EFFECTIVE
Classroom Management
The Essentials

Tracey Garrett

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I would like to dedicate this book to
my husband, Dave, and son, Jason,
for their never-ending love and support.

Contents

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CHAPTER 1

What Is Classroom Management?

Classroom management is consistently identified as an important factor in student learning (Marzano & Marzano, 2003a). Yet beginning teachers, and even those who are more experienced, often struggle with creating and maintaining a well-managed classroom where students can learn (Jones & Jones, 2012). In fact, beginning teachers continually cite classroom management as their primary point of concern (Daniels, 2009; Bromfield, 2006; Stough, 2006). Despite the importance of classroom management, the majority of teacher education programs still do not require or even offer a course with an explicit focus on classroom management (Stough, 2006). Because of this lack of training, many educators begin (and continue) teaching with numerous misconceptions about what constitutes effective classroom management (Garrett, 2012).

Consider your own answer to the following question: What is the first word that comes to your mind when you hear the term *classroom management*? When teachers are asked this question, they typically answer with words such as *control*, *order*, and *discipline*. The idea that classroom management is mainly about discipline is a misconception held by teachers that can actually interfere with effective teaching. In fact, effective managers organize their classrooms so that they avoid most behavior problems and therefore do not have to worry about discipline very often (Brophy, 2006; Evertson & Weinstein, 2006). While discipline is certainly an important component of classroom management, it is not the only component.

In addition, teachers often believe that a well-managed classroom is equivalent to an orderly and quiet environment, but the reality is that a productive learning environment can often be noisy because learning is not a passive activity. Learning requires talking, sharing, discovering, experimenting, and questioning, all of which can create noise.

Next, teachers frequently believe that an effective classroom management plan relies on rewards and punishments and, therefore, is approached in a behavioristic manner through the implementation of externally controlled incentive programs. However, teachers who are effective classroom managers often find little need for a reward-based behavioral incentive program.

Finally, many teachers believe that their instruction is their classroom management. In other words, they think that if they just teach a really engaging lesson, their students will be so highly motivated and engaged that they will not have time to misbehave. Again, while engaging instruction is undeniably an important component of classroom management, it is not the only one.

Developing these misconceptions will likely exacerbate the classroom management problems faced by teachers. For example, think about the teacher who believes that engaging instruction is the only component of classroom management. She will most likely blame the quality of her lessons for any problems rather than trying to understand other possible causes for disruption and, therefore, will continue to struggle with the same behavioral problems. Similarly, if a teacher believes that an effective management plan relies on rewards and punishments, he may have so many extrinsic reward systems put into place, that he may not have the time necessary to plan engaging lessons and will also continue to struggle.

OVERALL GOALS OF CLASSROOM MANAGEMENT

The first step to becoming an effective classroom manager is eliminating these common misconceptions and developing an understanding of the overall goals of classroom management. Students preparing to become teachers often think that the goal of classroom management is to keep their class under "control" and maintain a well-behaved classroom. It is true that effective classroom managers succeed at creating a well-behaved classroom. Evertson and Weinstein (2006) nevertheless emphasize that classroom management has two goals: creating an environment for academic learning and creating an environment for social-emotional learning. *Academic learning* refers to learning content specified in state content standards (learning to read and write; learning to reason; learning science, math, and social studies; and so on). *Social-emotional learning* promotes growth in social skills and the ability to express emotions maturely. Classrooms are well managed only if the teacher has created environments that promote both of these kinds of learning.

DEFINITION OF CLASSROOM MANAGEMENT

In order to create an environment conducive to academic and social-emotional learning, it is necessary to develop an understanding of what effective classroom management entails. If classroom management is not exclusively any of the ideas discussed above, what is it? Many educators and researchers have

attempted to clarify the term *classroom management*. For example, Brophy (2006) describes classroom management as all the actions teachers take to create and maintain an environment conducive to learning. Characterizations and definitions similar to Brophy's may be helpful with respect to broadening one's conception of classroom management. As an alternative, Figure 1.1 provides another framework to help teachers understand and deconstruct the complexities of classroom management.

Figure 1.1 depicts classroom management as a process consisting of the following five key areas: organizing the physical design of the classroom, establishing rules and routines, developing caring relationships, implementing engaging and effective instruction, and addressing discipline issues. Strategically and purposefully addressing each of these areas helps teachers create and maintain an environment conducive to learning.

1. *Physical design of the classroom*–The physical design lies in how the classroom is laid out, where the students' desks are, where the teacher's desk is, where learning centers and materials are located, where heavily used items such as the pencil sharpeners are, and so on.
2. *Rules and routines*–Teachers establish class rules and routines (such as handing back papers and taking attendance) to keep the class activities running smoothly with as little disruption and loss of time as possible.
3. *Relationships*–Effective classroom managers develop caring, supportive relationships with students and parents and promote supportive relations among students.
4. *Engaging and motivating instruction*–Effective managers develop instruction that engages learners, and they carefully plan their instruction so that each learning activity is well organized and runs smoothly.
5. *Discipline*–Discipline revolves around teacher actions focused on preventing and responding to students' misbehavior. Discipline does not only mean punishment, nor does it only mean the actions that teachers take after misbehavior occurs. Discipline also includes teacher actions that prevent misbehavior.

As Figure 1.1 illustrates, four of the five components of classroom management (physical design, rules and routines, relationships, and engaging instruction) are aimed at preventing misbehavior rather than responding to it. The fifth component, discipline, includes both actions designed to prevent misbehavior and actions that respond to it. Thus, it is crucial for teachers to understand that most of their management activities are directed at preventing misbehavior, rather than responding to it. The more skilled a teacher is at preventing behavior problems (implementing the prevention components), the fewer problems will arise.

Figure 1.1. The Process of Classroom Management

It is also important to note that this visual representation does not imply that each section of the model is equally important. Although each component is an important part of the entire process of classroom management, teachers will emphasize different parts of the model depending on many factors such as their philosophical beliefs, teaching contexts, and students' personalities.

GOAL AND DESIGN OF THE BOOK

The primary goal of this book is to help teachers become effective classroom managers. The visual representation presented in Figure 1.1 serves as the framework for the remainder of the book. Each chapter concentrates on one of the key areas depicted in this model and its importance to a teacher's overall classroom management plan. Examples of specific techniques and strategies are presented through three classroom teachers–Amy, Anne, and Tim–each of whom represents a different grade level and context. These three teachers are composite profiles representing a combination of teachers with whom I have had the privilege of working with and researching over the past 18 years and the techniques and strategies from their classrooms.

In addition, a key component of this book is the student voice. Research demonstrates that students have very clear opinions on what makes an effective teacher and, more specifically, an effective classroom manager. These findings demonstrate that students want teachers who develop authority without being overly rigid and punitive, have the ability to develop caring relationships with students, and engage them in academic lessons (Woolfolk-Hoy & Weinstein, 2006). The Students' Voices section extends the research in this area and provides unique insight into the lived experience of students in real classrooms in different contexts (varying grade levels, urban vs. suburban communities, etc.).

Finally, another key concept addressed in this book is cultural responsiveness. Demographic data indicate that our population of elementary and secondary students continues to grow more diverse every year, while the majority of teachers in the United States are continually drawn from the same general social class and are predominantly White, middle class, monolingual, and female (Powell, McLaughlin, Savage, & Zehn, 2001). As a result of their culture, these teachers have developed a sense of what it means to be a teacher and what is appropriate behavior for students that may contrast with the diverse cultures of their students. The result is a cultural mismatch that can exacerbate the classroom management difficulties faced by both novice and experienced teachers (Weinstein, Curran, & Tomlinson-Clarke, 2003). As a result, when strategies are suggested for addressing each of the key areas of classroom management in the model, particular attention will be given to the idea of cultural responsiveness.

Focusing on Key Points

Common Misconceptions

- Classroom management is synonymous with discipline.
- A well-managed classroom is a quiet classroom.
- An effective classroom management plan relies on rewards and punishments.
- Engaging instruction is classroom management.

Goals of Classroom Management

- Develop an environment conducive to academic and social-emotional learning (Evertson and Weinstein, 2006)

The Process of Classroom Management

- Classroom management, as depicted in Figure 1.1, is a strategic, ongoing process consisting of key actions that teachers must address to create an environment for learning.

Reflection Questions

1. Which of the four misconceptions has influenced your beliefs about classroom management?
2. In your experience, which of the four misconceptions most frequently influences the way that school principals or other administrators view effective classroom management?
3. If you accepted a teaching position and later discovered that the school administration had different beliefs from yours about what constitutes effective classroom management, how might that affect your practice?
4. Do you believe that academic and social-emotional learning are equally important in the classroom? Does your opinion vary depending on the age of the students involved?
5. How does the model of classroom management presented in the chapter challenge or confirm your prior beliefs and experiences about classroom management?

CHAPTER 2

Meet the Teachers and Students

Throughout the book, three classroom teachers present strategies and examples. The teachers, Amy, Anne, and Tim, are composite profiles that represent a variety of teachers' practices, culled from the teachers whom I have researched and worked with over the past 18 years as an elementary teacher and a professor of teacher education. Although these portraits are composites of real-life teachers, I have created individual profiles for Amy, Anne, and Tim to help contextualize their setting and analyze their practice.

THE TEACHERS

Amy: 1st Grade

Amy, a White female, graduated from a traditional 4-year teacher preparation program. She continued her education and received her master's in literacy education 2 years ago. As a 1st-grade teacher, she believes that a specialized degree in literacy is invaluable. She is currently in her 7th year of teaching, which has all been in the same school. Amy explains that one of her biggest teaching challenges is that some students come to school already reading and some are not even comfortable with books. Another major challenge is that her class size continues to increase each year.

Amy's current school is located in a culturally diverse neighborhood. She has an almost equal number of Caucasian and African American students. In addition, she has several Hispanic, Asian, and Indian students. The students are from a middle-class background. There are a total of 24 children, 8 boys and 16 girls, in her current 1st-grade classroom. Two students have individualized education plans and go to the resource room for literacy instruction every day. In addition, she has 2 students with limited English proficiency.

Anne: 5th Grade

Anne, a White female, graduated from a traditional 4-year teacher preparation program and has 23 years of teaching experience. She began her teaching career teaching 2nd and 3rd grade in a private school for 15 years. Then, Anne moved to her current school and has been teaching 5th grade for the past 8 years.

Anne's current school is located in a predominantly White, affluent neighborhood. Currently, she has 23 students (13 boys and 10 girls) in her 5th-grade classroom. She has two students with individual educational plans that specify accommodations for math and literacy. The school uses an inclusion model in which a special education teacher rotates between different classes throughout the day to coteach with the general education teacher for certain periods. Anne and the special education teacher coteach in Anne's classroom during the math and literacy periods. Anne believes that her biggest teaching challenge is trying to differentiate her instruction to meet the variety of learning needs present in her classroom.

Tim: 9th-Grade History

Tim, an African American male, spent 5 years in retail management before deciding that he wanted to pursue his dream of becoming a teacher. He entered the teaching field as an alternate route teacher and has since completed his master's degree in education. Currently, Tim is in his 12th year of teaching. He spent 1 year teaching in a private school before joining the faculty at his current school. Over the past 11 years, Tim has taught a variety of required and elective high school history classes such as U.S. history, world history, geography and world cultures, civics, criminology, and government and politics.

Tim works in a culturally diverse school district with students from a working-class background. He teaches 5 periods a day, and the subjects and number of students vary with each year and class period. Tim believes that one of the most challenging aspects of teaching is planning lessons that are relevant to students' lives so that he can engage them in the learning process.

THE STUDENTS

For the "In the Students' Voices" section of the book, four students were purposefully selected based on two key criteria. First, the students needed to represent both genders as well as a variety of grade levels, educational contexts, and cultural backgrounds. Next, the students needed to be able to articulate their

beliefs about teachers and specifically their experiences with classroom management. The final four students who were selected were not students in any of the classrooms of the three teachers featured in the book. Rather, the students were either students whom I knew from my personal life or who were recommended by respected and knowledgeable colleagues.

It is important to remember that the students' opinions offered in this book are those of the four selected students. While the students' opinions cannot be generalized to the entire student population, I hope that their opinions offer a variety of insights and raise many points for further reflection and discussion. In fact, given that these students have generally positive attitudes toward school and teachers, a key point for reflection is how the students' answers may have differed if the students who were selected had had negative experiences with teachers and school.

Jack: 3rd Grade

Jack, a 9-year-old Caucasian male, recently completed 3rd grade at a small suburban school in New Jersey. Jack loves to play baseball, basketball, and soccer. In his free time, he enjoys playing video games and playing outside with his friends. When he grows up, Jack would love to be a pitcher on a major league baseball team. According to Jack, the best part about school is the special classes, such as gym, computer, library, art, and music. His favorite subjects are math and spelling. When asked what makes someone a good teacher, Jack responded, "A good teacher is someone that teaches new stuff to students, lets us play video games sometimes, and is fun."

Chelsea: 8th Grade

Chelsea, a 13-year-old Colombian American female, was born in Michigan, where she completed kindergarten through 4th grade. Several years ago, her family relocated to New Jersey, where she attended 5th through 7th grade. Currently, she attends middle school in a suburban town in New Jersey. Chelsea has a passion for language and is bilingual. She is fluent in both English and Spanish and is being raised in a home with the one-parent-one-language approach. This

means that her mom speaks with her only in Spanish, while her dad speaks to her only in English. The idea behind this approach is that the child develops both fluency and accuracy in both languages. Her mom also reads and watches TV with her in Spanish. She loves to write and prefers writing her own stories to reading because "it is so much more creative than just reading someone else's work." In her free time, Chelsea likes to hang out at the mall and shop with her friends, play at the park near her house, or jump on the trampoline. She also participates in gymnastics, tennis, and volleyball. Chelsea would love to be a brain surgeon when she grows up. Overall, Chelsea enjoys school and has had many positive experiences with teachers. She believes that a good teacher is "someone who listens to the students' opinions and what they need help with, then comes up with methods that will work best to help that student learn." A good teacher is also "upbeat, helpful, and patient."

Chris: 10th Grade

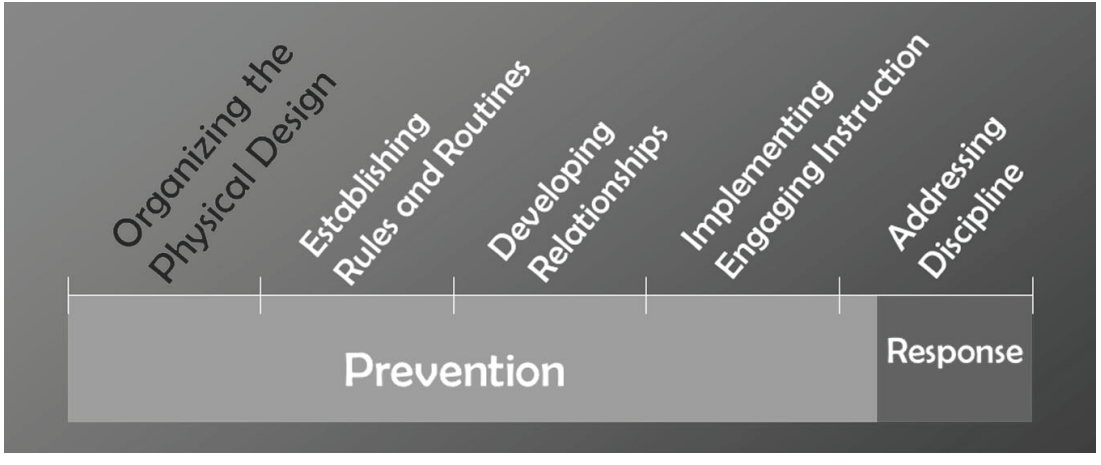
Chris, a 15-year-old Caucasian male, recently completed 10th grade at a private suburban high school in New Jersey. Prior to this year, Chris attended public school for elementary and middle school. In his free time, Chris loves working on the computer, especially with social networking sites. He also likes to play video games and watch TV. He describes himself as a movie buff. He is a member of the junior varsity (JV) baseball team and plays summer baseball as well. He is also an active member of the Italian Club. Chris says school can get boring, but there are some parts that he really enjoys. He especially likes the less structured time where more student choice is offered, such as the activity period his school has every day or classes where the teachers allow for students to direct some of their learning. When thinking about college, Chris is uncertain about what area he will pursue because he has a wide range of interests, including engineering, movies, sports management and media, and the military. Chris describes a good teacher as "someone who is fun and can manage a classroom without being too overbearing. They also need to be entertaining and fun. That would be the perfect teacher!"

