

## Classroom Management and Teaching Competencies of Elementary Teachers



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**ABSTRACT:** Teachers are the most essential persons for the teaching and learning processes to take place in schools. Specifically, this study sought to determine the level of the teachers in classroom management in terms of behavior reduction, classroom instruction, proactive classroom, and rules and procedures; find out the level of the teachers in teaching competencies in terms of communication and interpersonal skills, organization and planning, facilitation and engagement, and flexibility and adaptability; and determine the significant relationship between classroom management and teaching competencies. The respondents were one hundred fifty (150) elementary teachers in eighteen (12) schools within the Talisayan district. This study used two adapted research instruments and data were gathered using descriptive-correlational research methods. The statistical tools utilized in this study were the Weighted Mean and Standard Deviation and Pearson Product Moment Coefficient Correlation the relationship between the Teachers' Classroom Management and Teaching Competencies. The results showed that teachers at all times practiced managing classroom management effectively with the aid of their teaching competencies at a very high level. Teachers' classroom management has positively correlated to teachers' teaching competencies. The relationship of classroom management and teaching competencies cannot be denied. Therefore, it must be given due importance and attention for better teacher performance as well as pupils performance.

**KEYWORDS:** Classroom Management, Teaching Competencies

### I. INTRODUCTION

Classroom management is a term used by teachers to describe the process of ensuring that classroom lessons go as planned in spite of challenging behavior by pupils. It relates to the variety of skills and techniques teachers use to keep pupils organized, orderly, focused, attentive on task, and academically productive during a class (Education Reform 2014). It is important to the whole education process because it offers students ideal learning environment, helps prevent teacher burnout and make students and teachers feel safer and happier (Gabe 2017). In other words, good classroom management involves setting up a conducive learning environment and overseeing it to ensure that learning is maximized.

Teachers are essential to the development of a country. The Philippines can produce holistic learners who are steeped in values, equipped with 21st century skills, and capable of driving the nation to development and progress through the use of qualified teachers. They play a crucial role in carrying out the educational system's mission and vision and the task of achieving educational goals. In a continually changing landscape, teachers endure by adapting, improving, and overcoming challenges, all to encourage and inspire future generations (McGraw Hill, 2018). One of the most difficult tasks for teachers is to manage pupils' behavior. Thus, inefficient classroom management prevents effective teaching and learning from occurring.

Teachers are the most essential persons for the teaching and learning processes to take place in schools. Competent teachers are necessary for the implementation of any curriculum to be successful. According to the Department of Education, teacher's competencies are a big factor in the academic achievement of the pupils. Teaching competencies are the skills and knowledge that enable a teacher to be successful. To maximize pupil learning, teachers must have expertise in a wide-ranging array of competencies in an especially complex environment where hundreds of critical decisions are required each day (as cited in Tasan, 2021). In order to impart knowledge and skills to pupils, a competent teacher should possess the abilities and skills (such as communication and interpersonal skills, organization and planning, facilitation and engagement, and flexibility and adaptability) to effectively manage classroom instruction, maintain its conducive to learning environment as a proactive classroom that prevent disruptive behavior and ensures that rules and procedures are being taught, followed and reinforced in making pupils into new, knowledgeable individuals.

As the process of providing learning environments that are safe, secure, fair, and supportive starts with the teacher (Philippine Professional Standards for Teachers, 2017), classroom management by teachers is an essential and integral aspect of teaching and managing learners (Vallejo 2018). However, in accordance with current educational trends in DepEd and with the traits of modern society, the line between education and learning with enthusiast and proper behavior is becoming increasingly

