

Classroom Management Evaluation & Assessment

Mr. M. Asim

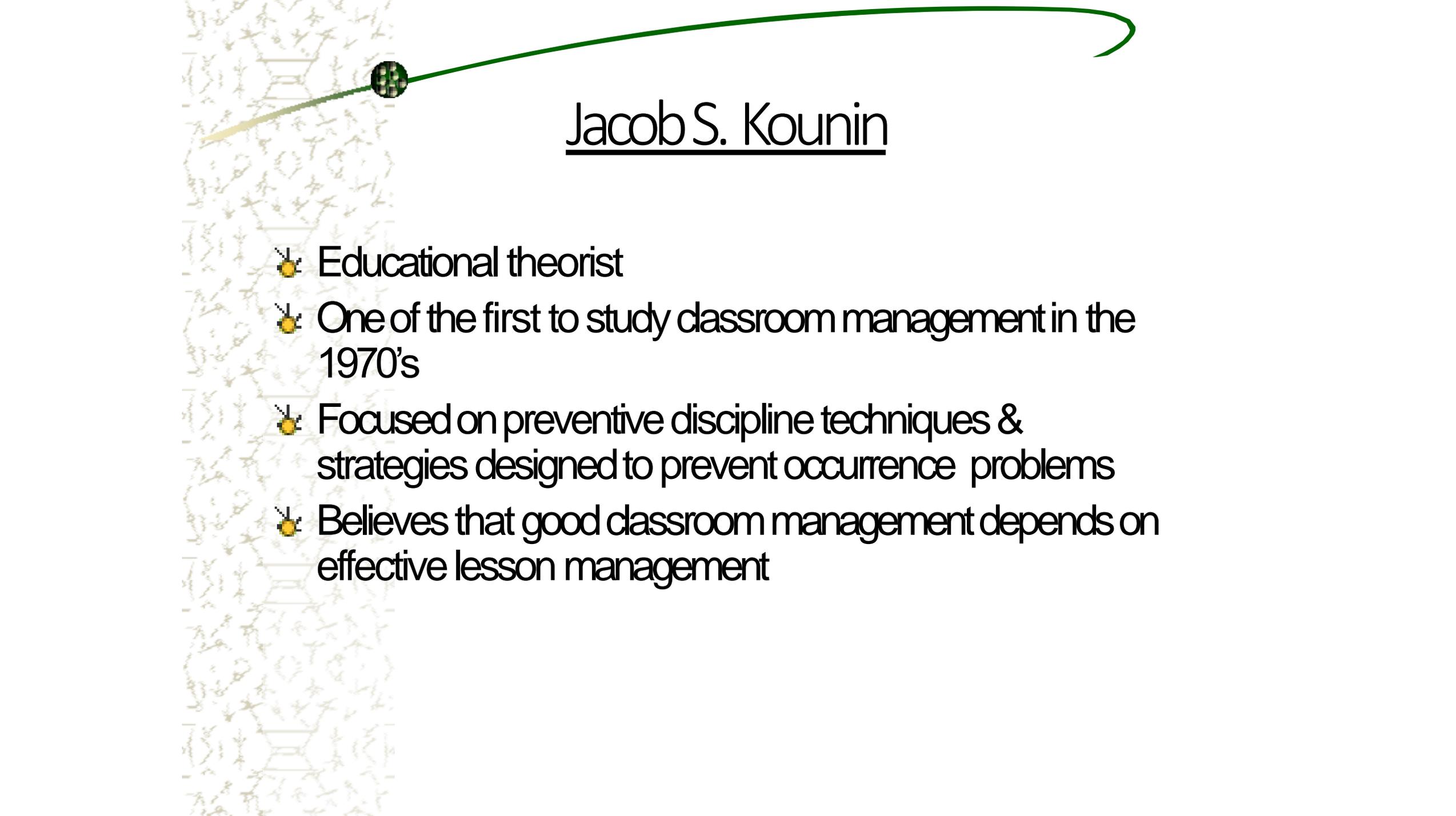
Classroom Management



What is Classroom Management?