Jessica: 12th Grade

Jessica, a 17-year-old African American female, is currently a senior at an urban high school in New Jersey. Jessica is actively involved in extracurricular activities. She is the manager of the boys' track team as well as a participant in

the peer leadership program. She is also a member of the senior year committee, whose responsibility it is to raise money for school events and activities. She has worked as a teacher's assistant in a daycare setting and also worked at a local Subway shop. Jessica enjoys school, especially when she is able to select classes that interest and challenge her. When Jessica grows up, she would like to start her professional life as a teacher, in which period she plans to develop a strong understanding of children. Then, she would eventually like to work as a social worker or guidance counselor. She describes a good teacher as "someone who cares about their students as individuals, not just as students."

Figure 3.1. The Process of Classroom Management



CHAPTER 3

Organizing the Physical Design of the Classroom

The first component of the process of classroom management is the physical design of the classroom (see Figure 3.1). According to teacher educator Walter Doyle (2006), one of the main factors determining how much time teachers spend organizing and directing students and dealing with inappropriate and disruptive behavior is the physical arrangement of the classroom. Decisions about how to arrange the furniture, set up work areas or centers, store everyday classroom supplies and materials, and decorate the classroom are just some examples of the tasks related to the physical design of the classroom, which contribute to a teacher's ability to establish an environment conducive to social-emotional and academic learning. The number of studies that explicitly examine how the physical setting influences student behavior is limited. Although some of these studies are dated, several still hold important implications for teachers' practice.

In a classic study, teacher educator Carol Weinstein (1979) reviewed research on the effects of the physical features of the classroom environment. She found that physical arrangements primarily affected students' attitudes and behavior rather than their achievement. She also found that it was important to separate areas that serve different purposes and plan clear pathways for movement between these areas. For example, the supplies area should be separated from the class library area. If students need to move from one part of the room to another (e.g., to get supplies), the pathways for this movement should be wide enough for students to move easily (Carter & Doyle, 2006).

Weinstein (1979) also found that the density of students within the classroom space affected the frequency of their misbehavior. In dense classrooms, students are crowded into a relatively small space. In less dense classrooms, there is more space per student. Students were more attentive, less distracted, and less aggressive in classrooms with lower density. This relationship has been found at very different age levels–in preschools as well as college classes (Weinstein, 1979)–suggesting that students of all ages need adequate space to learn effectively.

In order to provide students with the necessary space to learn, you will need to make thoughtful and purposeful decisions about how to arrange the students' desks as well as other important classroom furniture and materials. It is helpful

to remember that one factor influencing some of these decisions is class size. Sometimes the ideal environment that you envision for your classroom may need small modifications because of the number of students who will be present in your classroom and you will need to be flexible and creative when organizing the physical design of your classroom.

ARRANGING STUDENTS' DESKS

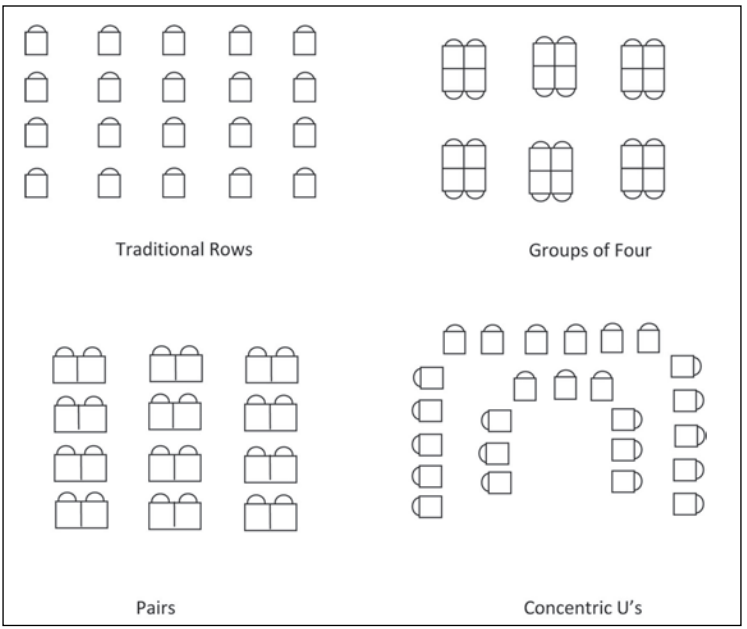
Classrooms have an *action zone* (Doyle, 2006), which is the area of the classroom where students interact most frequently with the teacher. When desks are arranged in traditional rows, the action zone is typically the front and the center of the room—the parts of the room that are closest to the teacher. Students who sit in these parts of the classroom benefit from having more frequent interactions with the teacher (Adams, 1969; Adams & Biddle, 1970). It is very important to be aware that teachers have a strong tendency to interact disproportionately with these students. You may compensate by circulating to all parts of the room during your lessons and making sure that you are interacting equally with students in all parts of the room (Evertson & Emmer, 2012; Savage & Savage, 2010; Weinstein & Romano, 2014). You may choose from many different configurations for your students' desks. Figure 3.2 displays four common options: in traditional rows, in groups of fours, in pairs, and in two concentric U-shapes.

So is it better to arrange desks in traditional rows or in other arrangements such as clusters or semicircles? Unfortunately, there is little research on the effects of different desk arrangements. In one study, when students were asked to complete assignments independently, their work involvement and efficiency were higher in traditional rows than in clusters (Bennett & Blundell, 1983). This effect was greater for students who had behavioral or learning problems. Does this mean that you should always use traditional rows? No, because in actuality there are advantages and disadvantages of all different types of desk arrangements. To help you decide what arrangement of student desks might work best for you, Chinn (2012) describes the advantages, disadvantages, and underlying theory of four common desk arrangements.

Traditional Rows

1. Theory—This arrangement conveys a message that the teacher is the authority, standing in front of the room and "transmitting" knowledge to the class.
2. Advantages
   a. It is easy for teachers to move around to any desk in the room.
   b. It is easy for students to look at the teacher when he or she is talking.

Figure 3.2. Desk Arrangements



   c. Students may be less distracted by peers because they are not sitting next to them.
   d. Teachers can readily monitor whether students are paying attention and understanding the material because they can see all of the students' faces.
3. Disadvantages
   a. Students cannot easily work in groups and have to move desks around in order to work together, which means short group tasks cannot be easily accomplished (i.e., five minutes to discuss a topic).
   b. Students cannot see each other during group discussions.
   c. Students in the back often cannot hear students in the front row, who are facing toward the teacher.

Clusters

1. Theory–This arrangement emphasizes the importance of students' working together to construct knowledge.
2. Advantages
   a. It is easy for the teacher to move around and talk with individuals or with groups.

   b. Student can readily work in small groups.
   c. Student can see each other more easily, which encourages students to talk to one another during discussion.
3. Disadvantages
   a. Maintaining attention may be more difficult when the teacher is talking, since not all students are facing the teacher.
   b. Teachers cannot easily monitor behavior or student understanding as readily as when all students are facing them.

Pairs

1. Theory–This arrangement emphasizes the importance of students working together to construct knowledge. In addition, this arrangement places the teacher in the front of the room as the authority.
2. Advantages
   a. It is easy for the teacher to move around and talk with individuals or with pairs.
   b. Teachers can expect that all students will look at them when teachers are talking.
   c. Since the teacher can see all of the students' faces, he or she can more readily monitor behavior and understanding.
   d. Students can readily work in groups of two, and by having one pair turn their chairs around to join the group behind them, students can quickly form groups of four.
3. Disadvantages
   a. When students are doing individual work at their seats, a partner may distract them.
   b. Students cannot see each other during a group discussion.
   c. Students in the back often cannot hear students in the front, who are facing toward the teacher.

U-Shaped

1. Theory–This arrangement emphasizes the importance of students' talking directly to each other, and it also allows for collaborative knowledge construction by pairs of students.
2. Advantages
   a. All students can see the center of the room, which makes it easy for the teacher to maintain attention when talking.
   b. The teacher can see all the students' faces and can readily monitor students' behavior and understanding.

   c. Adjacent students can work in pairs, usually without moving their desks much, as desks are usually close together.
   d. Most students can look at a person who is speaking, which encourages students to talk directly with each other during discussions.
3. Disadvantages
   a. The arrangement can often be crowded.
   b. When students are doing individual work at their seats, someone sitting on either side of them may distract them.
   c. Work in small groups is difficult.

Overall, you will want to consider several factors, among them the class size, the density of different areas of the classroom, the frequency of class discussions or collaborative work, and your ability to circulate and interact with all students when deciding on the right arrangement of student desks for your classroom.

Arranging Other Furniture, Equipment, Supplies, and Decor

The arrangement of students' desks is not the only important component of the classroom's physical layout. You will also need to decide where to place (1) your desk; (2) any additional tables or other furniture; (3) computers or other equipment; (4) materials and supplies that students use regularly, such as art supplies, materials for science experiments, and pencil sharpeners; and (5) special centers that you might create, such as a library corner. You will also plan the room's decor, including wall decorations (such as posters or students' work) and items placed around the room (such as plants, aquaria, or student artwork). The best physical layout for your classroom will depend on your goals, the shape of the room, and the physical constraints of the classroom (where outlets and internet connections are, the type and size of furniture, the size of the room, etc.) (Carter & Doyle, 2006). Some principles that can help guide you as you arrange your classrooms are discussed below (Evertson, Emmer, & Worsham, 2003; Savage & Savage, 2010; Weinstein & Romano, 2014).

Create Adequate Space for Interaction

Students need adequate space in which to learn, individually and collaboratively. They need enough desk space and space to put their personal belongings so that they do not feel cramped. You can increase your students' involvement in lessons by making sure students have enough space among them to be able to focus on the lesson. You can arrange the furniture in ways that allow you to circulate and interact with all your students, especially those who are seated in

the back and on the perimeter. If students will sometimes come to your desk to ask questions, you can make sure there is enough room for them to stand or sit near your desk without being in other students' way. Since class size continues to grow in many schools, you may need to find ways to help create more space in your classroom. One way to generate needed space is to set aside or remove furniture that is not needed. If a table is not being used, ask the administration to remove it from the classroom. If you rarely use your desk, it can be moved to the side or back of the classroom or ask the administration to remove it from the classroom altogether.

Minimize Traffic Problems

In every classroom, there is a potential for traffic jams. In close quarters, students are more likely to jostle and push each other. You can place supplies, equipment, and materials in locations that avoid congestion and that make it easy for students to get what they need. Putting materials in crowded corners can lead to problems. For example, if a science teacher puts all the beakers and test tubes needed for a lab in one corner of the room, there will be a traffic jam as students all converge to pick up their equipment. Students may drop and break supplies as they try to get through the crowds. By spreading the equipment out along a long counter, you can minimize congestion as students get up to fetch and return the equipment. Similarly, you will want to avoid placing the pencil sharpener or frequently used art supplies in a cramped corner where it will be difficult for students to reach them.

Use Pleasant Classroom Decor

It is important to create an aesthetically pleasing classroom environment. Placing posters, pictures, and student work on the wall helps students feel that the room is a welcoming, comfortable place to be. This can include posters that express values and class norms, pictures that you and the students like, or notable quotations from books the students are reading. Bare walls may make the classroom seem like a cold, impersonal institution rather than a community where students learn together. Posting student work from projects and other assignments is a good way to recognize students for high-quality work. The classroom decor can also communicate information about you. If you display posters of your favorite places or favorite quotations, you will enable your students to get to know you better.

Showcase Student Diversity

Students' diversity provides a rich resource for decorating the classroom and helps make students feel accepted. For example, you can display a world

map in the center of a bulletin board and hang pictures of students around the perimeter. Have each student staple a piece of string or ribbon linking the student's picture and his or her country of origin. Or hold a flag ceremony. Have each student design a flag from his or her country of origin. Then play music from that country as the flag is raised and posted around the room, creating a stunning, personalized visual display. Another idea is to post common greetings from different languages around the room and encourage students to use them when greeting their classmates. Finally, remember when selecting posters or other visual displays to avoid stereotypical representations of different cultures.

Adapt the Room to the Instructional Purposes and Activities

You will want to match the physical layout of your classroom to your preferred instructional activities and purposes. For example, if you want students to work in different learning centers, you will want to arrange the classroom so that there are learning centers spread around the classroom. If you plan to use computers extensively during group work, you will need to spread computers far enough apart so that students can work in groups of two or three around each computer. In early childhood classrooms, lessons tend to be more informal, with a great deal of play, so you need to design your classroom to include play materials and areas for different kinds of play.

Consider Students' Perceptions

Your students' ideas about their surroundings may be different from what you expect, and understanding what they are thinking will help you design an environment that meets their needs. Teacher educator Kim Heuschkel (2004) investigated the ideas of her own students in her 2nd-grade class about the physical environment of their classroom. She was interested in where her students thought they did their best work and where they liked to socialize with their friends. Heuschkel found that her students reacted to various parts of the classroom in ways that differed from her expectations. In her classroom Heuschkel had created many different learning areas, including a cozy reading area with a large couch, several content area learning centers, and several individual work spaces/cubbies. She expected that many students would identify one or more of these learning areas as the place where they did their best work. To her surprise, all her students selected their own desks as the place where they felt they did their best work. In addition, she anticipated that students would report preferring to socialize in some of the open spaces she had created, such as the large carpeted area. However, almost all students preferred to socialize in areas where they could squeeze several people together in a cozy little nook.

Based on findings such as these, Heuschkel decided to give her students more of a decisionmaking role in the overall design of the classroom. Before rearranging the classroom, she asked students for their ideas and even asked them to submit sample drawings of classroom layouts. The students and the teacher discussed the pros and cons of different layouts. The students thus participated in the process of arranging the room and then evaluating the result. Using techniques such as these, you can give your students a voice in designing the classroom, and students can help design an environment that pleases them. Giving your students a voice in the design of the physical layout also contributes to their autonomy and sense of belonging.

DEVELOPING A PHYSICAL LAYOUT

How might teachers draw on these suggestions to create a thoughtful and purposeful physical layout for their classroom that promotes both academic and social-emotional learning? Following are three examples of how our focus teachers made their classroom layouts work in Figures 3.3, 3.4, and 3.5.

Amy: 1st Grade

As a 1st-grade teacher, Amy uses a lot of cooperative learning; thus her desks are arranged in groups of four. She rarely uses her teacher's desk and has placed it in the corner of the room. One of her favorite parts of her classroom is a large carpeted area with a rocking chair. This section is used for a morning meeting every day and mini-lessons throughout the week. The class library is located in the same corner, so students often choose to read there during independent reading time. The library is carefully organized, with leveled readers to help meet the variety of literacy needs present in her classroom. Amy uses some of the bulletin boards to help manage her classroom. For example, one bulletin board has her classroom helper pocket chart, which indicates what classroom jobs each student is responsible for during the week. Another bulletin board has a pocket chart with each student's name on one pocket. She uses this chart to organize and manage her learning centers. Finally, to help students feel a part of the community, she has name tags on all of the students' desks and above their lockers. Each student is also assigned a locker to share with a classmate and store his or her personal belongings.