# Classroom Instruction Competencies For Teaching

**Stephanie Stoll Dalton**



## **Classroom Instruction Competencies For Teaching:**

*Competencies for Teaching* Laurence J. Peter, 1975      *Five Standards for Effective Teaching* Stephanie Stoll Dalton, 2007-11-02 An acclaimed research based framework for promoting excellence Based on a proven instructional model distilled over years of research this book focuses on five essential pedagogy standards for guiding teaching practice in classrooms with diverse students including English learners Providing key indicators for each standard along with the theoretical rationale and best practice strategies the book offers teachers invaluable guidance for enhancing language literacy thinking and content learning across the curricula It also provides advice on creating classroom groupings for differentiating lessons and activities and includes extensive examples of practices from real life classrooms Stephanie Stoll Dalton Ed D has taught diverse students from first to twelfth grade community college and as a teacher educator She has consulted widely on teacher quality She is currently with the U S Department of Education      *Teaching 21st Century Skills* Sue Beers, 2011 This action tool can help teachers engage students in learning the essential skills of critical thinking and problem solving creativity and innovation communication and collaboration      *Ten Best Teaching Practices* Donna Walker Tileston, 2011 This third edition of Tileston s classic methods text includes current examples and updated chapters on formative assessment integrating technology differentiated instruction and fostering collaborative learning      *Improving Your Classroom Teaching* Maryellen Weimer, 1993-08-24 Using vivid examples classroom strategies teaching tips and feedback tools this book demonstrates how to improve teaching skills Weimer dissects the elements of good teaching enthusiasm organization clarity among others and emphasizes that good teaching can come in a variety of guises      *The Power of Peers in the Classroom* Karen R. Harris, Lynn Meltzer, 2015-07-06 Peer support and social relationships have a tremendous influence on development motivation and achievement for all students including struggling learners and those with disabilities This highly practical book is one of the few resources available to guide classroom teachers and special educators in the application of peer assisted instructional strategies in grades K 12 Expert contributors describe evidence based approaches for building students skills in reading writing math and other content areas as well as social competence and executive functioning Sample lessons and more than a dozen reproducible tools are provided Purchasers get access to a Web page where they can download and print the reproducible materials      *A Resource Guide for Teaching K-12* Richard Kellough, Richard D. Kellough, 2024-06-03 Practical and thorough this engaging resource guide truly practices what it preaches hands on activities rich research based performance driven teaching With its hallmark practicality *A Resource Guide for Teaching K 12* uses case studies sample units with lessons opportunities for practice and feedback and activities to equip future teachers with numerous examples of best practices current research findings and proven teaching strategies This is truly one of the most comprehensive texts on the market today made even better with its organization designed around the decision making phases of instruction      **Ten Best Teaching Practices** Donna Walker Tileston, 2000-08-15 This

book incorporates information about learning styles and standards into a classroom instructional model that all teachers can use

**Teaching for Tomorrow** Ted McCain, 2005-02 McCain's insights as an educator go way beyond the classroom. He truly grasps the need for schools to prepare young people for life in an increasingly dynamic world. This book continues Ted's tradition as a writer who speaks with great insight and clarity. David Thornburg, Director, Thornburg Center for Professional Development. In our current NCLB test-driven environment, this book provides a guide for teachers who want their students to be life-long learners with real-world problem-solving skills. Michael A. Burke, Director, District Media and Technology Services, Edina Public Schools. MN. Ted McCain gives readers clear, detailed, and readable strategies in order to engage students in active learning. The real-world content for students is key to an authentic, sustainable ability to problem-solve. Guylene Robertson, Assistant Superintendent, Cleveland Independent School District, Texas. Reconsider the relevancy of what you teach and discover how to get students to develop real-world problem-solving skills. Through first-hand experience, author and educator Ted McCain concisely lays out the argument for preparing students for their world, guiding them to become independent and successful critical thinkers. Teaching for Tomorrow brings everyday life encounters and situations as text to the classroom, challenging students to engage more deeply in their learning and teachers in their teaching. By eliminating the typical stand-and-deliver approach, McCain hopes educators will now focus on using instruction that allows students to create knowledge for themselves. Major components of the book include: Role-playing scenarios; Mapping out 6 changes to teaching that enable teachers to use problem-solving, project-based instruction effectively; Outline of the 4 D's: Define, Design, Do, and Debrief, a step-by-step process for student work and for problem-solving, applicable to virtually any field; By gaining real-world skills rather than just school skills, students are engaged in thoughtful work, learning to collaborate, taking responsibility for their own time and tasks, and becoming creative problem solvers in the classroom and for life beyond.

*Resources in Education*, 1985-06

*Bridging English* Joseph O'Beirne Milner, Lucy Floyd Morcock Milner, Joan F. Mitchell, 2012. Bridging English 5e brings tomorrow's English teachers the theory and practice they need to be effective in their own classrooms. Comprehensive and thoroughly up-to-date, this new fifth edition focuses on such new, recent developments as the increasing diversity of today's students with their unique learning styles and needs, the expanding definition of literacy, the mounting pressures of accountability and end-of-course testing, and the challenges and opportunities arising from rapid advances in technology. Subjects that the authors tackle to bring the text up to date and in step with what's really happening in today's classrooms.

