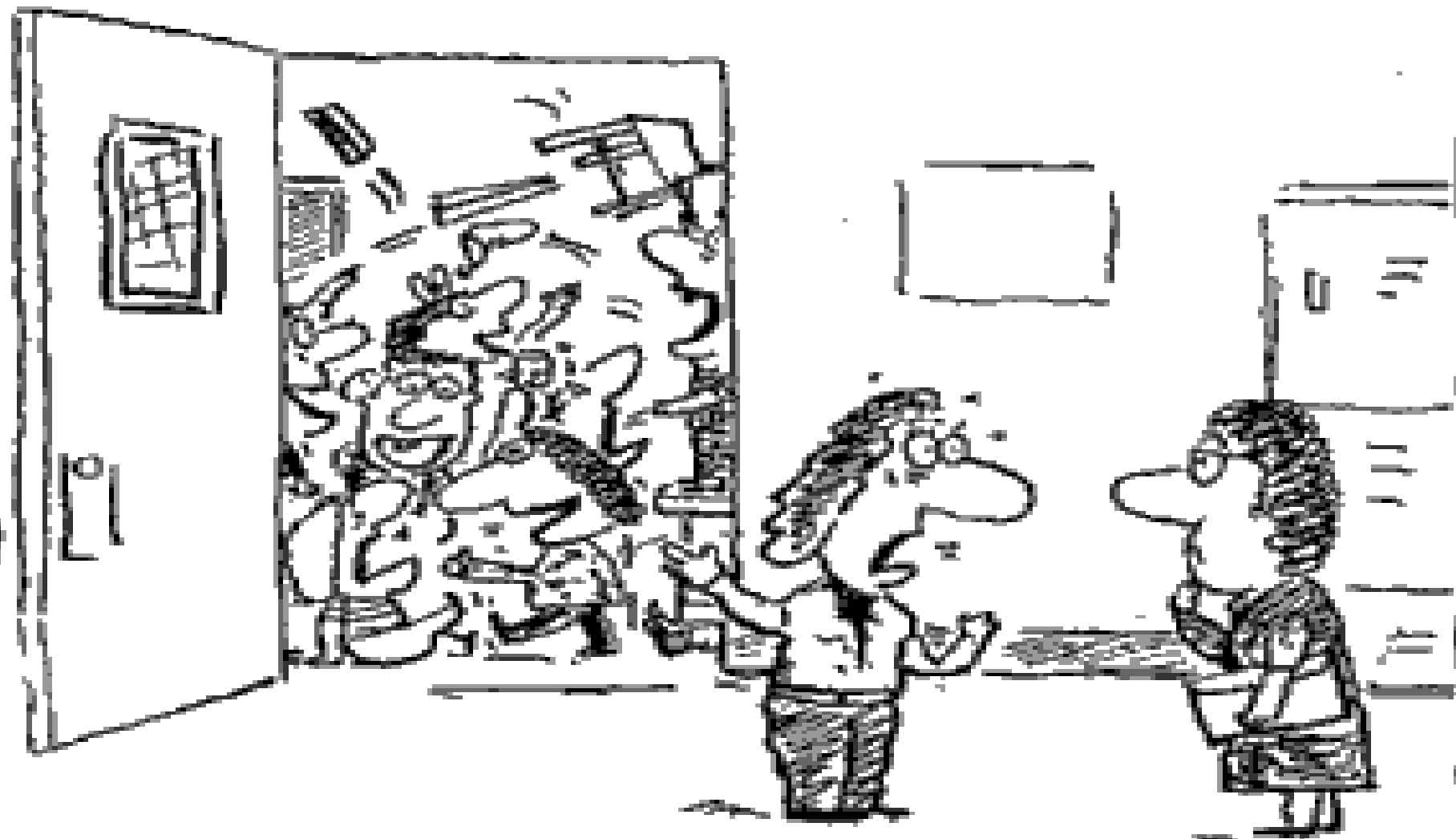
According to **Harry Wong**

“The single greatest effect on student achievement is not race, it is not poverty — it is the effectiveness of the teacher.” ~

“It is the teacher — what the teacher knows and can do — that is the most significant factor in student achievement.”

