

Edmund T. Emmer
Department of Educational Psychology
The University of Texas
Austin, Texas 78712
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Areas of Professional Interest

Classroom management and discipline, qualitative and quantitative research methods, development of teaching knowledge and skills, cooperative learning, teacher emotion, and processes affecting learning in classrooms.

Education

PhD 1967, University of Michigan, Educational Psychology, Program in
 Research Design and Statistics
MA 1965, University of Michigan, Educational Psychology
BS 1962, University of Michigan, Mathematics

Professional Experience

Chairman, Department of Educational Psychology (1998-2010)
Professor of Educational Psychology (1980-present)
Graduate Adviser, Department of Educational Psychology (1995-1998)
Director, MEd Program in Counselor Education (1994-96)
Visiting Professor, University of Hawaii, Department of Educational Psychology.
January-June, 1986
Research Scientist, Research on Classroom Learning and Teaching Program,
Research and Development Center for Teacher Education (1967-1973; 1977-1985)
Associate Professor, Department of Educational Psychology, 1972-1980
Associate Dean for Teacher Education, University of Texas. 1973-1977.
Visiting Professor, Western Michigan University, Department of Teacher Education.
Summer, 1974.
Assistant Professor, Department of Educational Psychology, University of Texas,
1967-1972
Secondary school teaching: Lake Orion, Mich., H. S., 1962-63; Burnet M.S., Austin,
Tx., 1976-82, 1988, and Austin H. S., 1992-96 (part-time).

Teaching Interests

Undergraduate courses taught include Classroom Organization, Management and
Discipline; Applied Human Learning, Educational Psychology for Teachers;
Introduction to Statistics.
Graduate courses taught include Qualitative Research Methods, Experimental Design
and Statistical Inference; Survey of Multivariate Methods; Introduction to
Educational Research, College Teaching Methodology, Psychology of Teachers and
Teaching

Books

Emmer, E. T., & Sabornie, E. J. (Eds.) (2015). *Handbook of Classroom Management*
(2nd ed.). New York: Routledge.

Emmer, E. T., and Evertson, C. M. (2013). *Classroom Management for Middle and High School Teachers (9th ed.)*. Boston: Pearson.

Evertson, C. M., Emmer, E. T. (2013). *Classroom Management for Elementary School Teachers (9th ed.)*. Boston: Pearson.

Sanford, J., & Emmer, E. (1988). *Understanding classroom management*. Englewood Cliffs, NJ: Prentice-Hall.

Emmer, E., & Millett, G. (1970). *Improving teaching through experimentation: A laboratory approach*. Englewood Cliffs, NJ: Prentice-Hall, Inc.

Articles and Chapters

Emmer, E. T., & Sabornie, E. J. (2015). Introduction. In E. T. Emmer & E. J. Sabornie (Eds.), *Handbook of Classroom Management (2nd ed.)* (pp. 1-8). New York: Routledge.

Emmer, E. T., & Stough, L. M. (2008). Responsive classroom management. In T. L. Good (Ed.), *21st Century Education: A reference handbook* (pp.140-148). Los Angeles: Sage.

Emmer, E. T. & Gerwels, M. C. (2006). Classroom management in middle school and high school classrooms. In C. Evertson & C. Weinstein (Eds.), *Handbook of classroom management: Research, practice, and contemporary issues* (pp. 407-438). New York: Erlbaum.

Emmer, E., & Gerwels, M. C. (2002). Cooperative Learning in elementary classrooms: Teaching practices and lesson characteristics. *Elementary School Journal*, 103, 75-91.

Lopez, V., & Emmer, E. (2002). Influences of beliefs and values on male adolescents' decision to commit violent offenses. *Journal of Men and Masculinity*, 3, 28-40.

Emmer, E., & Stough, L. (2001). Classroom Management: A critical part of Educational Psychology, with implications for teacher education. *Educational Psychologist*, 36, 103-112.

