

**Kathy Marie Richards** BA Susquehanna University, Selinsgrove, PA; MS Wilkes University, Wilkes Barre, PA. Faculty member @ Pennsylvania College of Technology, 14 years. @ Lock Haven University, 10 years, recently named Interim Director of University Honors Program and won teaching awards of excellence at both colleges.

Please list any previous speaking engagement(s) below, if any. (Note: This is not a requirement for acceptance as a presenter at the One Voice conference):

Presenter @ National Student Teaching Conference @ Shippensburg University, June 2007.

In-service trainer for Cooperating Teachers in Philadelphia Public Schools, Spring 2007.

## **Title of Proposal: Shifting the Paradigm of Classroom Management**

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### **ABSTRACT**

Maximizing student learning is the primary job of teachers, and success hinges on effective management of the classroom. Research proves this; after analyzing 3,000 educational studies conducted in the last fifty years, researchers concluded that management is the most powerful influence of student learning (Walberg, 1992). This was later reinforced through the research of Wang, Haertel, and Walberg (1993). Ten years later, Marzano (2003) concluded that “classroom management was rated *first* in terms of its impact on student achievement.” Instructional theory supports the importance of a well managed classroom. In their Model of Pedagogical Knowledge, Saphier and Gower (1997) demonstrated that management skills are basic to effective instruction; they are the foundation for all other teaching skills. Those without management skills fail; poor classroom management ranks as one of the top three reasons teachers leave the profession; salary and lack of administrative support are the other two. Strategies that produce effective management and successful learning will be explored, shifting away from a reactionary, punitive approach to a proactive one that builds a supportive community of learners who respect themselves, the teacher, their peers, and the learning process.