“In an effective classroom students should not only know what they are doing, they should also know why and how.”

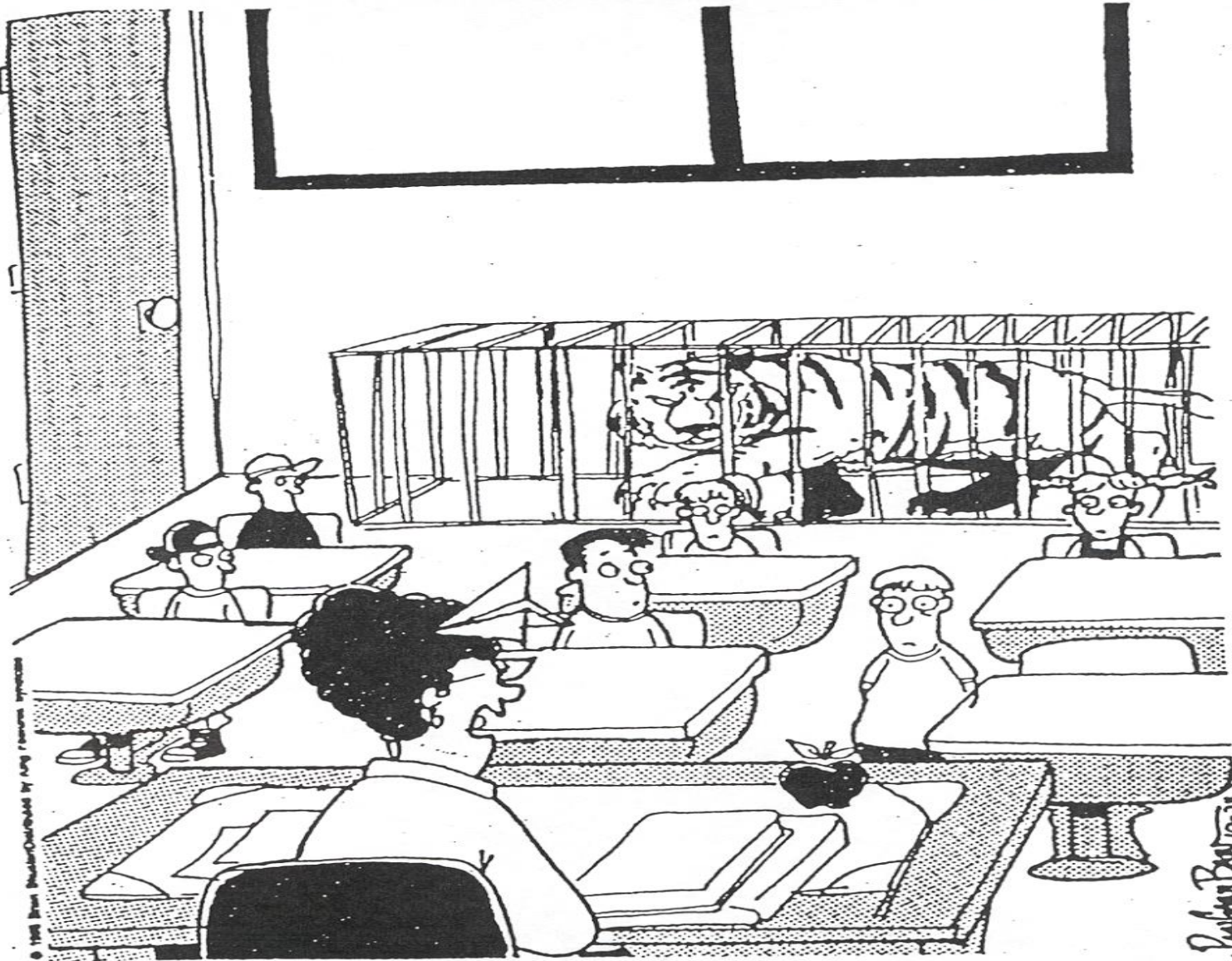