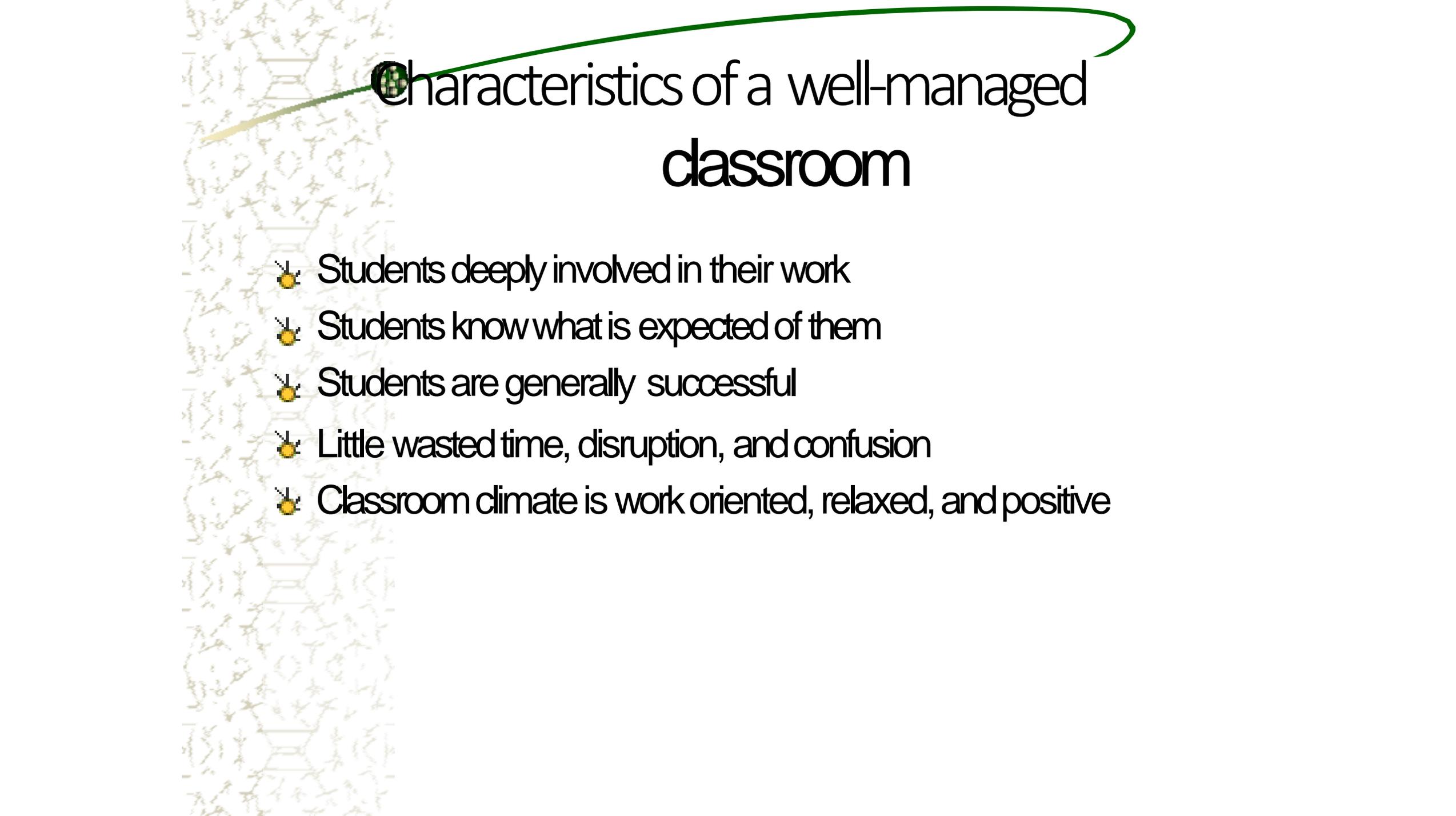
*Classroom management refers to all of the things a teacher does to organize student space, time, and materials to foster student involvement and cooperation in the classroom and to establish a productive working environment.

-(Harry & Rosemary Wong(1998). The first days of school. H.K. Wongpublications)



Jacob S. Kounin

- ✚ Educational theorist
- ✚ One of the first to study classroom management in the 1970's
- ✚ Focused on preventive discipline techniques & strategies designed to prevent occurrence problems
- ✚ Believes that good classroom management depends on effective lesson management



Characteristics of a well-managed classroom

- ✚ Students deeply involved in their work
- ✚ Students know what is expected of them
- ✚ Students are generally successful
- ✚ Little wasted time, disruption, and confusion
- ✚ Classroom climate is work oriented, relaxed, and positive



Importance of Good Communication

- ✦ **Teachers who communicate effectively with students have better results in managing their students**

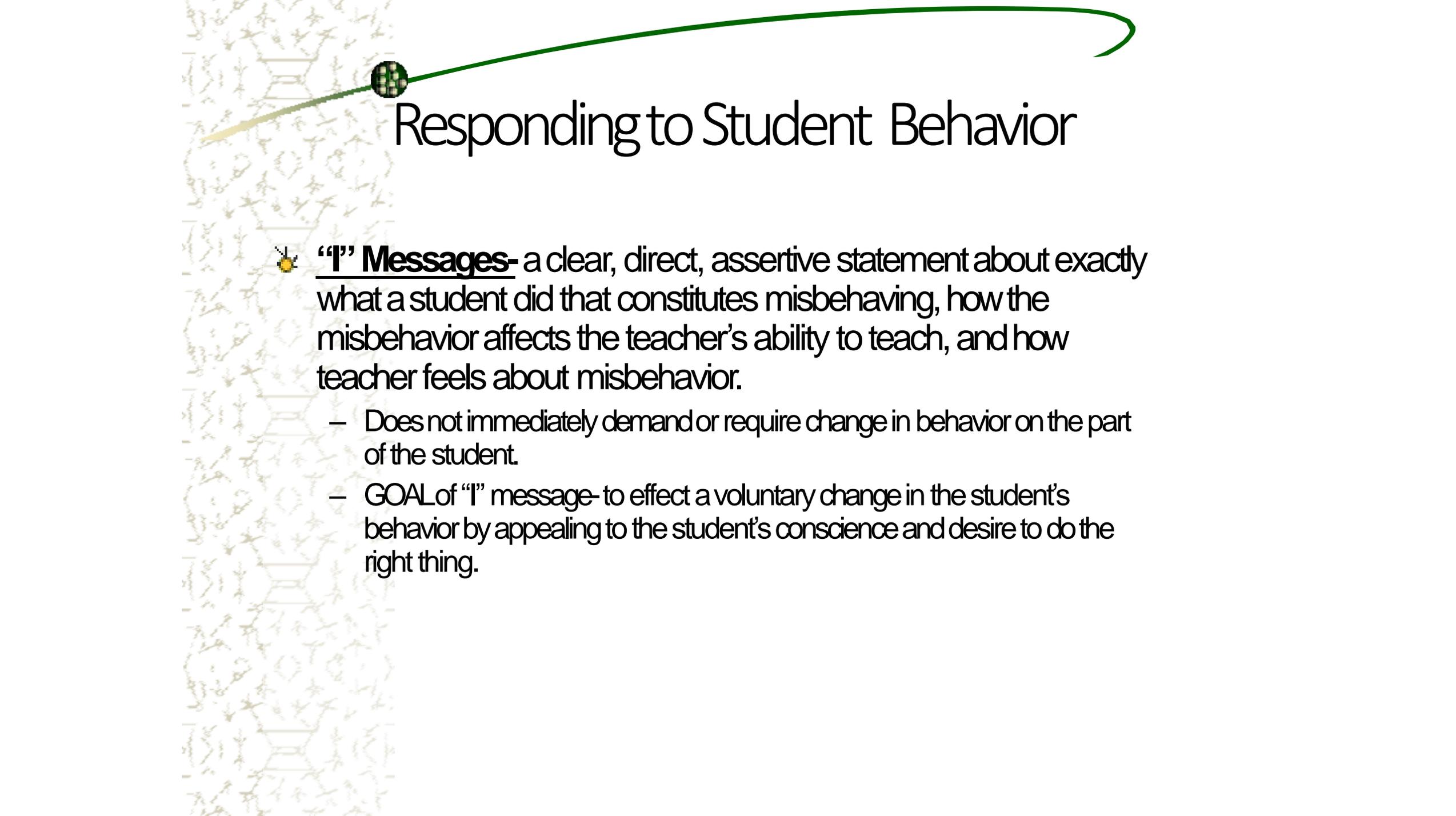
Communication with parents is also essential