Anne: 5th Grade

Anne uses a variety of instructional methodologies, including lectures, demonstrations, and cooperative groups. Arranging her students' desks in pairs allows all her students to easily focus on Anne during the lectures and

Figure 3.3. Amy's 1st-Grade Classroom

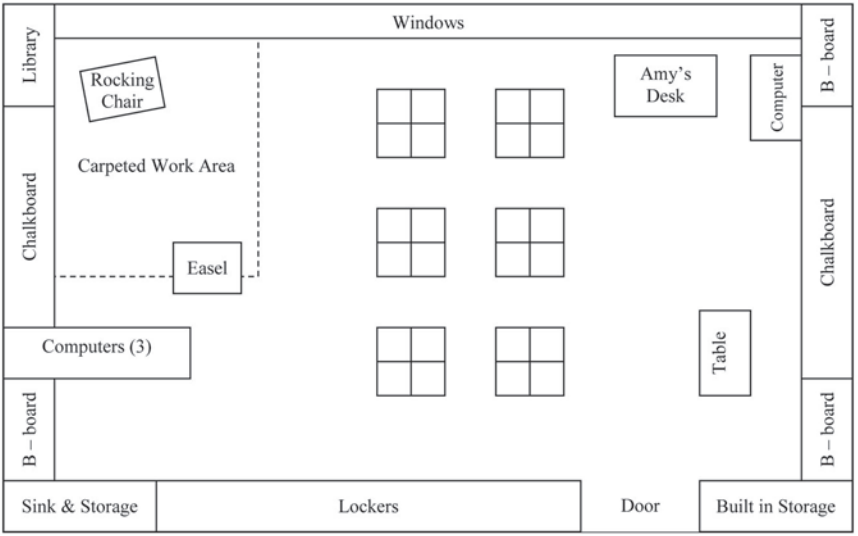
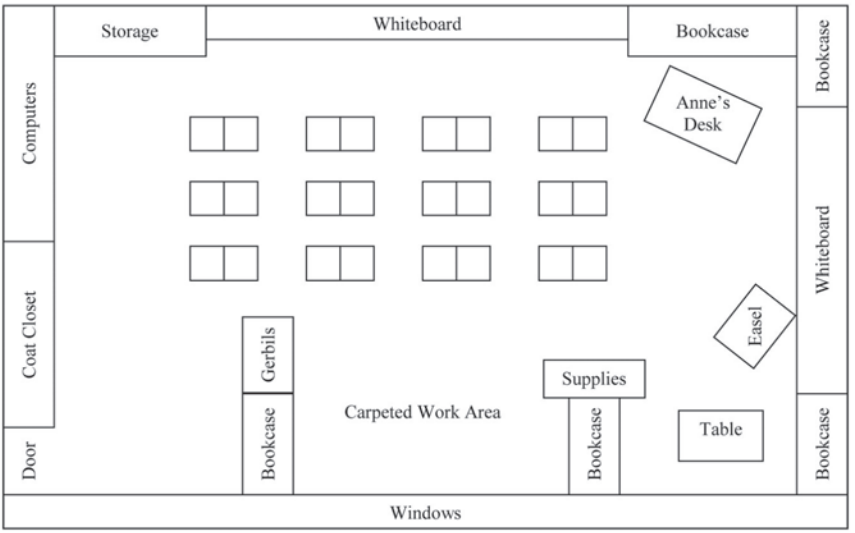


Figure 3.4. Anne's 5th-Grade Classroom



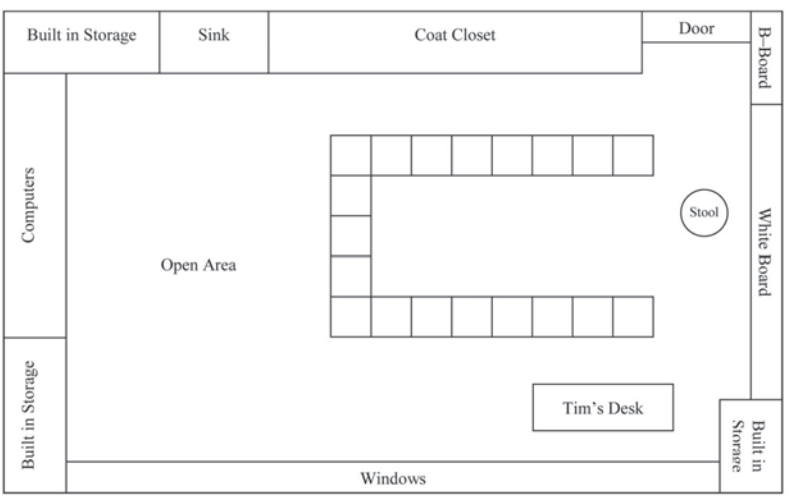
demonstrations, but also easily accommodates partner and small-group work with little disruption to the lesson because students can easily turn their desks quickly and quietly to form larger groups. Anne likes her desk to be placed in the front of the room, but off to the side. This location keeps the desk out

of the way, but also allows for easy access to important materials throughout the day. One of the most used areas of the classroom is the small table in the back corner. Since Anne frequently needs to differentiate her instruction, this table is primarily used for small-group literacy instruction and extra help in other content areas. The easel and bookcase are arranged in a way that they serve as a divider from the adjacent area, which makes the table area a little quieter and private. Students also love the wide-open carpeted area that Anne uses for whole-class meetings. Students can choose to work there during independent work times throughout the day. They enjoy having the flexibility to stretch out on the floor. The class gerbils are a bonus feature of this area. Unfortunately, Anne had no choice of where to set up the computers because the Internet connections are located on a single wall. To make the room less cluttered, Anne did not add extra chairs in front of the computers. Rather, her students bring the chair from their desk with them when they are going to work at the computer.

Tim: 9th-Grade History

Tim's high school history class frequently engages in discussions and research projects. Because of this, he believes that arranging the student's desks in a horseshoe design makes the most sense and facilitates his ability to hold an effective discussion. He prefers to use a stool rather than his desk during the discussions because it enables him to get up and circulate easily and make both eye and physical contact with all his students. His stool is placed at the front of

Figure 3.5. Tim's 9th-Grade Classroom



the horseshoe, while his teacher's desk is off to the side. Since Tim's class also conducts a lot of research on the computers, there are five computers located across the back wall. He elects to leave a lot of open space behind the computers so that additional students can pull up a chair and look on at the computer with a partner or a group. In addition, he has developed a research center at a large table along the side of another wall so that students can work together on their research projects. Since he has only one bulletin board, he uses it to display student work and is careful to keep it up to date by changing the work on display once a month.

Overall, a cluttered, disorganized, and unattractive classroom communicates a message to students that you do not care about the environment, which causes them to question why they should. Most important, the more disorganized a classroom is, the more time teachers and students waste locating necessary materials or making room for an activity, leaving much less time for academic learning. In view of this, it is essential that all teachers create a thoughtful and purposeful plan for the physical layout of their classrooms. Now let's hear what the students say about the physical design of the classrooms in which they have been students.

IN THE STUDENTS' VOICES

All four students agreed that the overall physical environment of a classroom is an important factor in a teacher's classroom management plan as well as in creating an environment where students want to learn. Asked to provide three adjectives that describe their ideal classroom, our profile students responded in the following ways:

- "Big, fun, and neat" (Jack, 3rd grade)
- "Colorful, open, and inspirational" (Chelsea, 8th grade)
- "Fun, productive, and happy" (Chris, 10th grade)
- "Colorful, captivating, and current" (Jessica, 12th grade)

Students were also asked to expand on the idea of what makes a classroom feel welcoming. Some their responses were the following:

- "Welcome posters, our names on things like desks or lockers" (Jack, 3rd grade)
- "Inspirational signs, motivational quotes, and bright colors" (Chelsea, 8th grade)
- "I think people make a class welcoming. Also, the way the teacher presents herself helps too." (Chris, 10th grade)

- "I think a classroom is welcoming if there is an open, bright feeling with lots of current and motivational decorations on the walls." (Jessica, 12th grade)

In addition, students shared their thoughts about the arrangement of students' desks and the placement of the teacher's desk. Some of their comments follow:

- "I like the students' desks in groups of three or four so that your friends can help you with your work." (Jack, 3rd grade)
- "It depends on the subject matter. In math, I like rows. However, in science, I like them pushed together for partner work. It depends if I have to concentrate more. I also don't like to be cramped when I am working." (Chelsea, 8th grade)
- "The atmosphere of a classroom is important. Therefore, I like desks in small groups better than rows. It helps promote discussion and other group learning." (Chris, 10th grade)
- "It depends on the subject. But in general, I like desks arranged in a way that is conducive to having discussions with classmates. I like to be face to face so I am not talking to the back of someone's head." (Jessica, 12th grade)

As for the teacher's desk, the students' had similar beliefs about the importance of placing the teacher's desk in the front of the room:

- "I like when they put it in the front so they can keep an eye on the students." (Jack, 3rd grade)
- "I prefer the teacher's desk in the front because if I have a question, I know where to find them. Also, I think the teacher focuses more on the students when the desk is in the front." (Chelsea, 8th grade)
- "I like the teacher's desk in the front of the room. I think putting the desk in the front communicates a positive message about the teacher's availability to the students." (Chris, 10th grade)
- "I think the teacher's desk should be in the front of the classroom because it communicates a message to the students that she is watching you, but they are also engaged in what you are doing." (Jessica, 12th grade)

Focusing on Key Points

- ➢ The physical arrangement of the classrooms has a direct influence on how much time teachers spend dealing with disruptive behavior.
- ➢ Arrange the furniture in ways that allow you to circulate and interact with all students.

- Create adequate space for interaction.
- Minimize traffic problems.
- Create an aesthetically pleasing environment.
- Showcase student diversity.
- Match the physical setting to the instructional goals and specific students' needs.
- Involve students in the design of the classroom.

Reflection Questions

1. Think about the many different classrooms settings in which you have been a student. Which classrooms evoke positive memories with respect to the physical environment? Why do you think this is the case?
2. Describe an environment where you have conducted observations or practice teaching. Which part of the environment did you like the most? Which part of the environment would you like to change? Was the classroom culturally responsive with respect to the physical design?
3. What are three essential items that you must have in your classroom? Why?
4. In what ways can you relate to any of the students' beliefs or experiences about the physical design of a classroom?
5. What do you like and dislike about the three teachers' classroom layouts described above?

Putting Knowledge into Practice

1. Jarod teaches 6th-grade language arts. He has to make do with a small classroom. Figure 3.6 shows the layout of his classroom. On table 1, he keeps the handouts for the day. Students turn in homework by stacking their papers on table 1. The bookshelves are where he stores additional textbooks that his classes are not currently using. Table 2 is where he keeps reference books that students need for current group projects that are the focus of the class for the next 2 weeks. Evaluate the physical layout that Jarod has developed for his classroom. What additional questions would you like to ask Jarod about his instructional style or teaching context that would help you better evaluate his classroom?

   Source: Chinn (2012)

Figure 3.6. Jarod's Classroom

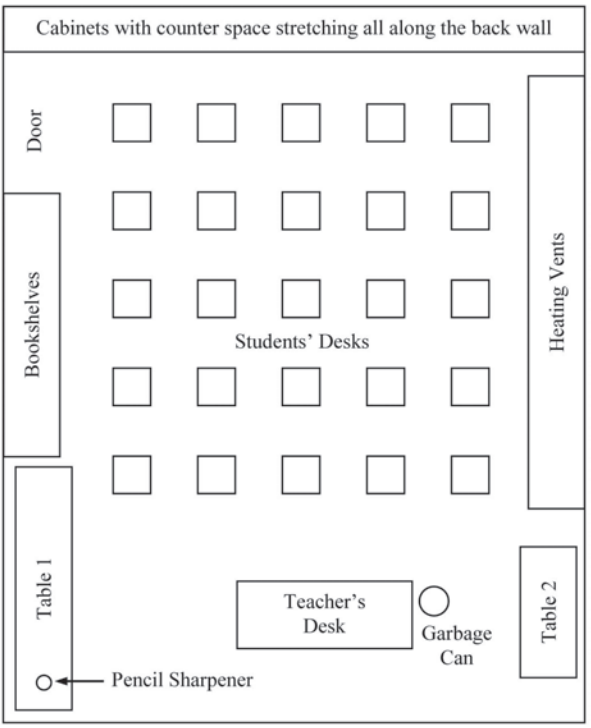
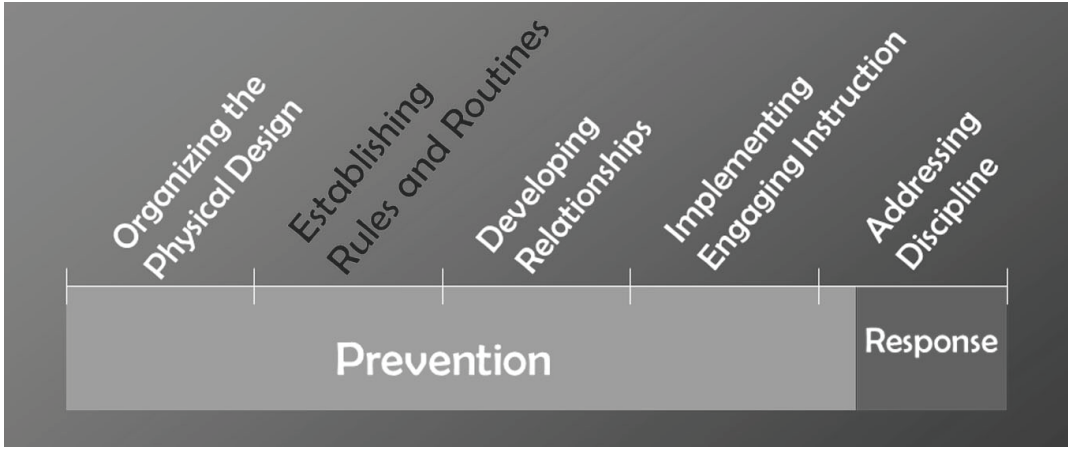


Figure 4.1. The Process of Classroom Management



CHAPTER 4

Establishing Rules and Routines

The next key component of classroom management (see Figure 4.1) is the establishment of rules and routines. Research clearly indicates that these elements are vital aspects of a teacher's classroom management plan (Emmer, Evertson, & Anderson, 1980). Emmer and colleagues' seminal 1980 study examined how teachers who are effective managers begin the year and determined the basic principles of management that underlie their teaching. Results indicated that significant differences are apparent as early as the 1st day of school. The teachers classified as effective classroom managers had clear rules for general conduct and procedures or routines for carrying out specific tasks. Effective managers also spent time the first few days of school teaching these rules and routines.

Most frequently, teachers struggle with classroom management for one of two primary reasons: (1) They do not establish rules and routines in their classroom or (2) they do not understand the difference between the two. Rules and routines both communicate an expectation about behavior. Classroom rules, though, are generally about overall conduct, whereas routines are much more specific to certain tasks and usually provide some direction about how these tasks should be accomplished, rather than seeking to prevent a particular type of behavior. They are both essential components of an effective classroom management plan and go a long way with respect to developing an environment conducive to learning. First, let's take a look at classroom rules.

CLASSROOM RULES

You have the freedom and flexibility to develop a wide variety of rules for your classrooms as well as the process used to develop them. There are some general guidelines or "best practices" to guide you in the development of effective classroom rules.

Develop a Reasonable Number of Rules

It is best to develop approximately four to six rules. If you have too many rules, your classroom will seem overly rigid, and students may have a hard time remembering them all. If there are too few rules, critical aspects of behavior that should be covered by class rules will probably be neglected. Rules should cover several dimensions of behavior, including classroom safety (not fighting, being careful with equipment), respect (listening to others, treating others respectfully), and making appropriate effort (doing one's best, coming to class prepared every day).

When developing the final set of rules, be sure that your classroom rules are congruent with schoolwide rules. Some can double as class rules. For example, if the school emphasizes respecting others throughout the school, you will want to include respect for others as one of the class rules.

Decide How to Word the Rules

Remember to write rules using positive language, which means avoiding negative words such as *no* or *not*. Instead of using a classroom rule that says, "No running," you can write this rule as "We walk at all times." Writing the rules using positive language results in a more positive classroom environment overall because it emphasizes good behavior. Negative rules, in contrast, emphasize what students cannot do and behavior for which they will be punished.