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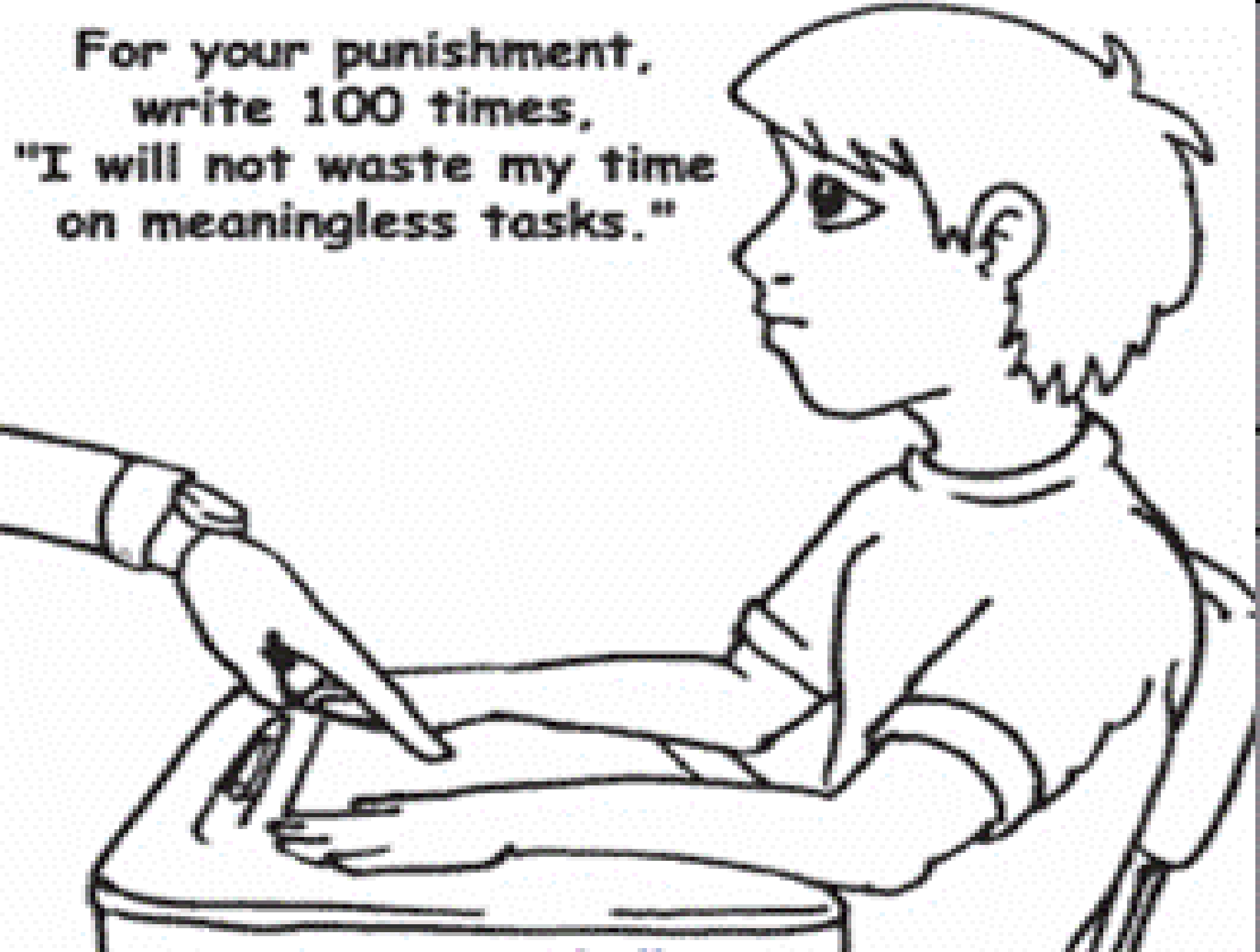
Can you help me, Mrs. Martin? This wasn't covered in any of my education courses.