- *Students' home environment can either foster good study skills and appropriate classroom behavior or undermine the lessons you are working to get across.*



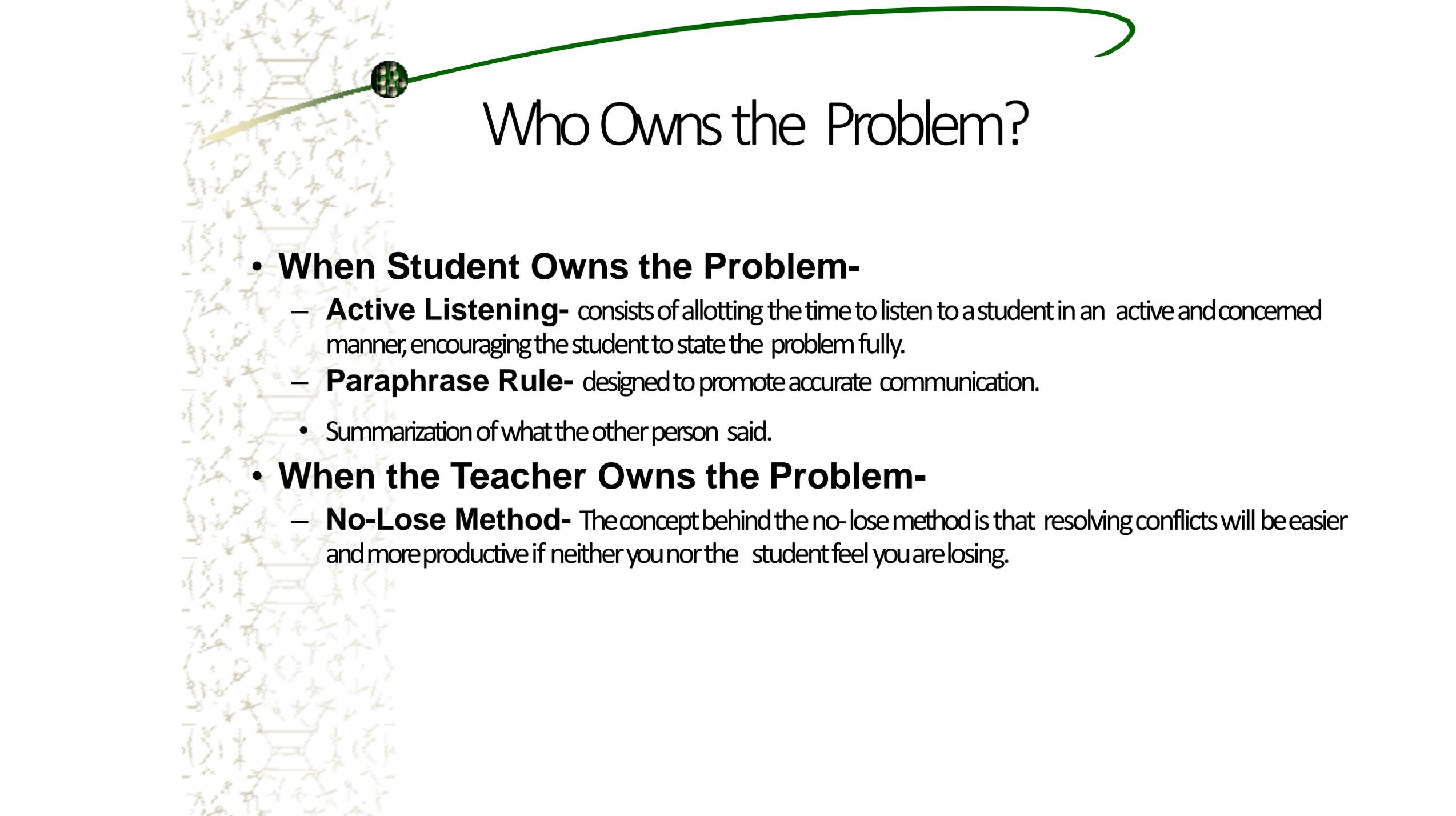
Ways you can improve your communication

skills- *talking to other teachers, listen to yourself on tape, take a course, practice in a mirror.*



Responding to Student Behavior

- ✦ **“I” Messages**- a clear, direct, assertive statement about exactly what a student did that constitutes misbehaving, how the misbehavior affects the teacher’s ability to teach, and how teacher feels about misbehavior.
 - Does not immediately demand or require change in behavior on the part of the student.
 - GOAL of “I” message- to effect a voluntary change in the student’s behavior by appealing to the student’s conscience and desire to do the right thing.