Lopez, V., & Emmer, E. (2000). Adolescent male offenders: A grounded theory study of cognition, emotion, and delinquent crime contexts. *Criminal Justice and Behavior*, 27, 292-311

Stough, L., & Emmer, E. (1998). Teacher emotions and test feedback. *International Journal of Qualitative Studies in Education*, 11, 341-362.

Emmer, E. (1995). Teacher managerial behaviors. In *The International*

Encyclopedia of Education (2nd ed). London: Pergamon.

- Emmer, E. (1994). Towards an understanding of the primacy of classroom management and discipline. *Teaching Education*, 6(1), 65-72.
- Emmer, E. & Tombari, M. (1993). High school teaching of psychology. In V. Wilson, J. Little, & G. Wilson, *Teaching social studies* (pp. 173-186). New York: Greenwood Press.
- Emmer, E., & Hickman, J. (1991). Teacher efficacy in classroom management and discipline. *Educational and Psychological Measurement*, 51(3), 755-766.
- Emmer, E. (1991). Once more with feeling: Teacher emotion, discipline, and management functions. *Contemporary Education*, 62(4), 221-231
- Emmer, E., & Aussiker, A. (1990). School and classroom discipline strategies: How well do they work? In O. Moles (Ed.), *Student Discipline Strategies: Research and Practice*. Albany: State University of New York Press.
- Emmer, E. (1988). Praise and the instructional process. *Journal of Classroom Interaction*. 23(2), 32-39.
- Emmer, E. (1988). Classroom management. In R. Gorton, G. Schneider, & J. Fisher (Eds.), *Encyclopedia of School Administration and Supervision*. Phoenix: Oryx Press.
- Emmer, E. (1987). Classroom management and discipline. In V. Koehler & D. Berliner (Eds.), *Educators handbook: A research perspective*. New York: Longman.
- Emmer, E. (1986). Academic tasks and activities in first year teachers' classes. *Teaching and Teacher Education*, 2(3), 229-244.
- Emmer, E. (1985). Classroom management in the elementary grades. In T. Husen & T. N. Postlethwaite (Eds.), *International Encyclopedia of Education: Research and Studies*. Oxford: Pergamon.
- Emmer, E. (1984). Preventive classroom management. *The Practitioner*, 10, 1-12.
- Evertson, C., Emmer, E., Sanford, J., & Clements, B. (1983). Improving classroom management: An experiment in elementary classrooms. *Elementary School Journal*, 84, 173-188.
- Sanford, J., Emmer, E., & Clements, B. (1983). Improving classroom management. *Educational Leadership*, 40, 56-60.
- Evertson, C., & Emmer, E. (1982). Effective management at the beginning of the year in junior high school classrooms. *Journal of Educational Psychology*, 74,

485-498.

- Evertson, C., & Emmer, E. (1982). Preventive classroom management. In D. Duke (Ed.), *Helping teachers manage classrooms*. Alexandria, VA: ASCD.
- Emmer, E., & Evertson, C. (1981). Synthesis of research on classroom management. *Educational Leadership*, 38, 342-347.
- Evertson, C., Sanford, J., & Emmer, E. (1981). Effects of class heterogeneity in junior high school. *American Educational Research Journal*, 18, 219-232.
- Emmer, E., Evertson, C., & Anderson, L. (1980). Effective management at the beginning of the school year. *Elementary School Journal*, 80, 219-231.
- Anderson, L., Evertson, C., & Emmer, E. (1980). Dimensions in classroom management derived from recent research. *Journal of Curriculum Studies*, 12, 343-356.
- Evertson, C., Emmer, E., & Brophy, J. (1980). Predictors of effective teaching in junior high mathematics. *Journal for Research in Mathematics Education*, 11, 167-178.
- Emmer, E., Evertson, C., & Brophy, J. (1979). Stability of teacher effects in junior high classrooms. *American Educational Research Journal*, 16, 71-75.
- Emmer, E., Oakland, T., & Good, T. (1974). Do pupils affect teachers' styles of instruction? *Educational Leadership Research Supplement*, 31, 700-704.
- Oakland, T., & Emmer, E. (1973). Effects of knowledge of criterion groups on actual and expected test performance of Negro and Mexican-American eighth graders. *Journal of Consulting and Clinical Psychology*, 40, 155-159.
- Emmer, E., & Peck, R. (1973). Dimensions of classroom behavior. *Journal of Educational Psychology*, 40, 155-159.
- Emmer, E. (1972). Direct observation of classroom behavior. *International Review of Education*, 18, 473-490.
- Emmer, E., Good, T., & Oakland, T. (1971). The effect of feedback expectancy on choice of teaching styles. *Journal of Educational Psychology*, 63, 221-234.
- Emmer, E. (1971). Transfer of instructional behavior and performance acquired in simulated teaching. *Journal of Educational Research*, 65, 178-182.
- Emmer, E. (1968). Interaction analysis: A coding system for classroom behavior. *Texas Journal of Secondary Education*, 21, 28-34.
- Davidson, T., & Emmer, E. (1966). Immediate effect of supportive and non-