[How Chinese Teach Mathematics and Improve Teaching](#) Yeping Li, Rongjin Huang, 2013. How Chinese Teach Mathematics and Improve Teaching builds upon existing studies to examine mathematics classroom instruction in China. It combines contributions from Chinese scholars with commentary from key Western scholars to offer a truly systematic examination of some important and distinctive features of mathematics classroom instruction. Viewing classroom instruction as part of teachers' instructional practices, this book goes beyond teachers in classroom instructional practice by also

examining Chinese teachers approaches and practices in developing and improving teaching Through this unique approach How Chinese Teach Mathematics and Improve Teaching expands and unpacks the otherwise fragmented knowledge about Chinese practices in developing and carrying out mathematics classroom instruction *Classroom Instruction That Works* Ceri B. Dean, Elizabeth Ross Hubbell, 2012-01-15 In 2001 Classroom Instruction That Works inspired more than a million teachers to refine their approach to teaching by asking and answering these questions What works in education How do we know How can educational research find its way into the classroom How can we apply it to help individual students This all new completely revised second edition of that classic text pulls from years of research practice and results to reanalyze and reevaluate the nine instructional strategies that have the most positive effects on teaching and learning Setting objectives and providing feedback Reinforcing effort and providing recognition Cooperative learning Cues questions and advance organizers Nonlinguistic representations Summarizing and note taking Assigning homework and providing practice Identifying similarities and differences Generating and testing hypotheses A new framework organizes these strategies in preparation for instructional planning and it highlights the point that all of the strategies are effective and should be used to complement one another Each teaching strategy is supported with recommended classroom practices examples of the strategy in use tips for teaching and information about using the strategy with today s learners Whether you are coming to this book for the first time or are a veritable expert in the nine strategies this second edition will help you develop your instructional approach broaden your influence as a teacher and enhance the learning potential of all your students We haven t reinvented the wheel We ve taken classroom instruction that works and made it thrive Education Skills And Competencies Sarita Kumari D.S. Srivastava, 2005 This book elaborately discusses essential skills and competencies needed by teachers to meet students need for more intensive and individualised instruction and to monitor the classroom in order to promote increased appropriate student behaviour Classroom Communication and Diversity Robert G. Powell, Dana Caseau, Dana Powell, 2004-04-14 This volume addresses ways in which culture influences communication in the classroom provides teachers with information they need to meet the needs of students in multicultural classrooms For students scholars in instructional communication **Assessing the Competency of Teachers, Curriculum Specialists, and Prospective Teachers in Educational Measurement in Bahrain** Rashid Hammad Aldosary, 1993 **What Every Teacher Should Know About Classroom Management and Discipline** Donna Walker Tileston, 2004 This is a guide for teachers who confront discipline problems in their classrooms covering the root causes of most dicipline problems It outlines seven effective tools to prevent and or minimise those problems encouraging behaviour modification **"Code of Massachusetts regulations, 1997"** ,1997 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 **"Code of Massachusetts regulations, 1999"** ,1999 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020

**The New Classroom Instruction That Works** Bryan Goodwin, Kristin Rouleau, Cheryl Abla, Karen Baptiste, Tonia Gibson, Michele Kimball, 2022-11-30 The book that inspired millions of educators to refine their approach to teaching returns for an all new third edition Built on a more rigorous research base and updated to emphasize student diversity equity and inclusion The New Classroom Instruction That Works offers a streamlined focus on the 14 instructional strategies proven to promote deep meaningful and lasting learning Cognitive interest cues Student goal setting and monitoring Vocabulary instruction Strategy instruction and modeling Visualizations and concrete examples High level questions and student explanations Guided initial application with formative feedback Peer assisted consolidation of learning Retrieval practice Spaced and mixed independent practice Targeted support Cognitive writing Guided investigations Structured problem solving These strategies all of which are effective and complementary are presented within a framework geared toward instructional planning and aligned with how the brain learns For each strategy you ll get the key research findings the important principles of classroom practice and recommended approaches for using the strategy with today s learners Both new and veteran teachers will finish this book with a better understanding of how effective teaching boosts student achievement and a clearer idea of what to do when to do it and why

## Unveiling the Magic of Words: A Report on "**Classroom Instruction Competencies For Teaching**"

In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their power to kindle emotions, provoke contemplation, and ignite transformative change is actually awe-inspiring. Enter the realm of "**Classroom Instruction Competencies For Teaching**," a mesmerizing literary masterpiece penned with a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve in to the book is central themes, examine its distinctive writing style, and assess its profound affect the souls of its readers.

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