Who Owns the Problem?

- **When Student Owns the Problem-**

- **Active Listening-** consists of allotting the time to listen to a student in an active and concerned manner, encouraging the student to state the problem fully.
- **Paraphrase Rule-** designed to promote accurate communication.
 - Summarization of what the other person said.

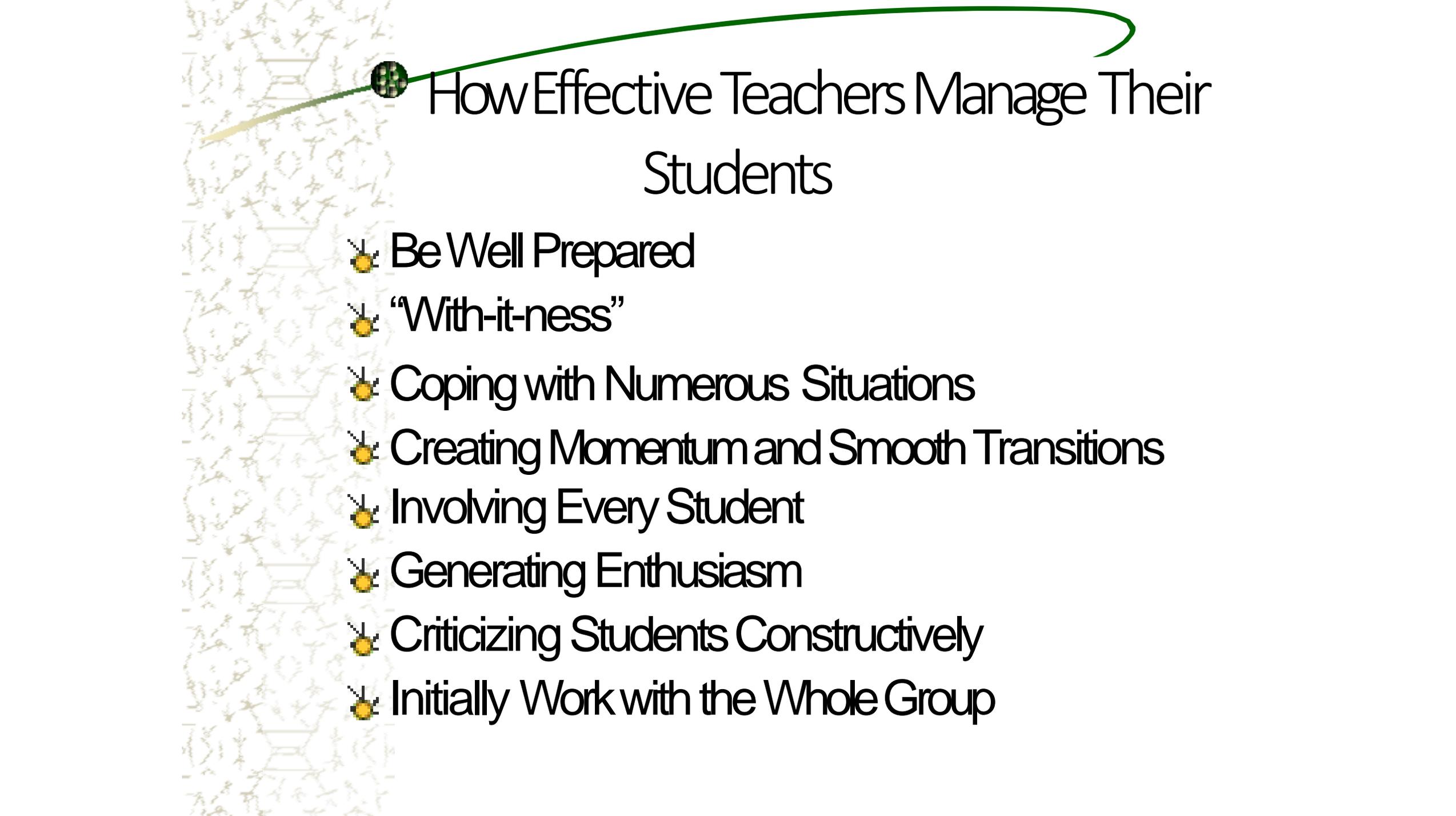
- **When the Teacher Owns the Problem-**

- **No-Lose Method-** The concept behind the no-lose method is that resolving conflicts will be easier and more productive if neither you nor the student feel you are losing.