CHAOS



"Well, Timmy, it looks like you've just earned yourself 10 minutes in the cage with Mr. Whiskers."

**For your punishment,
write 100 times,
"I will not waste my time
on meaningless tasks."**

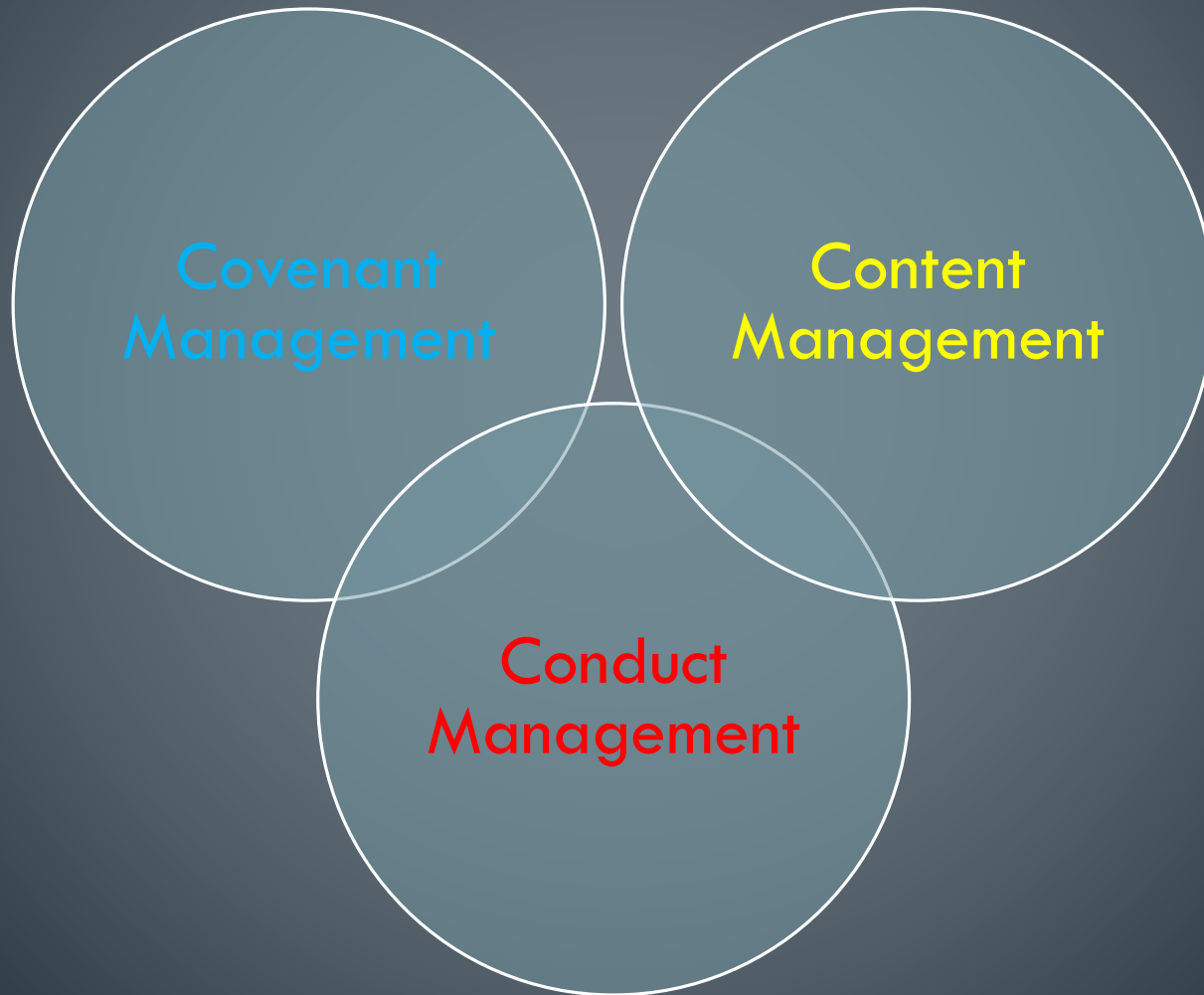


Definitions:



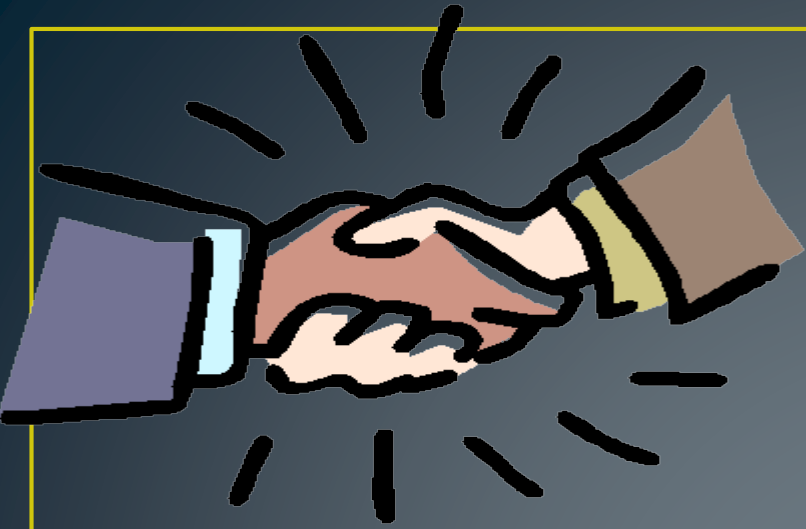
- **Classroom management** – act of managing **relationships, behaviors, and instruction** for learners
- **Discipline** – the act of teaching students how to **behave** appropriately; not just punishment

Covenant/Conduct/Content Management Interplay



Definition: Covenant

- According to Iverson (2003), a **covenant** is a promise, a binding agreement between two or more persons
- **Covenant management** is the facilitation of trusting, respectful relationships, willingly entered into, that promote optimal success for all children