An important issue is whether to word the classroom rules in more general or in more specific terms. Rules with general wording refer generally to many different situations. Examples include "Be a good friend," "Do your best," and "Respect others." Rules with specific wording focus on particular situations, such as "We walk at all times," "Follow directions the first time they are given," and "One person speaks at a time." There are again pros and cons to each approach. The advantage of more general rules is that they cover more situations and behaviors. The rule "Respect others" can include listening to others, speaking politely to others, not stealing their property, and so on. This rule can be applied to many situations, whereas the rule "One person speaks at a time" covers only behavior in class and group discussions. On the other hand, the application of general rules can be ambiguous, which means that you may find that students frequently argue with you over whether they have really violated a rule or not. When you tell a student that he or she has violated the rule "Be respectful" by interrupting a classmate, the student may argue that he or she was just excited about another classmate's ideas and was not being disrespectful. Whether the student was really disrespectful may be unclear. In fact, this type of situation may occur more frequently in diverse classrooms where a range of different cultural backgrounds and expectations about student behavior are represented.

Conversely, the rule "One person speaks at a time" has clearly been broken if a student interrupts a classmate.

Consider Students' Cultural Backgrounds

It is important to remember to take students' cultural backgrounds into account when developing rules. Some rules that might make sense within one cultural group will not make sense within another group. For instance, in some cultural groups there is a strong expectation that people learn by helping each other. A rule that forbids these students to help each other would likely be counterproductive (Gay, 2006). To cite another example, in Hawaii, a common form of discourse among native Hawaiian children involves a great deal of interruption. It is normal in family conversations that adults and children interrupt one another as they collaborate in building up ideas. For instance, people may jump in to help tell a story started by one person. With these students, "respecting others," means caring about their ideas enough to join in on what they are saying. If you interpret the rule "Respect others" to mean that everyone should listen quietly while one person is speaking, you would create a classroom environment at odds with Hawaiian culture (Gay, 2006).

In a multicultural classroom, where students are from cultures with different norms, it will often be impossible to formulate rules that are compatible with every student's family norms. Rather, you can invest extra time to discuss, explain, and teach the rules, especially if these rules are in contrast with what many students are accustomed to.

Teach and Demonstrate Each Rule

You will also need to explicitly teach the students what the rules are and how to interpret them. Many teachers announce their rules, post them on the wall, and then assume that students will understand and follow them. However, students may not understand the rules in the same way that you intend. For example, if you have a rule that says, "Respect each other," you may interpret this to mean that students should not call each other names. However, some students may not think that the rule applies to name-calling because they may think of name-calling as "teasing" rather than as "disrespect." To ensure that all the students understand what is meant by this rule, you will need to discuss with the students what it means to respect each other so that everyone develops the same understanding.

When explaining the rules, you can model appropriate behaviors and discuss with students what will count as violations of the rules. In this way, you leave no room for misunderstanding. In addition, it is important to make sure that students understand why the rules are important. Students are more likely

to follow the rules when they understand the rationale for them. When you explain that the rule "Listen to others" exists to ensure that everyone can learn from the good ideas that others have, then you have given the students a reason for wanting to follow the rule.

Post the Rules in a Prominent Spot

Effective classroom managers make sure that students understand and remember the rules. One way to help students remember the rules is to post the rules in a conspicuous place where everyone in the classroom can see them easily. If the rules are displayed saliently, students will see them frequently and be reminded of them when they see them. When you need to remind students of one or more rules, they can point to the posted rules.

Decide Whether to Give Students a Voice

An important decision that you need to make is whether to involve the students in developing the rules. On the one hand, you may determine what the rules are. On the other, you may have the students help generate them. There are pros and cons to each approach. Although involving the students in the development of the rules can be time-consuming, this process may allow students to feel more ownership over the rules and, as a result, they may be more likely to follow them. Conversely, if you generate the rules yourself, you ensure that you have the exact set of rules you need in order to teach. It is possible to use a combination of both teacher- and student-generated rules. For example, you might hold a class meeting to discuss the importance of rules and to generate ideas for them. Then, you can guide the discussion so that it focuses on those rules that you want to highlight in your classroom.

DEVELOPING CLASSROOM RULES

How might different teachers develop their rules in accordance with the suggested guidelines? The examples below illustrate how three successful teachers use different approaches.

Amy: 1st Grade

Amy believes that it is important for students to help develop the classroom rules because they will feel a responsibility to follow them, but there are still certain rules that she wants to make sure appear on the final list of rules. Based on these beliefs, she uses a specific procedure to develop a combination of teacher- and student-generated rules.

On the 1st day of school, Amy reads the book *Never Spit on Your Shoes* by Denys Cazet to the class. The book is about a little dog who goes to school and, when he arrives home, his mom asks what he did in school. The little dog explains that they made the classroom rules. The dog and his mother have a conversation about the rules generated by the class. The mother explains to the dog that some of the rules are good rules while some are silly rules. After listening to the story, Amy has the class brainstorm a long list of classroom rules. This year, the class generated about 20 rules. Amy explains that there are too many rules for 1st graders to remember and they will have to think about it some more and revisit the topic a little later.

The next day, Amy asks her students to write down what they hope to learn in 1st grade. Then she explains that they cannot learn these things unless they have classroom rules. Next, she turns their attention back to the long list of rules generated the previous day and explains that her idea is to take all their rules and group them into bigger categories. She introduces three bigger categories: (1) "Do your best," (2) "Be kind," and (3) "Be safe," and she asks students if they can group each of the rules on their original list into one of these categories. Working with the students, she cuts up the list of 20 rules and has the students lay them on the floor and group them under one of the three bigger categories. After the students have grouped each of the original rules under one of the three bigger categories, Amy asks the class what they think about using these three bigger categories as their actual classroom rules. After the class agrees, she makes a new chart of the three classroom rules and the students sign it. Then the rules are prominently displayed in the classroom.

Anne: 5th Grade

Anne has the students help generate the classroom rules to encourage them to be accountable for their actions. During the 1st day of school, she holds a class meeting and the students decide on appropriate ways to behave. She begins the discussion by asking students to generate some possible classroom rules. Most frequently, the students suggest rules, such as "No running," "No hitting," and "No name-calling," that are stated in a negative fashion. Anne asks the students if they ever get tired of being told what not to do. The students respond with an enthusiastic "Yes!" Next, Anne suggests that they try to get the same idea across by stating what to do rather than what not to do. The students excitedly rise to this challenge and provide more ideas. Next, Anne uses the students' ideas to develop a code of discipline, which is written in a positive manner to create a more positive environment. Her code of discipline is "We have the responsibility to be safe, to keep others safe, to do our schoolwork, to show respect for ourselves and others, to take care of the things around us, and make our school a peaceful place." The code of discipline is posted on the wall and the students recite it once a week.

Tim: 9th-Grade History

Tim believes that rules are very important and he likes to use simple, standard, clear rules that provide little opportunity for misinterpretation. He also wants to ensure that certain rules, which he feels are necessary for him to teach effectively, are enacted in his classroom. Therefore, he uses primarily teacher-generated rules. He prepares a list of rules ahead of time and posts them in a prominent spot so they are visible when students arrive on the 1st day. The rules are (1) Follow directions the first time they are given, (2) Come to class prepared, (3) Respect others and their property, (4) Use appropriate language, and (5) Do not leave the room without permission. He introduces, demonstrates, and discusses the importance of each rule during the 1st day of school.

CLASSROOM ROUTINES

In addition to rules, routines are essential for the overall fluidity of the classroom. They show students how to carry out common tasks in an efficient, orderly manner. Without routines, tasks that should be accomplished almost seamlessly throughout the day will take more time to accomplish, thereby reducing the amount of time available for instruction. Most classrooms have many different needed routines, and it is critical for teachers to work out what these will be (Emmer & Gerwels, 2006). Most routines fall into three broad categories: movement routines, lesson-running routines, and general procedures.

Movement Routines

These routines provide students with explicit steps for entering, exiting, and moving about the classroom. For example, teachers can establish a routine by which students may leave the room to get a drink of water by following these steps: request permission, take a hall pass, return within 2 minutes, and return the hall pass. Other common movement routines include the following:

- Arriving in the morning (elementary school)
- Arriving at class (secondary school)
- Using the restroom
- Exiting and entering the class during a fire or evacuation drill
- Exiting the classroom as a whole class
- Sharpening pencils
- Getting and disposing of tissues
- Disposing of garbage
- Getting and returning supplies

- Using the sink
- Moving to computer stations
- Storing classroom materials

Lesson-Running Routines

These are routines designed to facilitate tasks that occur regularly during instructional lessons, such as passing back homework and taking tests. When teachers ask students to write their name, the class period, and the date in the upper-right corner of every paper they hand in, they are teaching a lesson routine for how to identify themselves on their written work. Many of these routines will vary depending on the type of instruction (whole class, small group, or individual) that the teacher is using. For instance, the procedure the teacher uses to get students' attention will need to be different when students are working in groups that may be rather loud versus when individual students are working quietly at their desks. Other common lesson routines involve factors such as the following:

- How to ask for the teacher's assistance
- What students should bring to class
- How materials will be distributed
- How papers will be collected
- How to collect and correct homework
- What to do if someone is absent
- What to do when individual work is completed early
- How to assign and record homework
- How to work on the Internet
- How to save work on the computers
- When students may and may not talk

General Procedures

These routines include all other routines that teachers and students must complete to keep the class running smoothly. For example, taking attendance is a routine that is not part of a lesson and does not involve moving around the classroom, but is something that must be carried out every day. Other examples include the following:

- Recording lunch orders
- Updating the calendar
- Watering the plants
- Cleaning chalkboards and whiteboards

- Feeding and cleaning class pets
- Cleaning students' desks

It is your responsibility to decide on procedures that allow all the above tasks to be completed in an efficient and orderly manner. There is no substitute for working out, one by one, what these routines will be. They need to be planned before the school year begins so that you can begin teaching them to the students on the 1st day of school.

Routines should be as efficient as possible. As was discussed earlier, the goal of classroom management is to enhance learning. When time is wasted unnecessarily during daily routines, valuable time is lost that would be better spent on instructional activities. Well-crafted routines can reduce wasted time. For example, when students sit in the same seat every day, you can quickly take attendance just by noting which seats are empty. Thus, you can speed up the attendance routine simply by having assigned seats (which may be chosen by the students or assigned by the teacher).

Another example of a routine that maximizes time for learning is a "Do Now" routine. You can implement a Do Now routine by writing an academic task on the board. When students come into the room at the beginning of the day or class period, they are expected to sit down and immediately begin writing their response to the Do Now activity. A math teacher might write a problem to solve related to the homework due on that day. A history teacher might ask students to give two reasons in writing for their position on whether President Andrew Johnson should have been impeached. The Do Now routine helps ensure that students are ready to begin learning when the bell rings, so that time is not lost after the bell rings while students slowly settle down.

In addition, you need to model and discuss the routines with students so that they will understand how to accomplish them. With younger students especially, and sometimes even with older students, you will also want to practice the routines. Schools practice fire drills regularly with students of all ages to ensure that the procedures will be carried out flawlessly in case of a real fire. In a similar manner, you may want to have students practice other routines so that students can carry them out efficiently, as well.

Practicing routines is especially critical with elementary school students. One difference between effective and ineffective classroom managers in elementary school is that the effective managers invest a considerable amount of time having students practice routines (Savage & Savage, 2010). Before going to recess in the 1st week, you might have students practice 3 times how to get up, get the equipment, and stand in line. You might have a class practice the procedure for turning in homework 6 times in a row until everyone gets it right and it is done as swiftly as possible. Effective classroom managers know that it is not sufficient with younger students simply to explain and discuss the procedures with the students. Repeated practice is needed.

Although you may want to involve students in the creation of classroom rules, you should develop routines by yourself, without student input. There are too many routines to make it practical for students to help decide what all the routines should be. Further, you will know best, based partly on your past experience, what routines work best and what routines will minimize wasted time. On the other hand, sharing responsibility for the classroom by involving students in the completion of classroom routines can make the class run more efficiently. For example, you can speed up the routine of handing out papers or supplies by teaching students routines in which they help with the distribution.

Another way that you can share responsibility for the classroom routines is by assigning classroom jobs. Students may take turns caring for the class pet, watering plants, and cleaning the chalkboards. The majority of students look forward to their chance to help take care of the classroom, so it is important to distribute jobs in an equitable fashion. One possibility is to use one of the classroom bulletin boards or a chart on a clipboard to list all the possible jobs and keep track of which particular student has each job. Then rotate jobs every week or so.

By involving students in routines, you can foster student responsibility and promote an overall cooperative classroom environment.

DEVELOPING CLASSROOM ROUTINES

There are endless options for teachers to choose from when developing their classroom routines. A few examples of key classroom routines are as follows.

Amy: 1st Grade

1. *Initial arrival*–Students in Amy's class arrive in the morning, unpack, and find a seat in the group meeting area. They may talk quietly with their classmates as they await the start of the morning meeting. During the morning meeting, attendance and lunch count are recorded and important announcements are made.
2. *Restroom and drinks*–Amy's students can use the lavatory or get a drink whenever they need to go as long as they place a designated pass on their desk. This is a quick, unobtrusive way for Amy to quickly scan the room and know who is out of the room.
3. *Assigning and copying homework*–At the end of every day, Amy leaves 7 or 8 minutes for students to copy or organize all of the day's homework into their homework notebooks/folders. During this time, she also helps the students figure out what books or papers they need to take home.

Anne: 5th Grade

1. *Initial arrival*–When students in Anne's class arrive at the classroom they follow these steps:
   a. Unpack your bag.
   b. Turn in any important notes to the teacher.
   c. Put your homework in the homework bin.
   d. Sharpen pencils, if needed.
   e. Begin the Do Now listed on the board.
2. *Restroom and drinks*–Students in the class must ask to use the bathroom at the beginning or end of a lesson. After receiving permission, they sign out on the clipboard by the door and sign back in when they return.
3. *Assigning and copying homework*–Anne designates a specific area of the chalkboard for posting the homework and any important reminders. At the end of the day, students copy the day's homework assignment into their homework notebooks.

Tim: 9th-Grade History

1. *Initial arrival*–Students in Tim's class arrive, get settled at their desks, and begin the Do Now on the board. Once the bell rings, Tim reviews the Do Now, shows the connection to yesterday's and today's lessons, and begins today's lesson.
2. *Restroom and drinks*–If Tim's students have kept their promise not to abuse the privilege, he allows them to use the restroom whenever they need to, one at a time. When leaving, students flip a sign hanging next to the door from "Vacant" to "Occupied," and flip it back when they return. Tim gives the students who are leaving a hall pass.
3. *Assigning and copying homework*–Tim has a class website where he posts a week's worth of assignments at one time. This way, he only needs the last minute of class to remind the students of the homework and what materials they will need in order to complete the assignment. However, he also prints a hard copy of the week's assignments and places it in a bin by the computer for those students who either prefer a hard copy or don't have access to a computer in their homes.

Again, teachers commonly struggle with classroom management because: (1) They do not establish rules and routines in their classrooms, or (2) they do not understand the difference between the two. In sum, rules are for general conduct, whereas routines are for other classroom tasks that keep the class

running smoothly. Not establishing rules or routines or clearly differentiating between the two will surely result in a more chaotic classroom and a major loss of time for learning. Now let's look at what the students have to say about classroom rules and routines.