Proactive Classroom Management

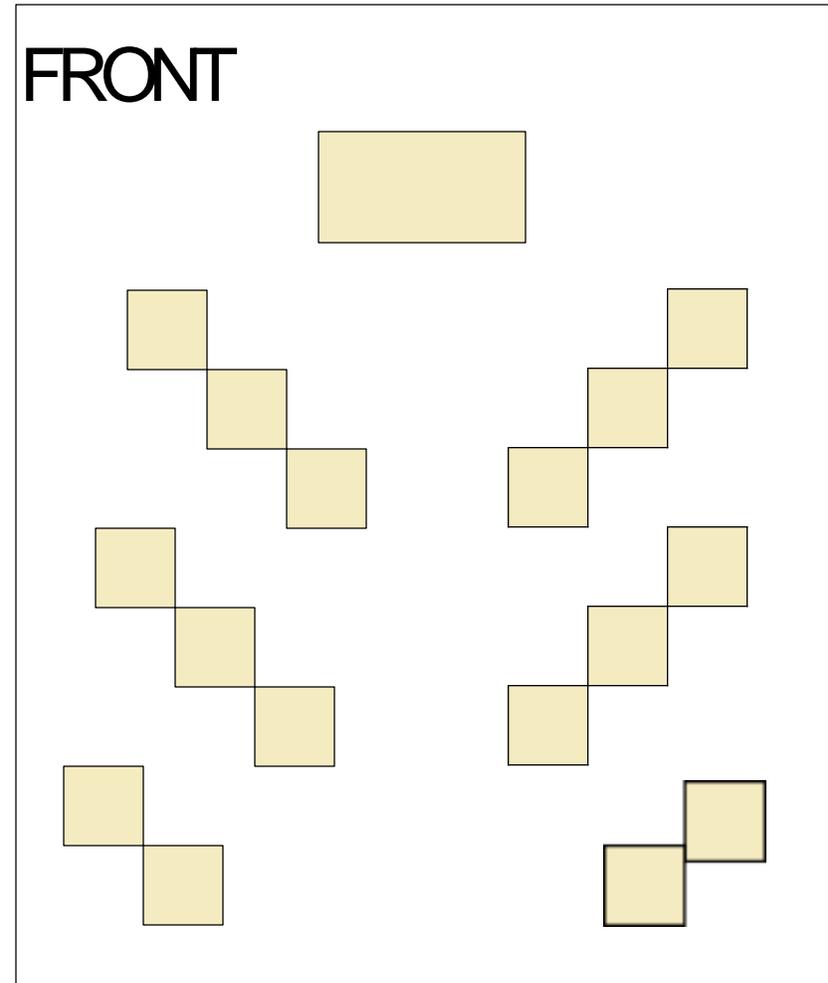
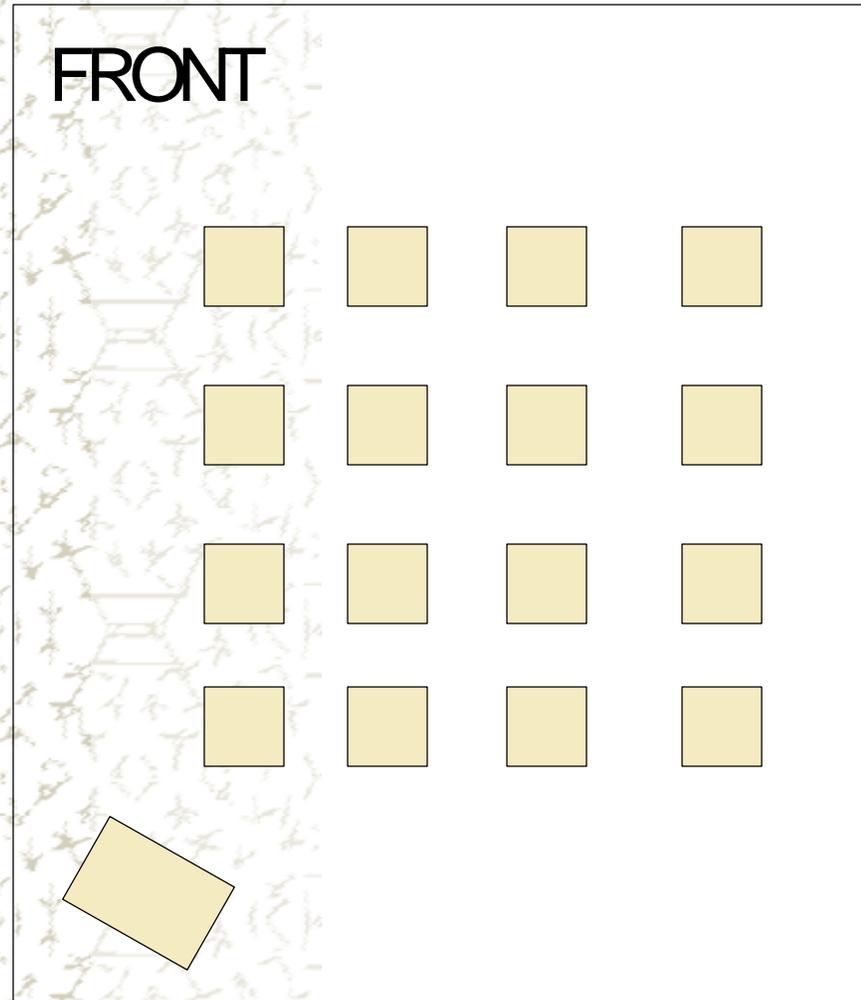
- ✦ Organize the classroom in a way to prevent problems from occurring:
 - Structure the classroom
 - Post classroom rules
 - Have class wide behavior management plan in place from the beginning of the year
 - Prepare the lessons to avoid “down-time” and extended periods of independent work



