

Classroom Organization (read more)

Classroom organization is defined as how teachers provide routines and management in the classroom (Emmer & Stough, 2001) and how they manage time and activities to promote children's engagement in productive learning (Cameron, Connor, & Morrison, 2005; Cameron, Connor, Morrison, & Jewkes, 2008; Emmer & Stough, 2001). Previous research has shown that teachers in well-organized classrooms promote children's learning by establishing clear expectations for behavior and well-established routines. Effective teachers also actively monitor children's schoolwork (Bru et al., 2002) and are proactive rather than reactive toward disruptive behavior (Yates & Yates, 1990). Effective classroom management has been shown to be associated with children's high achievement (Cameron et al., 2008; Wharton-McDonald et al., 1998), greater student engagement (Rimm-Kaufman, Curby, Grimm, Nathanson, & Brock, 2009; Wharton-McDonald et al., 1998), and fewer behavioral problems (Arnold, McWilliams, & Arnold, 1998; Bruet al., 2002). Moreover, in classrooms with high-quality management, students show higher on-task behavior and greater social and academic competence than in classrooms with low-quality management (e.g., Pianta et al., 2002; Rimm-Kaufman, La Paro, Downer, & Pianta, 2005).