IN THE STUDENTS' VOICES

When asked about the importance of classroom rules, all four students stated that establishing classroom rules is essential with respect to creating and maintaining an orderly, safe, and productive classroom. Some of the comments included the following:

- "Rules are important to keep us safe in the classroom." (Jack, 3rd grade)
- "Rules are important because they help the teacher set boundaries for those students who like to misbehave. They also help the teacher maintain control, which helps the students focus and stay on task." (Chelsea, 8th grade)
- "Yes, I definitely think that classroom rules are important to help establish structure, but it is important that a teacher doesn't have too many. That is not okay!" (Chris, 10th grade)
- "Yes, rules are important because they provide the foundation so students know what to do and what not to do." (Jessica, 12th grade)

In addition, three of the four students believe that it is a good idea for teachers to involve the students in the creation of the rules. Specifically, they replied:

- "I do think it is a good idea for teachers to involve students in creating the classroom rules because they will be more likely to follow them if they had a say, and they will spend less time criticizing and complaining about the teacher's rules because they helped make them." (Chelsea, 8th grade)
- "I do not remember ever being involved in creating the rules for a classroom. However, I do think there is value in creating the rules together. I think students have good ideas and more teachers should value those ideas." (Chris, 10th grade)
- "I do think it is a good idea for the teacher to ask for the students' help with the classroom rules because then it is as if the students are giving you their word that they will do their best to follow them. For some people, giving you their word is a commitment to do their best." (Jessica, 12th grade)

The youngest student in our group, Jack, had some concerns about involving the students in creating the classroom rules. He commented, "I do not think it is a good idea because you will always have those kids who like to party all the time and make rules up that don't make any sense for the classroom. I think that maybe only kids like on the student council could make up the classroom rules."

Finally, three of the four students had fond memories of sharing responsibility for the classrooms by having a classroom job. Some of the responses included the following:

- "Classroom jobs are great! I like doing all of them." (Jack, 3rd grade)
- "Having a classroom job gives the student a sense of excitement about coming to class. There is a surprise element about what job you will get to do next." (Chelsea, 8th grade)
- "I loved having a classroom job! I still remember that we switched jobs all the time so you got to do everything. It was good because it was sort of like team building and makes everyone feel like they are part of the class." (Chris, 10th grade)

Focusing on Key Points

- ➢ Classroom rules and routines both communicate an expectation about behavior.
- ➢ Classroom rules are aimed at preventing some type of misbehavior.
- ➢ Classroom routines provide direction about how to accomplish a certain task.
- ➢ When developing classroom rules ensure the following:
- ✓ Develop between four and six rules.
- ✓ Make classroom rules consistent with schoolwide rules.
- ✓ Write the rules using positive language.
- ✓ Consider students' cultural backgrounds.
- ✓ Teach and demonstrate each rule.
- ✓ Post the rules in a prominent spot.
- ✓ Decide whether to include students in the development of rules.
- ➢ There are three categories of routines: classroom, movement, and lesson-running routines.
- ➢ Teach, demonstrate, and practice each routine with your students.

Reflection Questions

1. Envision your ideal teaching position. Will you include students in the rule development process in this particular context? Why or why not?
2. Given that students sometimes like to question authority and act a bit rebellious, what are the advantages and disadvantages of Tim's decision to use teacher-generated rules?
3. What particular rules and routines do you think are the most important in your particular teaching context?
4. In what ways can you relate to the students' beliefs or experiences about classroom rules and routines?

Putting Knowledge into Practice

1. Two teachers have developed the following routines to collect and hand back students' work. Compare and contrast their routines. Be sure to consider factors such as efficiency and student privacy.
    a. Mrs. Tsai's students sit in assigned seats each day. She collects students' homework, quizzes, and tests by rows; students hand papers forward. She is careful to keep the collected homework together in the same rows that they came from. Her routine for handing back the evaluated work is that she sets each row's homework in a stack behind their row on a counter at the back of the room. As students come in, they go to the stack behind their rows, and they pick up their papers on their way to their desks.
    b. Mrs. White's students also sit in assigned seats each day. When her students hand in homework, quizzes, or tests, they pass their papers to the front of the row. Each student is taught to be very careful to make sure that his or her work is placed on top of the stack of papers as it is passed forward. In this way, the stack that reaches the front of the room has papers in the same order that the students are sitting in the row. Mrs. White collects the papers from left to right, so that the papers are always in the same order for each period.

        When handing back the homework, quizzes, or tests, she sometimes sets the papers on students' desks, face down, before the period begins. This takes only a minute because

the papers are all in order, so she can quickly walk down each row and lay each student's work on his or her desk. On other occasions (when there is not time before the class period starts, or when she doesn't want to hand work back at the beginning of the period), she sometimes hands each row's stack of papers to the students so that each student takes his or her paper off the top of the stack and passes the rest of the stack back. If she wants to make sure students don't see other students' work (as when handing back an exam), she quickly walks around herself and hands the papers out. Again, because the papers are all in order, it takes just a minute for her to hand back all papers.

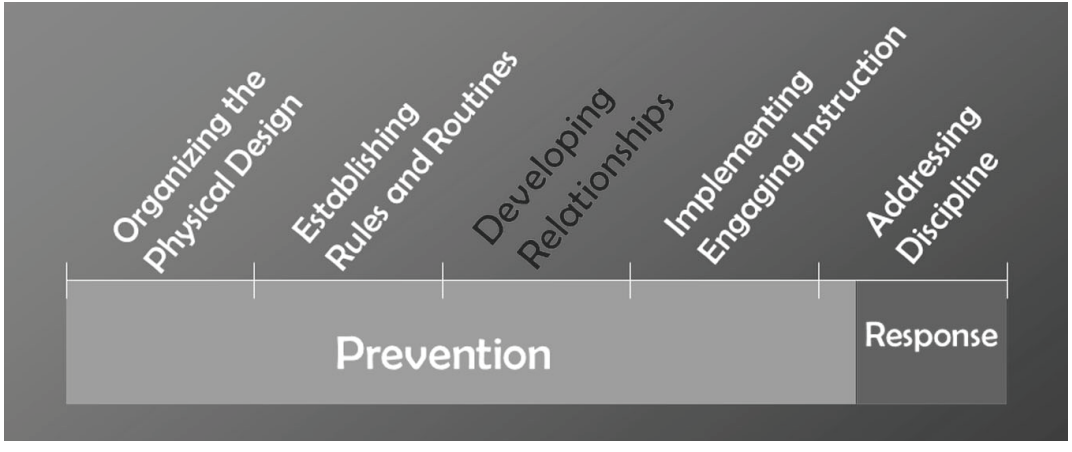
Source: Chinn (2012)

2. Ms. Casey, a 1st-year high school music teacher, carefully plans for the new school year's orchestra. She chooses the music that the orchestra will start practicing at the beginning of the year. She develops the following list of 10 rules for the orchestra class:
    a. Begin on time.
    b. Keep backpacks away from the practice area.
    c. Keep instrument cases away from the practice area.
    d. Tune your instruments quickly.
    e. Do not talk while the conductor is talking.
    f. No food or gum.
    g. Practice every day.
    h. Stop playing when the conductor stops conducting.
    i. Listen carefully to directions.
    j. Pack up without talking.

    Ms. Casey does not have time to check the room before the first class to see how the furniture is arranged or what materials are available, but she is able to get the roster so that she knows which students are in the orchestra. She checks with the previous teacher to find out what instrument the students play. For the 1st day's rehearsal, she plans an ice-breaking activity in which the students discuss their favorite music, along with similar activities. Based on your experience and what you have learned about classroom rules and routines, how do you think Ms. Casey's first few days of school will go? What are some strengths and weaknesses of her preparation and plans? In what ways can she improve her likelihood of getting the school year off to a smooth start?

    Source: Chinn (2012)

Figure 5.1. The Process of Classroom Management



CHAPTER 5

Developing Relationships

The third component of classroom management (see Figure 5.1) is developing caring relationships. The idea of developing caring relationships is often overlooked during conversations about classroom management. So how and why is the task of developing caring relationships important in a teacher's overall classroom management plan?

All learning takes risks. Whether a teacher asks a student to write an answer on the board, shoot a basketball into the hoop, or spell a word in front of the class, there is an element of risk involved. The degree of risk will depend on the individual student's personality; an extroverted student will be more likely to take a risk more quickly than an introverted student. Students will not take risks if they do not feel safe and cared for by their teacher and their classmates. Research supports the idea that the quality of relationships that exist within a classroom setting has a direct impact on a teacher's ability to develop an environment conducive to learning (Newman, 2000; Pianta, 2006). More specifically, this research consistently affirms that students who perceive their teachers to be caring and respectful are more likely to cooperate, adhere to classroom rules and routines, and engage in academic activities (Osterman, 2000; Wentzel, 1997, 1998). In light of this, it is a teacher's responsibility to develop caring relationships with his or her students and among the students in the class. These two types of relationships are discussed below.

TEACHER–STUDENT RELATIONSHIPS

It is clear that students respond better to caring teachers. I hope that people who choose to enter the teaching profession bring with them a caring disposition. Although that personality trait is a good start, it is not enough. It is imperative that we think more purposefully and strategically about the issue of caring and be able to identify specific strategies that communicate care. There are many different ways to communicate to students that you care about them both academically and personally. Following are some examples.

Maintain a Sense of Humor

Humor plays an integral role in creating a comfortable learning environment, and it is vital to be able to laugh at yourself when you make mistakes. Did you trip over a piece of equipment in front of the room while you were in the middle of giving a lecture? Did you get tongue-tied and say the wrong word and something silly came out? Did you write the wrong answer on the board? There are many times when we make mistakes. Take this opportunity to laugh at yourself. Likewise, laugh with your students when something is funny–but also be able to regain order quickly, to not lose too much time for academics.

Be a Real Person

For some reason, students (of all ages) have trouble understanding that their teacher is a "real person" with a life outside the school building, which is why they love to learn personal information about us. Don't be afraid to let your students into your life a little. Do you have a favorite hobby or activity? Do you have a favorite sports team? Favorite books? Do you have children? Students especially like to hear stories about our children when the children are similar in age to our students that particular school year. When you ask students what they are planning to do on the winter or spring recess from school, consider sharing your plans as well. Frequently, when you share some personal information about yourself, those are the times that students find out that they have something in common with you. As a result, students often feel more connected with you and are more likely to follow the rules and routines and engage in academic tasks.

Remember that the goal of sharing some personal information with students is to help make a connection and get to know students better, not to develop a friendship with them. Remember to be cautious about the type of personal information you choose to share and be certain to maintain a professional distance with your students. For example, it is not appropriate to share information about the variety of people that you may or may not be dating. This is especially important for novice teachers who plan to teach high school because they tend to be much closer in age to their students than teachers who plan to teach elementary school, although it is still important to maintain a professional distance no matter your age or the age of your students.

I would not recommend participating in social media sites with your students (such as becoming friends with them on Facebook). In fact, be sure to use all social media sites with caution and post personal information on these sites with extreme care. Never post something that you would not be comfortable with the entire world viewing; it might be viewed by your students and their parents.

Be Welcoming

Your students will spend many hours in your classroom, and you will want to be sure that they feel welcome and comfortable in that environment. There are many simple but effective ways to help accomplish this goal. Consider greeting your students at the door as they arrive in the morning or for that particular period of the day. What could be more welcoming than seeing your teacher anxiously awaiting your arrival? In addition, be sure to say "good morning" or "hello" to each student and do so with a smile and by using their name. Students appreciate it when a teacher learns and uses their name quickly in the school year.

Learning students' names can be particularly challenging for middle and high school teachers, who may see as many as 150 students a day for only short periods of time. If you have this many students, you can develop some specific strategies to help remember their names. If you are a visual person, it might be helpful to ask students to bring a small photo with their name on the back of it to class during the 1st week of school so that you can use the photos like flash cards to practice learning names outside class time. This may seem like an overwhelming task in the beginning of the school year. However, it is an important one and very much appreciated by students.

Provide Extra Help

Students need to know that you are available to provide extra help when they need it. You can take the initiative by inviting students who are struggling with a particular concept to come before or after school or during a study hall period for tutoring rather than wait for the student to seek out help. Providing this extra tutoring may require that you come in before school, stay after school, or give up some of your lunchtime or prep periods, but your students will appreciate it. Another alternative that may help students improve their grades is providing extra credit assignments or projects. This may be especially important with high school students who might have jobs or family responsibilities that prevent them from spending time at school outside school hours. If given enough time to complete an extra credit project, the student may be able to work on it at home in the evenings or on the weekends. If you are willing to give up some of your own free time or be flexible in creating feasible extra credit assignments for students, they will definitely believe that you care about their academic success.

Provide Ongoing Feedback

For students to be successful, they need to receive ongoing feedback about how they are doing in each subject. To facilitate this, make time to regularly

evaluate whether students are achieving learning goals and communicate this information to your students and, when appropriate, to parents. In many cases, there will be formal feedback and assessment procedures already established: More and more schools are moving toward computer-based programs that require you to post grades online, which allow both the students and parents to view students' grades. In addition, progress reports providing a mid-marking period assessment are often posted online or emailed to parents. And, finally, report cards are given at the end of the marking period or quarter.

Feedback, however, is about more than grades posted online or provided on a progress report or report card. Do not forget about the value of one-on-one conferences with students, notes or phone calls home, and other informal and ongoing methods that allow for conversation about the student's progress. A popular method in elementary school is a "Friday Folder" system, where teachers send a note home (in the child's folder) to parents each week highlighting some of the students' successes and challenges during that particular week. Then the parent is expected to sign the note and return the folder on Monday. Alternatively, you can develop a system where you have a 5-minute conference with each student once every 2 weeks to provide some informal feedback about how the student is doing. There are all kinds of systems that can facilitate this process. Choose a system that works for you and be consistent so that you are confident that students and parents are receiving the pertinent information.

Encourage Students to Regulate Their Own Learning

When students receive ongoing and consistent feedback about their progress, they are more aware of how they are doing and what they need to do to improve. Consider involving students in the process of evaluating their work. Teach them how to set learning goals, develop a plan for how to achieve them and a plan for how to evaluate whether they have achieved their goals. This type of goal setting and evaluative skill will go a long way to helping students be successful students for many years to come.

Be Available to Talk

It seems that students are coming to school with more and more problems that interfere with their learning. There are many times when students are just looking for a sympathetic ear and need someone to listen to them for a few minutes. Although you are not a counselor, you can play a crucial role in that process. Students will elect to speak with you because they trust you and know

that you care about them. Be aware of the referral process in your school for when issues become "serious" and need the expertise of a counselor.

Be Sensitive to Students' Personal Concerns

Sometimes students are sensitive to or preoccupied with certain situations or circumstances in their life that are also interfering with their learning. Is one student having a particularly difficult time because her parents are getting divorced? Is a student having trouble adjusting to the arrival of a new sibling? Is a student self-conscious because she just got glasses or braces? Is a student self-conscious because he is shorter than all the other boys in the class? As teachers, we can try to be aware of the fact that one of our students might be "off" because something is bothering her. Once we are aware, we can go out of our way to provide some extra special attention to that particular student. Again, this extra attention helps communicate to students that we care about them.

Learn About Students' Cultural Backgrounds

In a multicultural classroom, another critical point in developing effective interpersonal relationships with your students is that you must understand and appreciate the cultural backgrounds of your students and their families. It is not possible to build caring relationships with your students if students believe that you dislike their cultures or are disinterested in them. Consequently, it is important to learn more about your students' cultures. One simple idea is to just talk to students and ask questions about traditions and events in their cultures. Students are usually proud of their heritage and welcome the opportunity to share this important part of what makes them unique. You may also consider attending some community events to develop a better understanding of your students' backgrounds. Another suggestion is to visit a local community center to research the cultural activities and beliefs of your students. Finally, take a neighborhood walk to develop an understanding of the communities where your students live and the places where they like to play and spend time. Again, they will be very excited to share these special places with you. All the information that you learn about your students and their cultural backgrounds will help you develop caring relationships with your students, which will make you a more effective classroom manager.

Take a Personal Interest in Students

Getting to know our students outside the classroom goes a long way toward helping them know that we care about them as people, not just as students.

There are many ways to get to know our students. Learn some details about each student such as his or her favorite sport, hobby, or book. Think about attending student performances and club activities such as soccer games, swim meets, theater performances, debates, concerts, and club fund-raising events. Finally, just talk to students about their personal lives. Once we know our students a little better as people, we can also use examples from their personal lives to illustrate academic concepts, which helps make learning more engaging. Something as simple as including the names of students' favorite sports teams in a math problem can increase the students' interest.