How Effective Teachers Manage Their Students

- ✦ Be Well Prepared
- ✦ “With-it-ness”
- ✦ Coping with Numerous Situations
- ✦ Creating Momentum and Smooth Transitions
- ✦ Involving Every Student
- ✦ Generating Enthusiasm
- ✦ Criticizing Students Constructively
- ✦ Initially Work with the Whole Group

Classroom Structure





Encouraging Good Behavior: Using Reinforcement Effectively

✦ Students want attention

- Give them attention for good behavior
- Do NOT give them attention for inappropriate behavior

✦ Social Reinforcement

- Praise, Smiles

✦ Material Reinforcement

- Certificates/Notes home, Class party

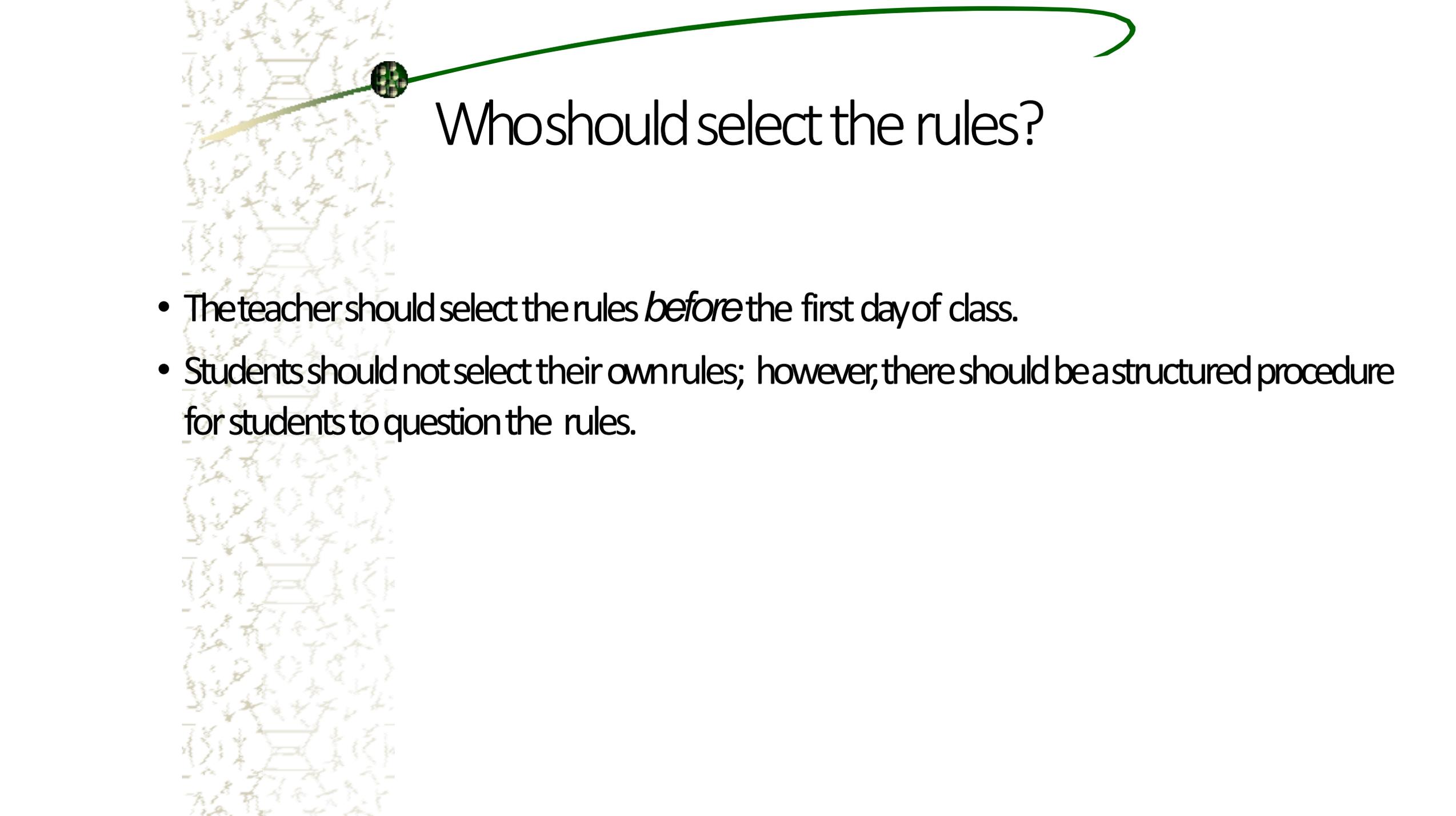
✦ Edible Reinforcement

- Candy, juice, etc. . .



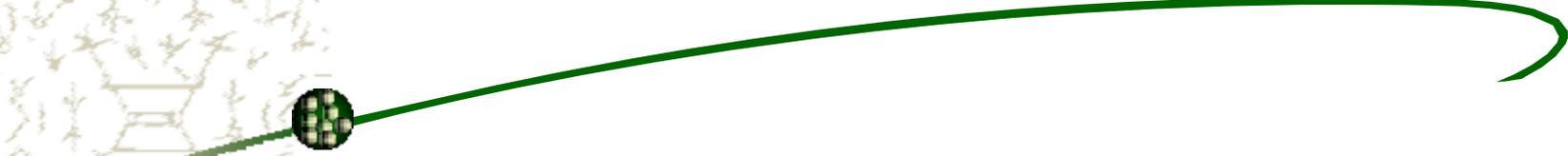
Why establish classroom rules?

- Rules are the backbone of effective behavior management in the classroom.
- Rules communicate your expectations to the students.
- Rules provide a basis for teachers to catch students “being good”.