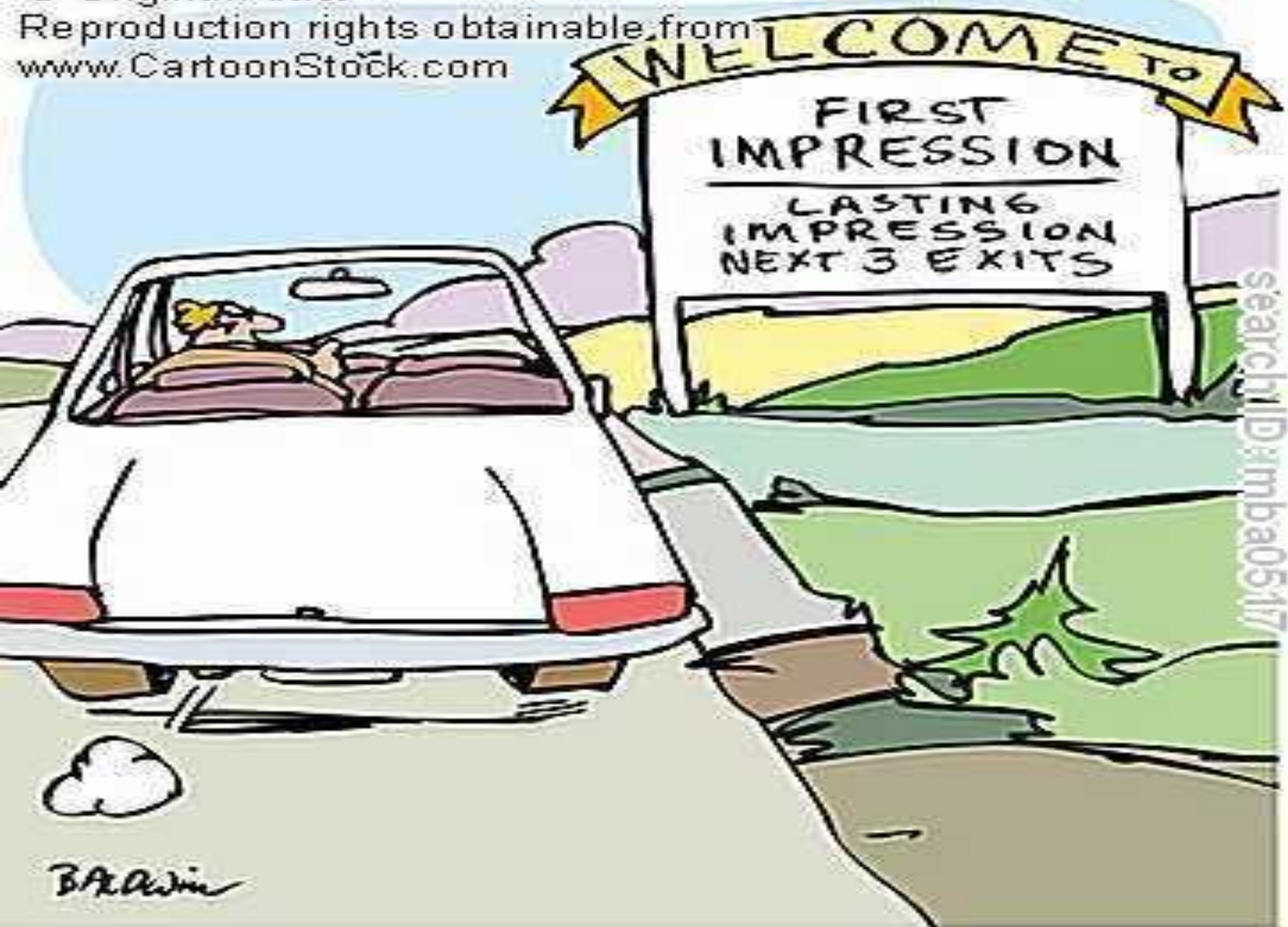
Covenanting with the Classroom Group



Getting Off to a Good Start

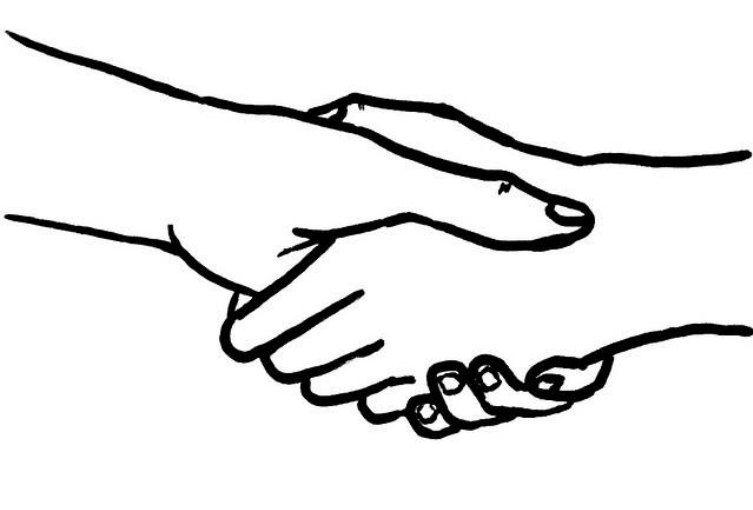
- Virtually all the research points to the beginning of the school year as the linchpin for effective classroom management
- Four seminal studies on the beginning of the school year performed (two at elementary and two at secondary):
- The results showed that the most effective teachers made sure classroom management strategies: 1) were understood by students, 2) accepted by students, and 3) practiced until they became routine