Many of the strategies that communicate care can be implemented during class time, such as smiling and greeting students at the door. Other strategies require an investment of time outside the class–talking with students, going to school events, giving careful feedback, and so on. It is difficult to provide sufficient academic and personal caring if you do not make time to meet students or attend events before or after school or during your lunch periods.

Although it is important to plan some time to meet with students and attend school events before or after school, it is also crucial to remember that you must still make time for yourself. Teachers are famously nurturing, giving individuals, but if you do not take care of yourself, you cannot take care of others. Decide what makes you feel energized and refreshed and schedule time to do these things. Do you like to participate in an exercise class, watch movies, read great novels, shop, or something else? Then be sure to plan to continue with these activities during the school year. Life as a teacher is very time-consuming, but you will be better equipped to meet your students' needs if you also prioritize your own emotional health.

RELATIONSHIPS AMONG STUDENTS

Relationships among the students in a classroom also have a strong impact on classroom management. The better students get along with one another, the fewer problems will arise in the classroom. Over the past decade or so, classroom management programs that focus on promoting positive student relationships have gained in popularity (Battistich, Watson, Solomon, Lewis, & Schaps, 1999; Felner, Favazza, Shim, & Brand, 2001). In these programs, community is the foundation of classroom management and caring relationships are the foundation of community.

The key to developing positive interpersonal relationships among students is to provide students with opportunities to form connections with their classmates. If students feel personal connections with each other, they are less likely to engage in bullying and other disruptive behaviors. This does not mean that all students in the class need to be close friends; this would be an unrealistic

goal. Rather, the goal is to develop a caring and respectful classroom environment in which students respect each other and in which academic and social-emotional learning can take place as a result.

A good way to help students form connections with their classmates is through the use of community-building activities. These are class activities that help students learn more about each other as people or help students learn to work together as a team. In general, community-building activities fall into two categories. The first is get-to-know-you activities, which are ice-breaker activities that provide students with the opportunity to learn new things about their classmates. These are typically done when a group of students first comes together. The goal is for students to learn about each other so that they will feel a more personal connection. The second are team-building activities, which require the whole class or a small group to work together to accomplish a task successfully. These activities promote positive interconnections because students need to work together to succeed.

After either kind of community-building activity, hold a follow-up discussion with students, encouraging them to reflect on what they have learned. You might simply ask, "Who learned something new about someone today?" This question serves two purposes. First, it holds the students accountable for paying attention during the activity. Second, it allows other students to learn what only a few students learned about particular classmates, thus enabling other students to form their own connections with that particular student. Some examples of get-to-know-you activities and team building are discussed in the following section.

GET-TO-KNOW-YOU ACTIVITIES

Beach Ball

Get a large inflatable beach ball and use a permanent marker to write as many get-to-know-you questions as you can fit on the ball. Then ask the class to form a large circle and toss the ball around. Each time a student catches the ball he or she must answer the question that is under one of his or her two thumbs before the ball is tossed by that student to the next person. Some sample questions include the following:

- What is one of your pet peeves?
- What is one thing that you would include on your "bucket list"?
- If you could go anywhere in the world, where would you go and why?
- What is your dream job?
- Describe yourself in three words.

- What is your favorite family tradition or holiday?
- What is your most embarrassing moment?
- What is one of your weird quirks?
- What TV sitcom or family would you want to join?
- What product would you refuse to promote and why?
- Where would you go if you were invisible?

Human Scavenger Hunt

Students are given a sheet with a list of 25–30 different characteristics on it ("has a pet," "likes rock music," "plays a sport," is "outgoing," etc.). The objective is to find a person in the class who fits one of the descriptions and get that classmate's signature next to the characteristic. Students mill around asking each other questions to fill in their signature sheets. When making up the list, be creative, but include characteristics pertinent to the group. Each person may sign a classmate's sheet only once. If the activity is used in a foreign-language class (or in an English as a Second Language class), students can gain practice by using the new language to ask and answer questions.

Lollipop

Pass out lollipops to the group. For every letter that appears in the flavor, the participant has to share something about him- or herself with the group.

TEAM-BUILDING ACTIVITIES

The Human Knot

Divide the class into groups of approximately 10 students. Have students stand in a circle and reach both their hands out. Each person must grab hands with two other people in the circle. There are two rules: (1) Students may not hold both hands of the same person, and (2) students may not hold hands with the person on either side of them. The goal is for each group to work together to untangle themselves without letting go of their hands. They are successful when they end up back in a circle.

Birthday Line Up

Have students in the entire class attempt to organize themselves in one straight line according to the order of their birthday (January–December). The catch is that they must do this without talking and in a given time limit.

We All Connect

The first student begins by making a statement about herself and then places her hands on her hips. Then any person in the class may jump up and link onto that person by making a statement about himself that "connects" to the first person's statements. For example, one student might say, "My favorite food is chocolate." Then, the next person might say, "I went to Hershey Park on vacation this summer." Then, another student might say, "I spent my summer surfing and swimming." The connection between the first two statements is chocolate and between the second and third statements is summer. This procedure continues until each student has connected onto the circle. Encourage students to be good team players by making broad statements that leave a lot of possibilities for their classmates to connect onto the circle. If the statements get too narrow and unimaginative, it is not as productive or fun. To add some more difficulty, provide students with a time limit for the whole activity. This activity actually serves as both a team-building and get-to-know-you activity.

Master Designer

Split students into groups of four or five and give them envelopes with geometric shapes in them, together with a cardboard enclosure. Students arrange their geometric shapes into a design. Students sit so that they cannot see each other's designs behind the cardboard. Each student takes a turn being the "master designer," trying to explain his or her design using words and gestures, but without touching or showing any of his or her pieces. The other students try to reproduce the master designer's design. They may ask questions of the designer and also discuss what to do among themselves.

TEACHER–PARENT RELATIONSHIPS

Another type of relationship that affects your ability to effectively manage your classroom is the one that you develop with the students' parents. Research demonstrates that students achieve more when their parents are involved in the learning process (Walker & Hoover-Dempsey, 2006). Parental involvement means that parents stay abreast of what their children's assignments are and what they are doing in school and that parents attend school functions such as athletic events or concerts and back-to-school night. There is evidence that parental involvement also improves student achievement, behavior, and values and character (McNeal, 1999).

It is important to be aware that some parents will be more involved in their children's education than others. This is normal, and it does not mean that your plan to involve parents is flawed. Rather, there are likely many other factors at

play. In some socioeconomic situations, parents may be required to work multiple jobs or night shifts, which prevents them from being an active participant in their child's education. Alternatively, some cultures may not perceive direct involvement in schooling to be part of their responsibility as parents (Weinstein et al., 2003). A culturally responsive classroom manager considers the possibility that a lack of direct involvement reflects a differing perspective about parental responsibility rather than a lack of commitment to their children's education (Weinstein et al., 2003).

As a teacher, it is your professional responsibility to work to build cooperative relationships with parents that will most benefit your students. Cooperative relationships do not happen automatically; they require mutual effort and good communication and interpersonal skills. Some personal skills and attributes that teachers must acquire in order to build cooperative relationships include respect for all parenting styles (even those that differ from your own beliefs), good listening skills, kindness, consideration, empathy, enthusiasm, and an understanding of parent-child relationships.

It is also important to remember that a large part of developing relationships with parents involves engaging in two-way communication. This will be particularly difficult if your students live in a non-English-speaking household. Whenever possible, seek out resources that will help you prepare some of your methods of communication in the home language. For example, is there an English as a Second Language or bilingual teacher in your school building? Or, do you know someone in your personal life who speaks another language? Can you use a computer program to help translate a parent letter into another language? This is especially important with respect to keeping parents up to date about upcoming events and special school happenings.

Some additional concrete strategies that you can implement to foster cooperative relationships with your students' families are the following:

- *Send a welcome letter to the parents at the beginning of the school year*–This should be written in a positive way that expresses enthusiasm for having their child in class. It should also convey the idea that you look forward to working as a team to help their child reach his or her fullest potential during the school year, and it should communicate your instructional goals for the year.
- *Make the first interaction with a student's parents a positive one*–For example, during the 1st week of school, write a note or email home to that particular child's parent informing the parent about something that you observed his or her child doing well. You don't want your first interaction with parents to be one in which you are complaining about the student's behavior or academic performance; parents may then develop negative feelings about their interactions with you.

- *Send positive notes and emails home throughout the school year*–Both students and parents love to receive positive notes. Unfortunately, too many parents hear from their child's teacher only when something is wrong.
- *Send progress notes home*–Progress notes enable parents to keep up to date on how their children are doing in your class. You can also write your own newsletter to parents describing what your classes are learning and with what projects they are engaged. These can be posted on your website or sent home to parents with the students.
- *Welcome parent input*–Parents are an invaluable resource when you are trying to get to know your students and they will welcome the opportunity to help you learn about their child. This strategy is especially important when students are from non-English-speaking families or different cultural backgrounds because parents can provide insight into their children's culture and prior educational experiences and whether there are any special needs or customs that the teacher should be aware of.
- *Invite parents to help with various classroom activities*–There are many ways to involve parents in the classroom. Elementary school teachers can extend invitations to parents to read with individual children, play math games with small groups, send in supplies for a special craft or project, or give a guest talk about their job or an interesting hobby. At the secondary level, parents can lend expertise to projects (e.g., a parent who works as an urban planner can talk with students working on an urban planning project about how professional planners go about their job) or to club activities (e.g., lending expertise to the gardening club). Also, consider inviting parents to present to the class about customs, traditions, or celebrations that are unique to their culture.
- *Develop a class website or a class newspaper*–This will help keep parents up to date on classroom or school happenings with input from the students.

When you use these and similar strategies, you enhance your chances of developing cooperative relationships with your students' parents. Because these interactions focus on positive messages, it will be easier for you to contact parents and gain their cooperation if problematic situations arise later on. When parents have had positive interactions about their children with you, they will be less likely to react negatively when you ask their help with a problem involving their child.

Overall, although there are many different types of relationships that exist within a school setting, three of the most important relationships that affect your ability to develop an environment conducive to learning are those relationships formed between you and your students, among classmates, and with the

students' families. If you implement specific strategies that enable you to foster strong relationships in each of these areas, the end result will be an environment where more time is available for learning and students are more willing to take the risks necessary for learning to occur.

DEVELOPING CARING RELATIONSHIPS

With so many strategies to choose from, there isn't a right or wrong way to show students that you care about them. So how do teachers ensure that they are building caring relationships in their classrooms? Here are examples highlighting some of the strategies emphasized by our three teachers.

Amy: 1st Grade

Amy knows that it is important for her students to feel that she cares about them. She makes an effort to stand at the door in the morning and greet her students with a smile and by name as they enter the classroom. She often comments on something that a particular student is wearing or talking about. Given that her class size continues to increase, this is a simple and efficient strategy that ensures that Amy makes contact with each student every day. On a student's birthday, she will find a birthday card, stickers, a new pencil, and a piece of candy waiting on her desk when she arrives. Amy regularly writes positive notes home to the parents letting them know how their children are doing in class, especially when they did something kind for another classmate. If a student is absent, Amy sends the students' parents an email so they can let their child know that she was thinking about him or her and hopes they are feeling better soon.

Amy also devotes an enormous amount of time to developing a caring community during the first 2 months of school. She knows that if students care about one another, there will be fewer problems that arise. To that end, Amy teaches conflict resolution skills using literature and role-plays. Amy selects a book that illustrates a common problem that 1st-graders may have to deal with and then conducts role-plays to practice some of the skills that students may use to solve conflicts. Her goal isn't to avoid all conflicts in the classroom, because that is unrealistic, but rather to teach her students the skills necessary to deal with a problem so that it doesn't linger and interfere with their learning.

Anne: 5th Grade

Anne also believes that caring relationships are at the heart of effective classroom management. Anne's trademark morning greeting consists of standing at the door, saying "good morning" to each student, and then giving each

student a high five. The students love this and look forward to it every morning. The students also love the "lunch breaks" that Anne has every Friday. Each week, four or five students are invited to eat lunch in the classroom with Anne. During this time, the rule is that nobody can talk about schoolwork. Students must ask each other and Anne questions to get to know everyone better. Anne does this all year long and tries to rotate the groups frequently so that students are constantly getting opportunities to get to know different students better. In addition, since Anne coteaches for 2 periods each day and it is important that all students also develop a relationship with the special education teacher, she invites him to attend the lunch breaks as well. During lunchtime on the other days of the week, Anne is available for extra help in any subject that students are struggling with. They just need to provide 1 day's notice that they would like to come for extra help on the next day. Finally, to keep parents in the know, Anne's class creates a monthly newsletter. At the beginning of every month, Anne provides an overview of their academic goals and a description of the projects and activities that they will engage in over the next month. Then students decide who will be responsible for writing about which part of their goals and activities for the month in the newsletter. There are a few set times throughout the week when students can work on the newsletter. All articles are due a few days before the end of the month. Anne compiles the articles into a newsletter, and it is sent home to the parents.

Tim: 9th-Grade History

Tim is considered a very popular teacher, and one of the reasons for this is that his students know that he cares about them. Tim always seems to have athletes in his class every year. As a result, he makes sure he reads the high school sports section of the newspaper every morning before school. This allows him to comment on a particular student's or team's performance when students arrive to his class. He also attends sporting events, club activities, and theater performances by the students. Whenever possible, he brings his wife and two sons to these events. His students love the opportunity to interact with his sons.

Tim likes to get to work very early and prepare for the day. He decided that students might like the opportunity for a quiet place to study and mentally prepare for the day. Thus he allows students to use his room as an extra "study hall" location before school starts. Every once in a while, he stops off at a grocery store and surprises the students with doughnuts and orange juice to enjoy during the study hall. Finally, to keep parents in the loop, Tim uses a class website. Each of his classes has a different section of the website devoted to information pertinent to their class. For example, parents can keep up to date with the daily homework and look at announcements about upcoming tests or quizzes and any special projects. Since Tim knows that some of his students' families do

not have a computer in their homes, he makes a paper copy of the information pertinent to each class and leaves it by the computer. Students know that they are free to pick up a paper copy or access the information from the classroom computer on their own.

Now that we have heard what strategies our teachers emphasize, let's hear what our students have to say about ways their teachers show that they care about them.

IN THE STUDENTS' VOICES

Research consistently demonstrates the importance that students place on their teachers' ability to develop caring relationships with and among students (Woolfolk-Hoy & Weinstein, 2006), and interviews with our four students confirmed this sentiment. For example, the students were asked to think of a teacher who they believed cared about them and explain why they believed this teacher cared. Some of the students' responses highlighted different ways that teachers showed they cared about the students' academic success:

- "She always made us set goals for ourselves. For example, she helped me with my writing by helping me identify my strengths and weaknesses and then developed strategies to improve in my weak areas." (Chelsea, 8th grade)
- "You can tell a teacher cares because they want you to be interested in learning. Therefore, they take some of your ideas and build on them to help us learn in ways that are interesting to us. They are flexible and let us contribute to the learning process." (Chris, 10th grade)
- "She was always available to help after school or during lunch if we are having trouble with something." (Chelsea, 8th grade)

Some of the other responses indicated that it is the little things that show that a teacher cares about students:

- "A caring teacher is the kind who says silly stuff to you and likes to joke around with you during the day like at lunch and recess." (Jack, 3rd grade)
- "A caring teacher is the teacher who takes the time to actually have a conversation with you as a person." (Jessica, 12th grade)
- "A caring teacher is the kind of teacher who will stay in touch with you over the years and keep tabs on how you are doing." (Chris, 10th grade)

Students' responses also confirmed that a caring relationship between the teacher and students has a positive impact on students' behavior. For example,

when students were specifically asked about how they believe student behavior is affected by the relationship with the teacher, some of the responses included the following:

- "If you believe the teacher cares about you, you are definitely more likely to cooperate." (Chris, 10th grade)
- "If there is a good relationship between you and the teacher, you won't want to be a troublemaker." (Chris, 10th grade)
- "If your teacher cares about you, you work harder and behave so you can make the teacher happy." (Jack, 3rd grade)
- "It comes down to respect. If you have respect for the teacher, you are not going to want to act up and cause problems for them. You are going to care about what they have to say and are trying to teach you so you will listen." (Jessica, 12th grade)

Finally, students' responses also highlighted the importance of the relationships among students in the classroom setting. All students believed that the more positive the relationships among students were, the more positive the overall learning environment would be:

- "If students don't get along with one another, they will fight and it gets very loud. Then students can't concentrate on their work and learn what they are trying to learn." (Jack, 3rd grade)
- "You need to get along with your classmates and trust them so you know that they aren't going to make fun of you when you give an answer." (Jack, 3rd grade)
- "If the students care about one another, students will feel more comfortable answering questions and not be afraid to get the answer wrong." (Chelsea, 8th grade)
- "Yes, if you have a good core group of students, it can be a cooperative and productive environment. Then you will feel safe and more willing to participate and answer a question." (Chris, 10th grade)
- "Yes, it is important. If you have to constantly worry about someone starting something with you in class, you can't pay attention to the teacher. You need to trust the teacher and your classmates to be able to learn." (Jessica, 12th grade)

Focusing on Key Points

- ➢ All learning takes risks, and students won't take risks unless they feel safe and cared for by their teachers and classmates.
- ➢ Students who feel cared for are more likely to cooperate, adhere to classroom rules and routines, and engage in academic activities.