Who should select the rules?

- The teacher should select the rules *before* the first day of class.
- Students should not select their own rules; however, there should be a structured procedure for students to question the rules.



Why students shouldn't select
classroom rules:

- ✖ Student-selected rules tend to be more strict than teacher selected rules.
- ✖ When self-selecting rules, students tend to be overly punitive.
- ✖ Students often generate too many rules and the rules tend to be non-specific.
- ✖ Some students may not want to follow rules selected by other students.



Characteristics of Good Rules

- ✦ The number of rules should be kept to a minimum.
About five rules is best.
- ✦ The wording of rules should be simple – pictures may help younger students.
- ✦ Rules should be stated positively: use Do instead of Don't.
- ✦ Rules must be written in specific and observable terms.
Don't leave room for interpretation!
- ✦ Always include a compliance rule.

Examples of Rules:

✖ Inappropriate Rules:

- Be responsible
- Pay attention
- Respect others
- Do your best
- Don't speak out of turn

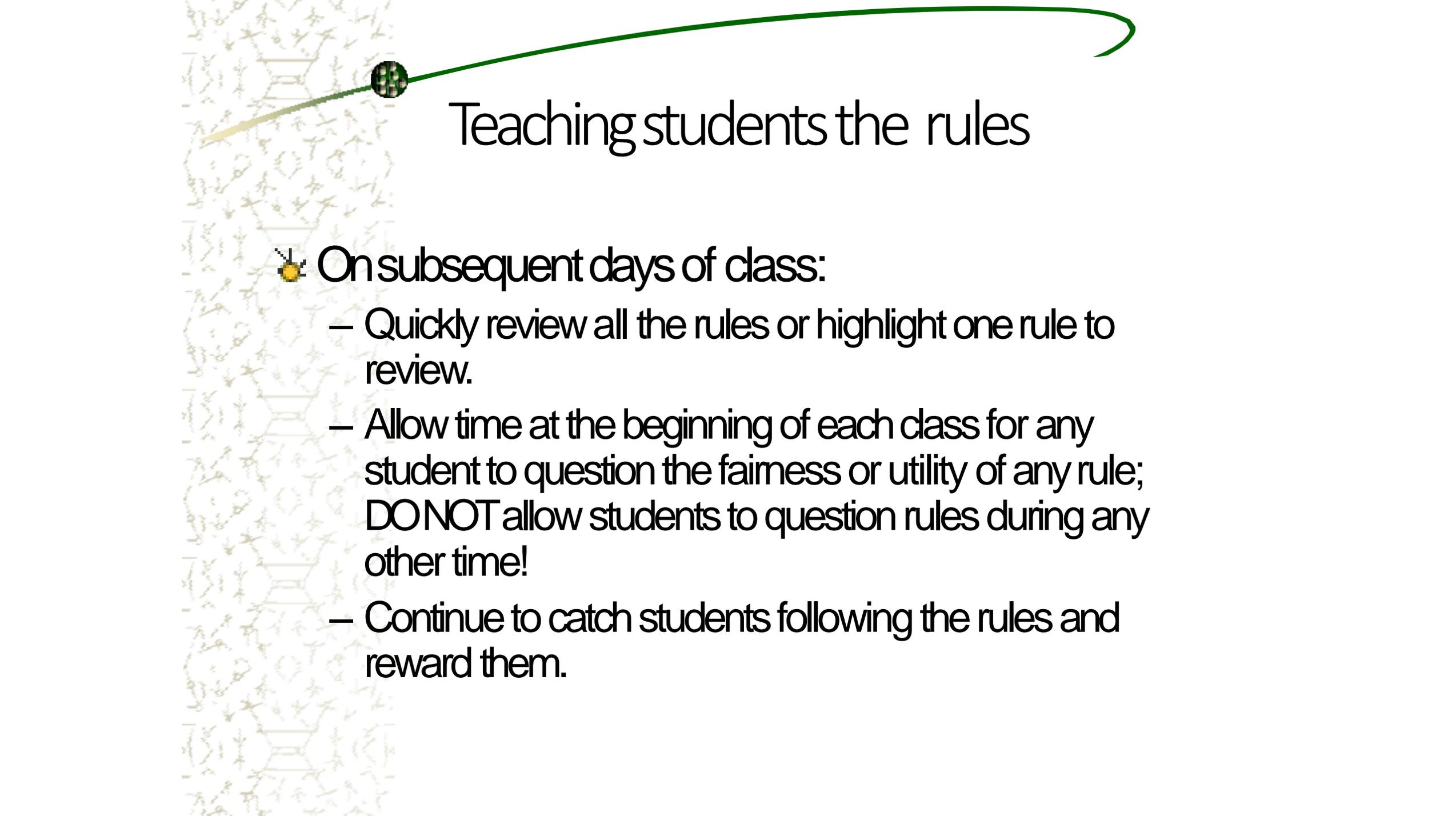
✔ Appropriate Rules:

- Be on time for class
- Do what your teacher asks immediately
- Keep your hands, feet, and, objects to yourself
- Raise your hand and wait for permission to speak



How to teach rules to students:

- ✦ Post the rules *before* the beginning of the first class.
- ✦ At the beginning of the first class:
 - Introduce the rules to the students.
 - Explain what will happen when the rules are followed and when the rules are not followed.
 - Allow students time to practice following the rules and provide feedback.
 - Praise as many students as you can for following the rules throughout the class.