supportive supervisory behavior on counselor candidates' focus of concern.
Counselor Education and Supervision, 6, 27-31.

Manuals

- Sanford, J., & Emmer, E. (1985). Learning the classroom environment: An observer's guide. Austin: Research and Development Center for Teacher Education, The University of Texas at Austin.
- Emmer, E., Evertson, C., Sanford, J., Clements, B., & Worsham, M. (1982). Organizing and managing the junior high classroom (R & D Rep. No. 6151). Austin: Research and Development Center for Teacher Education, The University of Texas at Austin.
- Evertson, C., Emmer, E., Clements, B., Sanford, J., Worsham, M., & Williams, E. (1981). Organizing and managing the elementary school classroom (R & D Rep. No. 6060). Austin: Research and Development Center for Teacher Education, The University of Texas at Austin.
- Sanford, J., Clements, B., & Emmer, E. (1981). Communicating results of classroom management research to practitioners (R & D Rep. No. 6051A). Austin: Research and Development Center for Teacher Education, The University of Texas at Austin.
- Emmer, E. (1980). A manual for users of the Classroom Observation Scales. Austin: Research and Development Center for Teacher Education, The University of Texas at Austin.

Grants

- "Managing Cooperative Learning Groups" (1997), "Teacher emotion and instruction" (1992), "Self-efficacy and attributions" (1989). University Research Institute Small Grants.
- "Research on Classroom Learning and Teaching," Research and Development Center for Teacher Education, Program Director, 1981 and 1982.
- "The Development of a College of Education Management Plan," Texas Center for the Improvement of Educational Systems, September, 1973 - August, 1974 (\$20,800) "A College of Education Assessment System," Texas Center for the Improvement of Educational Systems, September, 1974 - August, 1975 (\$15,000).
- "Preparing Teachers for Mainstreaming," DHEW: Bureau of Education for the Handicapped, project co-director with Lorrin Kennamer, June, 1975 - June, 1977 (\$151,000).

Reviews

- Emmer, E. (1992). Review of School of the Future (by W. Holtzman, Ed.), Texas Psychologist, 44(4), 6-7.
- Emmer, E. (1989). Review of Building Classroom Discipline (by C. M. Charles). Educational Leadership, 47, 93.
- Emmer, E. (1988). Review of Classroom Management Strategies (by J. Cangelosi). Educational Leadership, 46, 87-88.

- Emmer, E. (1986). Review of Experimental Design in Psychological Research (by A. L. Edwards). Contemporary Psychology, 31, 303-304.
- Emmer, E. (1984). Why Johnny can't behave (review of "Understanding Classroom Behavior," by M. Balson). Individual Psychology, 40, 102-103.
- Emmer, E. (1984). Student appraisal (review of "An Introduction to Individual Appraisal," by G. Robb & A. Williams). Contemporary Psychology, 29, 68.
- Emmer, E. (1983). Fluctuations in testing trends (review of "The Rise and Fall of National Test Scores," by G. Austin & H. Garber). Contemporary Psychology, 28(1), 12.