Strategies to Develop Teacher–Student Relationships

- Maintain a sense of humor.
- Be a real person.
- Be welcoming.
- Provide extra help.
- Encourage students to self-regulate their own learning.
- Be available to talk.
- Be sensitive to students' personal concerns.
- Learn about students' cultural backgrounds.
- Take a personal interest in students.

Strategies to Develop Student–Student Relationships

- Conduct "get to know you" activities.
- Conduct teamwork activities.

Strategies to Develop Teacher–Parent Relationships

- Be cognizant and respectful of parents' cultural differences and socioeconomic challenges.
- Send a welcome letter home.
- Make the first parent interaction a positive interaction.
- Send positive notes or emails home.
- Send progress reports home.
- Welcome parent input.
- Engage parents in school activities and projects.
- Develop a class website or newspaper.

Reflection Questions

1. Thinking back on your own school experience, what teacher stands out in your mind as caring? What did this teacher do that made you think he or she cared about you?
2. Which of the recommended strategies will be most important for you to incorporate into your practice and why?
3. What types of strategies have you found effective with respect to learning students' names?
4. In your experience as a student, have you witnessed a teacher who you believed had trouble maintaining a

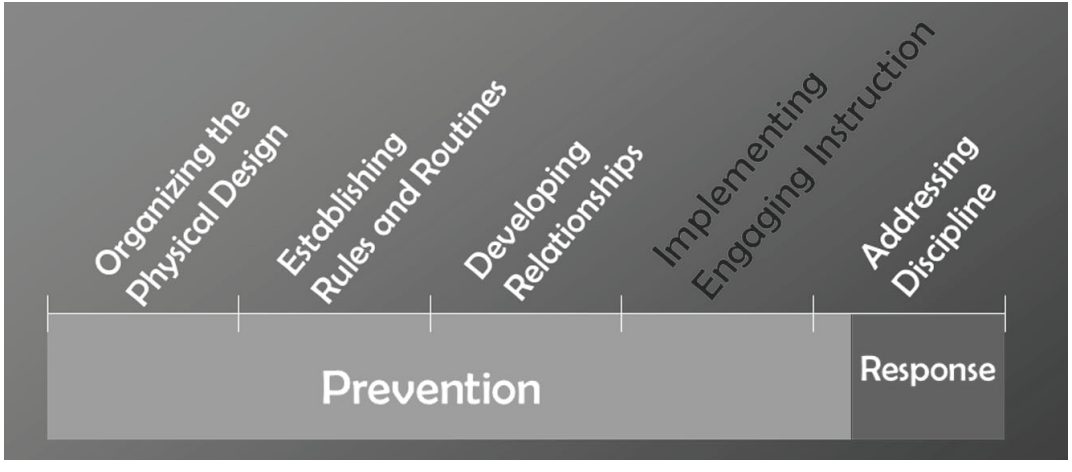
professional distance with his or her students? If so, what was the impact of this problem on his or her teaching?

5. Think about the different social media sites in which you participate. If you were a prospective employer and were charged with "vetting" you for a possible teaching opening, what type of content that is posted on any of your sites might cause a potential employer to think twice about hiring you and serving as a role model for students?

Putting Knowledge into Practice

1. Several teachers recently attended a professional development workshop on how to approach a parent–teacher conference effectively. The workshop presenter suggested three potential strategies. Below are examples of three teachers each describing the particular strategy they use. How would you evaluate each approach? Which teacher's approach do you think would be most successful? Why? What could you do to strengthen their approaches? Can you see yourself implementing any of these three strategies? Why or why not?
    a. Teacher #1–I take the "sandwich" approach. I start with something positive, continue with the things that the child needs to work on, and finish with something positive. I also have the child's portfolio with me the day of the conference.
    b. Teacher #2–It is extremely important to start with a positive statement about the students and to point out any positive experience that child has had to date. I like to make sure that as the parent ends the conference, I review two or three main things the student must do to become an even better student and ask that the parent contact me in a couple of weeks to see if there has been an improvement.
    c. Teacher #3–I write notes about the child before the conference and put them into two categories: Strengths and Goals. This helps me to stay focused on the child and their strengths and needs both academically and behaviorally.

Figure 6.1. The Process of Classroom Management



CHAPTER 6

Implementing and Managing Engaging Instruction

The fourth component of classroom management (see Figure 6.1) is engaging instruction, which involves using instructional techniques that increase students' motivation and interest in learning. It is imperative that teachers understand that there is a reciprocal relationship between engaging, motivating instruction and effective classroom management. This means that, on the one hand, the more engaging the instruction is, the fewer behavioral issues will arise, because students are actively engaged, interested, and motivated in the lesson (Savage & Savage, 2010; Weinstein & Romano, 2014). On the other hand, there are some issues of classroom management that must be attended to so that a teacher can implement an engaging and motivating lesson.

To explain this idea, let's think about an elementary science teacher who decides to have her students build papier-mâché volcanoes and make them erupt to illustrate the concept of magma and lava. Undoubtedly, the majority of students will anxiously anticipate this lesson and more than likely will be on their best behavior because they want to participate. There is also a high probability that during the lesson, the students will be highly engaged, creating little opportunity for misbehavior. Be aware that if the teacher has not adequately planned the lesson ahead of time, there will be many opportunities for misbehavior. For this lesson to be successful, the teacher will have had to prepare and organize all the materials, think about how to distribute and collect the materials, and decide which groups of students will work best together. Finally, the teacher must also consider what he or she will do if a student cannot handle the activity.

In short, engaging and motivating instruction goes a long way toward eliminating behavior problems before they start. To implement a lesson smoothly, teachers must develop a clear understanding of the many managerial tasks that they must attend to before, during, and after a lesson in order to implement an engaging and motivating lesson. Following are some of those tasks.

BEFORE A LESSON

Consider the Physical Design

Although we have already discussed the idea of creating a thoughtful and purposeful physical design of the classroom, those strategies were general strategies to incorporate to help with the overall classroom environment. However, when thinking about the implementation of certain lessons, you need to consider additional specific issues related to the physical environment. For example, can the current physical design of the classroom accommodate this lesson or activity? Sometimes you may have a wonderful idea for an activity to support a particular concept, but the room may not be accommodating. Consider the teacher who wants to simulate the solar system and the distance between the planets; this probably won't be possible in the classroom because there is not enough space to spread the students out to accurately represent the distance between the planets. The teacher will need to plan ahead and find an alternate space in which to conduct the lesson such as the front lawn of the school or the playground. Think about the teacher who has a science concept that he or she wants to demonstrate to the whole class. Is there an area large enough for the class to gather that enables all students to see what the teacher is doing? If not, the teacher will need to revise his or her plans.

Plan for the Necessary Materials

Most successful lessons draw on a variety of materials throughout the lesson. Materials can include items that are pretty standard in classrooms, such as chalkboards, chart paper, markers, rulers, scissors, and glue. However, with the growing popularity of technology, you can now draw on a broader range of materials and incorporate iPads, interactive whiteboards, PowerPoint or Prezi presentations, and so on. Many of these materials are not standard equipment in classrooms. Whether the materials and equipment are readily available or not, you should be aware of the materials required for the lesson and develop a plan to obtain those materials, if needed. Sometimes this requires giving sufficient notice to sign out the equipment such as a set of iPads that may be shared by the whole building or a particular grade level. Other times, it may mean organizing the materials already on hand in your classroom so they can be used without wasting time. In addition, remember to consider how the materials will be distributed and used during the lesson as well as cleaned up after the lesson.

Consider the Number of Students

There are many times when the number of students participating in a lesson or activity is an important factor in the design and implementation of the

lesson. Remember that many students are pulled out of classes at different times throughout the entire day for different types of instruction and activities such as speech lessons, English as a Second Language instruction, music lessons, gifted and talented instruction, and basic skills instruction. In addition, students are periodically absent. Therefore, when planning a lesson, be flexible enough to account for the changing number of students who are in the classroom during a given time period and develop a plan for how to help the students who were not present during the lesson learn the necessary material.

Decide How to Group Students

Many teachers like to incorporate cooperative or collaborative work into their lessons, which requires students to work with other students. In order for the group work to go more smoothly, you need to think about how you will group students. For example, will students be grouped by interest or academic ability? Can students choose their own groups or will you assign the groups? In addition, how will you direct students to move into their groups?

DURING A LESSON

Incorporate Relevant Content

It is essential that students feel that the content they are learning is relevant to their lives. Basically, if students see a purpose for what they are learning, they will be more willing to invest their time and effort and will remain engaged in the lesson. You can find ways to incorporate students' interests, such as music, art, TV shows, or particular sports and hobbies, into your lectures, discussion, and activities.

In a multicultural classroom, additional effort should be made to incorporate curricular materials that represent and discuss issues that are relevant to all races, ethnicities, and religions. Some possible ideas include the following:

- Build a multicultural library that includes books that feature characters that look similar to your students.
- Read literature by authors from other cultures.
- Have students research and write about different aspects of their culture or traditions shared by their families.
- Assign students research projects that focus on issues that apply to their own community or cultural group.
- Have students share and write about artifacts from home that reflect their culture.
- Read local community newspapers and use the current happenings as a springboard for lessons that day.

- Use the linguistic diversity in your classroom as a springboard for a study of language and communication patterns.

Provide Clear Instructions

One of the more challenging aspects of implementing a lesson is providing clear directions for different aspects of the lesson. Be sure to supply explicit step-by-step directions and model the first few steps of the process. An effective way to double-check the clarity of your directions is to ask students to repeat the directions. Some additional suggestions for providing directions with clarity include the following:

- Explain when the assignment is due and how it will be evaluated.
- Anticipate trouble spots and ask students how they might tackle difficult parts of the assignment.
- Describe the equipment and materials necessary to complete the assignment and the procedure for obtaining the equipment and materials.

Teach Collaborative Work Skills

Many teachers incorporate collaborative or cooperative work into their lessons. There are many benefits and pitfalls to having students work in small groups or with a partner. In order to capitalize on the benefits and avoid potential pitfalls, remember that students need to be taught how to work in groups. This is not something that students inherently know how to do. It requires explicit directions and practice in skills such as listening, sharing, complimenting, and challenging one another's ideas. For example, spend some time playing the game telephone, which requires exceptional listening skills. In order to play the game, one student tells a short story quietly to another student. Then that student continues the game by telling the story to another student and so on. The game continues until every student has had a chance to listen to and repeat the story. After the last student hears the story, he or she repeats the story out loud. Then, the class assesses how well the final story represents the original story. After the game is played, discuss the importance of listening skills and how good listening skills will help the students work more effectively as a group.

Plan for Transitions

A transition is a change in activity. Examples of this can include moving from one area of a room to another, moving from one classroom to another, switching from one subject to another, or changing the type of activity students

are working with. Most lessons have several transitions, so be sure to plan for different kinds of such changes. For example, is the lesson going to take place in several different areas of the room? Some lessons in elementary classrooms begin on the rug and then students move to their seats. Or in a high school class, the lesson may begin with students gathered around the lab table for a demonstration before dividing into small groups for an experiment. In any of these situations, students will need instructions on how to move from one area of the room to another in an orderly fashion.

Monitor Progress and Provide Feedback

Monitoring students' work and providing feedback will help students stay engaged in the task at hand. One of the most effective ways to accomplish consistent student engagement is to circulate and check in with all students. This method enables you to observe what the students are doing and whether or not they have grasped key concepts. This also allows you to refocus students who need attention, offer suggestions about how to improve, or to praise students when they are doing something well.

Monitor Student Behavior

It is important to keenly observe students to see how they are doing, including whether they are on task and if they are achieving the key learning goals. It is a good idea to have a plan for what you will do if a student clearly can't handle the lesson and is extremely disruptive (specific strategies to deal with misbehaving students will be discussed in chapter 7). Do you have an arrangement with another teacher to send the student to that classroom for a time-out? Do you have an area of your classroom where a student can go to calm down and refocus him- or herself before rejoining the lesson? Does your school have a specific place like a discipline room where students go if they are dismissed from a class?

AFTER A LESSON

Organize and Assess Student Work

For students to stay engaged in the learning process, they need timely and helpful feedback about their progress. To supply this, you can develop a system to efficiently collect, assess, and record student work. Given the number of papers teachers deal with on a daily basis, a helpful idea may be to observe and talk with other teachers about their systems and then develop a system that works

for you. Some people develop different file folder systems to help organize and assess work, while others prefer to use student portfolios. In addition, with new technologies constantly being created, some teachers continue to seek out ways to incorporate these technologic tools to help simplify and streamline the process of collecting and assessing student work.

Engage in Reflection

Reflecting on a lesson after the fact is one of the most effective strategies for improving your teaching. Consider questions such as, What parts of this lesson or activity went well? What would I do differently next time? Do I think the students understood the key concepts that I planned for them? Reflection on key questions like these will definitely help improve the quality of every lesson.

Again, understanding the reciprocal relationship between engaging, motivating instruction and effective classroom management goes a long way in preventing behavior problems and thus preserving precious classroom time for learning.

IMPLEMENTING MOTIVATING AND ENGAGING INSTRUCTION

With so many potential strategies to engage and motivate students, engaging instruction can look quite different in every classroom. Let's take a look into our three teachers' classrooms and see how they bring it all together to motivate and engage their students.

Amy: 1st Grade

As a culminating activity for a unit on healthy food, Amy's class is participating in a "Healthy Derby." Each student is required to design a moving vehicle using only healthy foods and bring it to school for the "Derby Race." They are also required to work with an adult (Amy was also available to help with this part of the project, if needed) and write three sentences explaining what makes their creation a "healthy vehicle." The students anxiously anticipate Friday's race all week long. However, Amy knows that there are some advanced planning decisions and some preparation with the class that must take place to allow the race day to go smoothly.

In preparation for the big day, Amy briefs the students on Thursday so they know what to expect when they arrive to school on Friday morning. She explains to students that after school she is going to move some of the desks to make room for the track in the front of the room, and when they arrive to

school in the morning, the classroom will look different. In addition, she explains that they can look at the track, but not touch it. Then she explains the first thing they should do when they enter the classroom is to put their vehicles on the back table because the race will take place late in the morning. After reviewing all these procedures, she asks the students several questions to check for understanding.

When students arrive to school the next morning, Amy waits in the hallway to greet them and reminds them what to do when they enter the classroom. The morning arrival goes smoothly; the vehicles are all safely arranged on the table, and students are in their seats working on their morning lessons. The actual derby takes place later in the morning, with Amy clearly guiding students through the race, giving the same care to her directions that she used in preparing the students for the day. Students are highly engaged as each one takes a turn racing his or her vehicle and measuring the distance it traveled.