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Baldwin



Covenanting with the Individual Student



Positive Interactions

- When students are asked to account for their motive for learning, they frequently cite their admiration and respect for a particular teacher
- According to Glasser (1972), today's society is role oriented (identity) rather than goal oriented
- In a role-oriented society, people place more value on being respected as human beings than on being valued for what they can do
- In other words, the student in the classroom is saying, "I can insist that I have a right to respect and dignity apart from what I can do"
- Respecting students for who they are is an essential first step in building positive relationships

Relationship Management as a Solution to Behavioral Problems

- Teachers recognize that a renewed focus on relationship building can help resolve difficulties with individual students
- Emphasis on getting assignments turned in should be set aside in favor of building the trust and confidence of the student
- What a student needs most is often the reaffirmation as a person; this allows the student to open up to the teacher

Problem Solving with Individual Students

- What happens if relationship effort attempts fail and a student persists in disrupting the class?
- The teacher cannot dismiss the behavior
- The teacher must engage in a problem-solving process to help the student select more responsible behavior
- Glasser (1965; 1977) developed an eight-step problem-solving process to help students regain control



Covenant Management and the Research



The Research and Theory

- In a study involving 68 high school students, 84% said that disciplinary problems that occurred could have been avoided by better teacher-student relationships
- In their review of the literature, Sheets and Gay (1996) note that many behavioral problems ultimately boil down to a breakdown in teacher-student relationships
- “The causes of many classroom behaviors labeled and punished as rule infractions are, in fact, problems of students and teachers relating to each other”

Characteristics that Make Teachers Likeable

- Barr (1958) & Good & Brophy (1995) identify the following characteristics that make teachers likeable: consideration, flexibility, patience, (friendly, helpful, empathetic, understanding, good listeners)
- In terms of teacher-student dynamic, Wubbels et al. (1999) identify two dimensions whose interactions define the relationship between teacher and students:
- **Dominance vs. submission and cooperation vs. opposition**
- High dominance = clarity of purpose of guidance (but also lack of concern for interests of students); high submission = lack of clarity and purpose (middle ground = optimum)
- High cooperation = concern for the needs and opinions of others (but also inability to stand on one's own); high opposition = active antagonism towards others (middle ground = optimum)

Differentiating Student Treatment

- Schools may be the only place where the needs of “problem” students are met
- Some problems students face include: homelessness, depression, suicide, violent students, eating disorders, alcoholism, ADHD, physical and sexual abuse, etc.
- In a study conducted by Brophy, 98 teachers were interviewed and presented with vignettes regarding “problem” students
- Results indicated that effective teachers employ different behavioral strategies with different students

Taking a Personal Interest in Students

- Talking informally with students before, during, and after class about their interests
- Greeting students outside of school – for instance, at extracurricular events or at stores
- Singling out a few students each day in the lunchroom and talking to them
- Being aware of and commenting on important events in students' lives, such as participation in sports, drama, or other extracurricular activities
- Complimenting students on important achievements in and outside of school
- Meeting students at the door as they come in and saying hello to each child, making sure to use his or her first name

Summary

- Covenant management is an important aspect of classroom management that is often overlooked
- It can be defined as the facilitation of trusting, respectful relationships, willingly entered into, that promote optimal success for all children
- Covenant management can be viewed from the microsystem level: classroom group and individual students
- Review of the literature emphasizes that the majority of discipline problems are the result of poor teacher-student relationships

How are Humidity and Caring alike?

“You can't see it , but you
can feel it.”

7th Grade Girl



T H A N K

Y O U S O

M U C H !