Teaching students the rules

- ✦ On subsequent days of class:
 - Quickly review all the rules or highlight one rule to review.
 - Allow time at the beginning of each class for any student to question the fairness or utility of any rule; **DO NOT** allow students to question rules during any other time!
 - Continue to catch students following the rules and reward them.

What is Evaluation ?

- **Definition:** “Evaluation is a systematic process of collecting, analyzing, and interpreting information to determine the extent to which students are achieving instrumental objectives”.
 - The analysis and comparison of actual performance vs prior plans oriented towards improving plans for future implementation.
 - It is the part of continuing management process which consist of planning, implementation, evolution.
 - **Measurement:** it is the part of evaluation which is merely a statement of performance in quantitative terms.
 - **Tests:** it is part of measurement. There are several test used in evaluation. Such as Intelligence test, Aptitude test, Personality test, Achievement test and Diagnose placement test.

What is Evaluation ?

- **Evaluation include the processes such as:**
 - Observation
 - Interview
 - Anecdotal Record
 - Oral Presentations
 - Experiments
 - Situation Tests
 - Case Studies
 - Projective Techniques
 - Situation Tests
 - Rating Scales and some other tests

Function of Evaluation

- There are two functions
 - **Qualitative Evaluation**
 - **Quantitative Evaluation**
 - **Qualitative Evaluation:** is an assessment process that answer the questions relate to Numbers. “How much did we di?”
 - **Examples: To evaluate the students performance:**
 - Test scores
 - Reading, writing and numeracy skills
 - **Quantitative Evaluation:** is an assessment process that answer the question related to standard and quality. “How well we do?”

Evaluation

- Evaluation is also known as **Assessment**. The word assessment comes from the root word “Assess” means “ to put a value on something” or “to determine the importance, size or value of something”.
 - Assessment generally used for all activities teachers use to help students learn and to judge students progress.
 - Assessment can focus on individual learner, the learning community, the institution.
- **Characteristics of a good Assessment:**
 - The high quality assessments are characterized with
 - **Reliability**
 - **Validity**

Characteristics of a good Assessment

- **Reliability:** It is related to the consistency of an assessment.
 - A reliable assessment is one which consistently achieves the same results with the same group of students.
 - Reliability of an assessment is based on the following:
 - **Temporal Stability:** When performance on a test on two or more occasions is comparable.
 - **Form Equivalence:** performance among examinees is equivalent on different form of test based on same content.
 - **Internal Consistency:** Responses on a test are consistent across questions

Characteristics of a good Assessment

- **Validity:** An assessment which measure as it is wished to measure.
- Validity of an Assessment is based upon:
 - **Content:** It means whether the test material measure stated objective?
 - **Criterion:** Do scores correlate to an outside reference?
 - **Construct:** Does the assessment correspond to the other significant variables.

Types of Evaluation

- Formative and Summative
- Objective and Subjective
- Referencing
- Informal and Formal

Types of Evaluation

- **Summative Evaluation:** it is written assessment by the program of the learner the end of the program.
 - it is a process that concerns final evaluation to ask if the project or program met its goal.
 - The purpose of the summative evaluation is to provide information on your performance as a professional.
 - It is carried out at the end of a course or project.
 - Are used to assign course grades to students
 - Are evaluative
- **It gave feedback on**
 - Student impression
 - Student learning
 - Teaching
- **Informal:** Take place in the developmental space often through asking the opinion of colleagues
- **Formal:** Take place through the development of instructional material and will be repeated many times.
 - Formal Formative evaluation may include, having small group of potential users, use the instructional materials in a situation much.

Types of Evaluation

- **Formative Evaluation:** it is a way to detect problems and weaknesses.
 - Also known as development testing.
 - Students tryout and learner verification and revision
 - It is carried out through out a course
 - It is used to give feedback to students on their work
 - It is diagnostic
 - Also called educative assessment because it is used to aid learning.

Types of Evaluation

- **Objective and Subjective**

- **Subjective Assessment:** is a form of questioning which may have more than one correct answer e.g. extended response questions and essays
- **Objective Assessment:** is a form of questioning which has a single correct answer e.g. true/false, multiple choice questions and matching questions.

Types of Evaluation

- **Referencing:** test can be compared against a criterion or against performance of other or with previous performance.
- Referencing can be of two types:
 - **Criterion-Referenced Assessment:**
 - It occurs when candidates are measured against define and objective criterion.
 - It is often use to establish a person's competence (whether he / she can do something or not)
 - Does not vary from year to year (unless the criteria change)
 - **Norm-Referenced assessment:** It is also known as “grading on the curve”
 - It occurs when candidates are not measured against define and objective criteria.
 - It is effective way of comparing students.
 - Best example of this type of assessment is IQ
 - Vary from year to year depending upon the quality

- **Informal Assessment:** it does not contribute to a student's final grade. Informal assessment include observation, inventories, checklist, rating scale.
- **Formal Assessment:** it is usually aa written document, such as a test, quiz or paper.
 - In formal assessment students are given numerical score or grade based on their performance.

Five dimension of Assessment

- Assessment cover the five questions:
 - **Why Assess:** It focus on the purpose of assessment. What is the reason to perform assessment?
 - **What to Assess:** Here we focus on our subject.
 - **How to Assess:** We select the processes which we use to assess our subject.
 - **How to interpret:** After assessing the subject it necessary to figure out the results of assessment.
 - **How to Respond:** Finding appropriate ways of expressing and responding.

Purposes of Assessment

There are six major function of assessment:

- I. Selecting by assessment
- II. Maintaining standards
- III. Motivation of students
- IV. Feedback to students
- V. Feedback to teachers
- VI. Preparation for life