

[PDF] Classroom Management For Middle And High School Teachers (9th Edition)

Edmund T. Emmer, Carolyn M. Evertson - pdf download free book



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Description:

Dealing with student misbehavior and encouraging student motivation are two of the most important concerns for new teachers. *Classroom Management for Middle and High School Teachers, Ninth Edition*, provides new and experienced teachers with the skills, approaches, and strategies necessary to establish effective management systems in the secondary-school classroom.

Based on 30 years of research and experience in more than 500 classrooms, the newest edition of this best-selling text presents step-by-step guidelines for planning, implementing, and developing classroom management tasks to build a classroom environment that focuses on and encourages learning. Students can apply what they learn as they review and complete the examples, checklists, case study vignettes, and group activities presented in each chapter.

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The books, *Classroom Management for the Elementary Teachers* and *Classroom Management for the Secondary Teacher* by Carolyn Evertson, Edmund Emmer and Murray Worsham are considered the primary resources for the application of the research on classroom management to K-12 education (Marzano, Pickering, & Pollock).

• Four Keys to Good Room Arrangement. Keep high-traffic areas free of congestion. Be sure students can be seen easily by the teacher. Keep frequently used teaching materials and student supplies readily accessible.

• High-participation formats are lessons that program the behavior of students when they are not directly involved in answering a teacher's question.

Common Problems in Conducting Instruction. Classroom management is a term teachers use to describe the process of ensuring that classroom lessons run smoothly without disruptive behavior from students compromising the delivery of instruction. The term also implies the prevention of disruptive behavior preemptively, as well as effectively responding to it after it happens. It is a difficult aspect of teaching for many teachers. Problems in this area causes some to leave teaching. In 1981 the US National Educational Association reported that 36

These tips for middle and high school actually work.

• Classroom management was my biggest struggle as a new teacher. I went in suspecting I would have classroom management in the bag because I had pretty extensive experience working with kids from babysitting, being a camp counselor, and taking on similar volunteer-type roles. But as it turns out, managing a classroom was way different and way more difficult than anything I had done before. In my first year, I had no procedures in place and thought that my students wouldn't learn if I wasn't always nice to them. Because of this, I had zero control over my classroom. I was as helpless as a kitten. Classroom management was a huge struggle for me when I first started teaching. Okay, struggle is putting it a bit nicely. It may or may not have escalated to the point that I found myself crying in the back hallway because I just couldn't face my first period class. But thankfully that's not the end of the story. With the help of amazing mentors The First Days of School, consistent practice, and a huge dose of God's grace, I finally found some classroom management strategies that actually worked and eventually turned things around. And, oh what a joy to finally get to the point where my class

Successful classroom management relies on a handful of fundamental strategies and a larger number of quick interventions.

• 3. Appropriate curriculum is a classroom management strategy: For some students, being thrown out of the room for backtalk has a lower social cost than appearing dumb in front of peers. Assigning appropriately difficult work (which often means differentiating) eliminates that risk.

• 5. Anticipate problems and be creative: At the beginning of one year, my middle-grade students would charge into class like Mel Gibson and a thousand Scottish warriors. To solve the problem, I asked my kids to line up for class outside my door with their left arm against the wall and a foot of space between them and the person in front of them.

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