

## 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

**Ted McCain**



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

**Competencies for Teaching** Laurence J. Peter,1975 *Competencies for Teaching* Laurence J. Peter,1975

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 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 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 *Classroom Teaching Skills* Kenneth D. Moore,1989 **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 12uses 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 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 DevelopmentIn 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 MNTed McCain gives readers clear detailed and readable strategies in order to

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*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 *Resources in Education*, 1980 *Instructed Second Language Pragmatics for The Speech Acts of Request, Apology, and Refusal: A Meta-Analysis* Ali Derakhshan, Farzaneh Shakki, 2023-07-26 Pragmatic instruction has received momentous attention in Second Language Acquisition SLA over the last decades In order to scrutinize the effectiveness of L2 instruction meta analyses are warranted nonetheless meta analyses have been largely neglected despite the fact that they provide a systematic explanation of the findings from the previous studies Since meta analysis is flourishing by leaps and bounds in each and every field pragmatic studies are not the exception and among miscellaneous constructs and units of analysis in pragmatics the speech acts of request apology and refusal are investigated in this book To bridge this gap this book mainly presents the variables which can moderate the effectiveness of L2 instruction such as age gender proficiency outcome measures psycholinguistic features research design and treatment types The first chapter of the book outlines the theoretical underpinnings of the study accentuating the importance of conducting meta analysis in this field of study The second chapter elaborates on the empirical studies and a thorough review of the relevant research The third chapter deals with the design of the study in which the inclusion and exclusion criteria effect size calculation coding of the variables and reliability have been outlined while chapter four presents the obtained outcomes and results of the study The last chapter describes the final remarks of the study the limitations implications and the directions for future research in the field of pragmatics instruction **Methods for Teaching** David A. Jacobsen, Paul D. Eggen, Donald P. Kauchak, 2009 Developed to address the need for a text that allows teaching fundamentals to be covered in a practical fashion this general methods text provides complete and concise coverage

of the teaching act with a focus on planning and implementing classroom instruction and assessing student achievement in an era of standards and accountability With an emphasis on case studies and real life classroom scenarios and features including self check exercises portfolio assignments suggested field experiences and selected tools for teaching this text provides students with the resources they need to master the material presented in the text Publisher s website [Literacy](#) David Wray,2004 This four volume collection reprints key debates about exactly what it means to be literate and how literacy can best be taught Rather than centering on the emotional reaction of mass media debates this set focuses on research findings into processes and pedagogy The themes covered include Literacy its nature and its teaching Reading processes and teaching Writing processes and teaching and New Literacies the impact of technologies **Competencies in Teaching, Learning and Educational Leadership in the Digital Age** J. Michael Spector,Dirk Ifenthaler,Demetrios G. Sampson,Pedro Isaias,2016-07-26 This book makes a contribution to a global conversation about the competencies challenges and changes being introduced as a result of digital technologies This volume consists of four parts with the first being elaborated from each of the featured panelists at CELDA Cognition and Exploratory Learning in the Digital Age 2014 Part One is an introduction to the global conversation about competencies and challenges for 21st century teachers and learners Part Two discusses the changes in learning and instructional paradigms Part Three is a discussion of assessments and analytics for teachers and decision makers Lastly Part Four analyzes the changing tools and learning environments teachers and learners must face Each of the four parts has six chapters In addition the book opens with a paper by the keynote speaker aimed at the broad considerations to take into account with regard to instructional design and learning in the digital age The volume closes with a reflective piece on the progress towards systemic and sustainable improvements in educational systems in the early part of the 21st century *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

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"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

**Annual Meeting and Conference of the National Society for Autistic Children** National Society for Autistic Children (U.S.). Meeting and Conference,1975

*Bridging English* Joseph O'Beirne Milner,Lucy Floyd Morcock Milner,Joan F. Mitchell,2012 Bridging English 5 e 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

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