After the race, all students are awarded with certificates of participation for their hard work and ribbons are given for the three vehicles that traveled the furthest distance. Amy holds a short discussion with the class about what they learned from the Derby Race activity as well as the overall unit about being healthy. The vehicles are left at school for 2 days for Amy to review them and students to observe them. She provides comments to all the students about their actual vehicle as well as their index cards explaining why they think their vehicle is healthy.

Overall, Amy thinks the Derby Race was a successful lesson. Nevertheless, based on the students' responses and her own observations, one change that she will make next time is to hold the race first thing in the morning. Although the students were quite well behaved and patient all morning, their excitement about the race did cause some distractions for the first part of the morning.

Anne: 5th Grade

Anne plans a science lesson in which students develop their own explanations of what happens to the human body during exercise. In one activity, students will measure their heart rate and lung volume before and after different kinds of exercise. Students will use equipment, including buckets of water, to measure their lung volume. Although the lesson is highly engaging, there will be many opportunities for misbehavior if Anne does not plan carefully. For example, there is a danger that the buckets of water could be spilled. Students could end up grabbing or even fighting with classmates as they wait to use the equipment. Or students might simply get off task because of the excitement of a fun activity. For this lesson to be successful, Anne must carefully think through different aspects of the lesson to ensure that it goes smoothly.

Before the lesson, Anne gathers all the materials and makes sure that she has enough for all the students. She arranges the equipment and materials on a table in order to make it easy for students to get them. She decides to arrange the students in groups of four. She also plans what to do in case of student absences. Next, she decides that the groups will spread out to different parts of the room as they conduct their experiments. Although she plans to model the directions step-by-step, she also prepares a handout to make sure students understand what they are doing.

To begin the lesson, Anne reminds students about some of the key group work skills that they must use, such as listening and sharing ideas. Next, she models the first few steps of the procedure and distributes the handout with all the step-by-step directions so groups can work at their own pace. During the activity portion of the lesson, Anne continuously circulates to different groups to ensure that students are on task and working on the key concepts. Anne is careful to save 10 minutes at the end of the class period for cleaning up. She calls one group at a time back to the sink to clean up the materials. Once everyone is cleaned up and students are back in their seats, Anne uses the last 5 minutes to summarize key concepts discovered during the activity and explain how this material will lead into tomorrow's science lesson.

Although students did not have to hand in any classwork for this activity, Anne reflects on the lesson once it is completed. She thinks about how the organization of the lesson went and what she would do differently next time. She also thinks about whether or not students understood the key concepts that she had planned. She also makes some decisions about how to link this activity to tomorrow's lesson. Finally, she double-checks to make sure that all the equipment and materials are stored properly and organized and ready to use next time.

Overall, Anne is satisfied with the lesson and feels that her learning goals were achieved. However, next time she will save approximately 5 additional minutes for cleaning up the materials because that portion of the lesson took longer than she anticipated.

Tim: 9th-Grade History

As part of a unit study on the judicial system, Tim plans to hold a mock trial with his class. In order for this lesson to go smoothly, Tim prepares certain things ahead of time and makes several decisions before introducing the idea to the class. First, he knows that with a few quick adjustments to the classroom, the physical space will work well for the trial. Next, he makes a list of the different roles that will be needed, including lawyers (defense and prosecutor), the judge, and the jury members. He also decides that he will let the class select who will participate in which role. Finally, he also decides to let the class select a topic for the trial to ensure that the topic is of interest and relevant to 9th-graders' lives.

After Tim introduces the mock trial idea, the students are very excited to get started. Tim spends 1 whole class period explaining the project, letting students select the topic and roles and preparing any other additional materials that are needed. During this time, he asks students a lot of questions to make sure they understand the procedures. Tim also explains to students how they will be assessed on their work during this project.

The trial lasts 2 weeks, during which time the students are highly engaged in the learning process. On the last day, Tim assigns a one-page reflection paper for homework. The reflection paper must explain what the students learned from the experience and what they would do differently next time if they were the teacher. Tim likes to elicit student feedback to help guide his reflection about the lesson.

Overall, Tim was pleased with the project. However, based on students' responses and his own observations, next time he plans to preselect three potential topics for the trial and let students vote among the three. Tim thinks that too much time was spent brainstorming and narrowing down topics before the final one was ultimately selected.

IN THE STUDENTS' VOICES

During a discussion about the relationship between engaging instruction and misbehavior, all four students agreed that the more engaging a lesson is, the less likely students are to misbehave. In light of this result, it is important that teachers strive to make all their lessons meaningful and engaging. Our four students offered teachers the following advice with respect to how to engage students:

- "Teachers can make their lessons more interesting and fun by using things such as blocks, cubes, and other hands-on things during math. They can also use technology like computers and whiteboards. I love that!" (Jack, 3rd grade)
- "I believe that lessons are more engaging if students have the opportunity to interact with other students while doing projects and creating things to share with the class." (Chelsea, 8th grade)
- "I would like to see more teachers utilize the 'bring your own device' idea. This allows students to look things up, watch them, and then discuss it as a class. This definitely engages students. I also think things such as group work and hands-on lessons help motivate students." (Chris, 10th grade)
- "I think the best way to engage students is to keep in mind everyone's learning style and the idea of multiple intelligences when planning the lessons. It is a little harder and more work, but it will make the class much more engaging." (Jessica, 12th grade)

Focusing on Key Points

- There is an important relationship between engaging instruction and effective classroom management. The more motivated and engaged students are in the lesson, the fewer behavior problems will arise. However, there are also key managerial tasks that teachers must attend to before, during, and after a lesson in order for an engaging lesson to take place.
- Before a lesson
  - ✓ Consider the physical design.
  - ✓ Plan for the necessary materials.
  - ✓ Consider the number of students.
  - ✓ Decide how to group the students.
- During a lesson
  - ✓ Incorporate relevant content.
  - ✓ Provide clear instruction.
  - ✓ Teach collaborative work skills.
  - ✓ Plan for transitions.
  - ✓ Monitor progress and provide feedback.
  - ✓ Monitor student behavior.
- After a lesson
  - ✓ Organize and assess student work.
  - ✓ Engage in reflection.

Reflection Questions

1. Think back to when you were a student similar in grade level to the students you want to teach or are teaching. What were your favorite learning activities? Why do you think these learning activities still stand out to you today?
2. Is engaging students the same thing as making learning "fun"?
3. Describe a lesson that you observed or taught where you believe the students were very highly engaged. In what ways might the content of the lesson have contributed to the level of student engagement?

Putting Knowledge into Practice

1. You are an expert in classroom management. Your next-door neighbor, a 1st-year teacher in an urban high school, has asked you to give her advice on a problem she is facing 1 month into her 1st year of teaching.

   Debbie is a social studies teacher in an urban high school. She started the semester with great plans. She really wanted to avoid the trap of setting low expectations for urban students, so she developed a curriculum in which she planned to use a lot of primary historical sources in her class so that students could have real historical discussions about issues. For instance, she developed a unit on the Civil War in which students would read diaries from various people involved (both important and ordinary folks) and then use the diaries to try to understand the causes of the war. She really wanted her students to understand big issues raised by the study of history and government.

   On the 1st day of class, Debbie told you that she had clearly emphasized the importance of homework in her class. She told her students that there wouldn't be an excessive amount of homework in her class, but that it would be crucial that they do the readings before class; otherwise, the discussion would fizzle. She made homework count for 20% of students' grade. As a first discussion, she handed out two pages of testimony relevant to who fired the first shot at Lexington Green to begin the American Revolutionary War, and she asked students to read the two pages before the next class and to bring the testimony to class.

   The next day, she found that less than one-third of each class had done the homework, and, even worse, only half of most of her classes had even brought the sheets she handed out. She was stunned to find that nearly half her students didn't even bring a pencil! She spent the first 6 or 7 minutes of every class getting pencils and paper handed out to everyone. After 2 weeks, it was clear that this was going to be the pattern. Most of the students could not contribute to any discussion because they hadn't read the material. Students seldom brought the materials they needed. Finally, after 2 weeks, she abandoned her great plan and went back to covering the textbook in a somewhat more conventional way. She still tried to generate discussion on big issues, but she didn't require students to read anything outside the class.

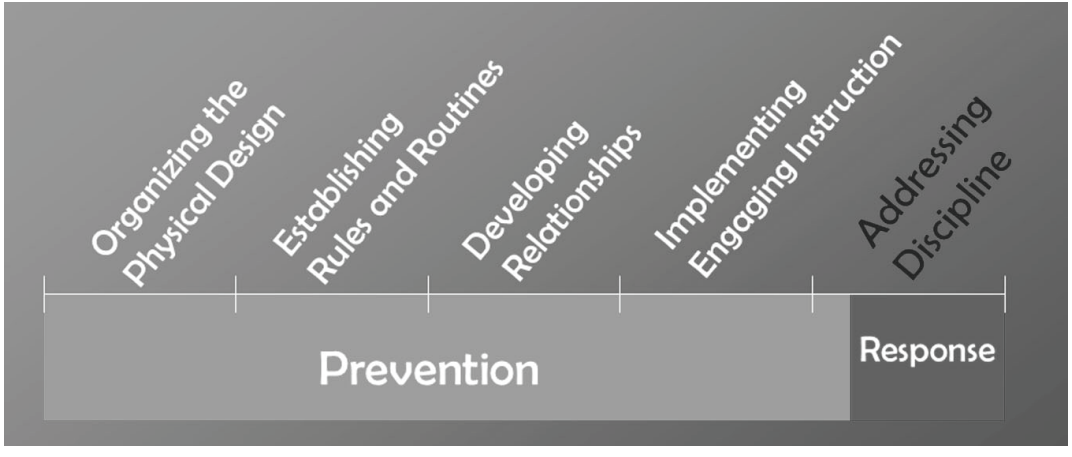
   Most of the students were reasonably well behaved in her class, but in one class last week, when she asked students if they had any

questions, one raised his hand and said, "Yeah, I want to know why this class is so boring? My cousin had Miss Cramer's class last year, and he said it was really great and fun." Debbie found out later that day that this student didn't even have a cousin in the school. Debbie is begging you for help.

a. Formulate questions you would like to ask Debbie to help you understand other relevant aspects of her situation.
b. After hearing the answers to the questions, develop a plan for Debbie to follow.

Source: Chinn (2012)

Figure 7.1. The Process of Classroom Management



CHAPTER 7

Addressing Discipline Issues

The fifth and final component of effective classroom management (see Figure 7.1) is discipline, which I define as both preventing and responding to behavior problems. Interestingly, the four components of classroom management that have been discussed up to this point are all designed to prevent misbehavior. The fifth component is unique in the classroom management model in that it includes both preventive teaching strategies (strategies designed to keep misbehavior from happening in the first place) and responsive teaching strategies (strategies that respond to misbehaviors after they occur).

PREVENTING DISCIPLINE PROBLEMS

In a classic study that still provides the foundation for current thinking about preventing discipline problems (Doyle, 2006; Emmer & Gerwels, 2006), educational psychologist Jacob Kounin (1970) studied what effective and ineffective classroom managers did as they were teaching in their classrooms. He found that effective classroom managers and ineffective classroom managers did not differ substantially in their responses to misbehavior. However, they differed significantly in the strategies they used to prevent misbehavior. Kounin discovered that effective classroom managers displayed four key behaviors to prevent misbehavior: withitness, overlapping, signal continuity and momentum, and variety and challenge within lessons. Each behavior is discussed below, followed by examples in our three teachers' classrooms.

WITHITNESS

The first behavior that prevents misbehavior is *withitness*, an ability to constantly monitor student behavior. Teachers who display withitness are aware of what is happening in all areas of the room and communicate this awareness to their class, thereby preventing many opportunities for misbehavior to occur. They watch students constantly and vigilantly to notice behavior that could lead to discipline problems and to head off serious discipline problems before they

occur. It is as if they have eyes in the back of their heads. Those teachers who catch misbehavior just as it is beginning are much less likely to have disruptions (Emmer & Gerwels, 2006). Following are three examples of teachers' withitness.

Amy: 1st Grade

As Amy collects lunch money at the beginning of the day, she periodically scans the room. She sees that Emily has finished her "Do Now" and is looking around the classroom. As Amy continues to collect money, she says, "Emily, remember, next you need to choose a nonfiction book to read in the reading corner." Emily nods and makes her way to the reading corner and selects her book. In this example, Amy observed that Emily might be unsure of what to do next. Rather than wait to see if Emily would get off task, Amy proactively prevented any potential misbehavior, which exhibited her withitness.

Anne: 5th Grade

Anne is working with two students at the front table as students do math problems in the back of the room. As she scans the room, she sees that one boy appears distracted. She says, "Mike, what number are you on?" He looks up at her and gets back to work. Anne displayed withitness because although she was working with one child, she was able simultaneously to monitor other students' behavior and get an off-task student back on task quickly before he became disruptive.

Tim: 9th-Grade History

Tim is working with a new student who just arrived this morning. He is asking the new student questions about what they covered at the student's old school. As he is talking to the new student, he looks up and scans the room. Two girls appear to be preoccupied with something in their desks. Tim quickly walks over, bends down, and quietly tells them to put their things away and get started on their assignment. Tim stands by their desks for a minute and waits for them to get back on task. Then he walks back to the new student and continues their conversation. After a couple of seconds, Tim scans the room again and observes the girls still working. In this example, Tim observed two students who became distracted by something and thus were off task. Tim intervened quickly and quietly to refocus the girls before the behavior could escalate and potentially disrupt other students. Tim's withitness enabled him to refocus the girls and prevent potentially disruptive behavior from disturbing the other students in the class.

OVERLAPPING

A second strategy identified by Kounin (1970) is *overlapping*, the ability to do more than one thing at a time. Overlapping is important because teachers are constantly interrupted during the day, and it is important to keep the flow of the lesson going while simultaneously responding to these interruptions. Following are some examples of teachers' ability to overlap.

Amy: 1st Grade

Amy is in the middle of demonstrating to her 1st-grade students how they should set up their November calendars to record important dates and assignments when the classroom phone beeps. As Amy walks toward the phone, she provides students with two steps of directions. She makes sure they are working and then answers the phone. After responding to the question on the phone, she quickly turns her attention back to the class and picks up the directions where she left off. Her ability to overlap prevented any downtime and possible misbehavior.

Anne: 5th Grade

Anne is in the process of giving directions to the class for an upcoming activity when a future guest speaker stops by to reschedule his guest talk. Anne sees the speaker at the door and proceeds over to the door to let him in while continuing to provide directions to the class. As she opens the door, she waves to the guest speaker, signaling that she wants him to go over to her desk and wait for her. Anne continues to give directions as she follows the guest speaker to her desk and picks up her lesson plan book. Once Anne finishes giving directions and the students are working, she turns her attention to the speaker and quickly reschedules his guest talk. During this time, Anne frequently scans the room to make sure everyone is on track. Anne's ability to overlap prevented downtime and thus potential opportunities for her students to misbehave.

Tim: 9th-Grade History

Tim is in the middle of explaining directions for a homework assignment when a student returns from the nurse's office with a note indicating that he is sick and needs to pack up his things to go home. Tim continues to speak to the class as he simultaneously scans the note. After reading the note, he signals to the student, indicating that he needs to wait 1 minute. Next, he calls on a student to read a famous historical speech that plays an important role in the

homework assignment. As that student is reading the speech, Tim quietly helps the ill student copy his homework and pack up his bags. He then sends the student back to the nurse's office. Then Tim begins a discussion about the speech that the student has just read. Tim's ability to overlap in this situation avoided downtime that would have lost instructional time and could also have led to students misbehaving.

SIGNAL CONTINUITY AND MOMENTUM

The third strategy, *signal continuity and momentum*, refers to the ability to teach well-prepared and well-paced lessons that keep students' attention focused on the lesson and provide continuous academic signals that are more compelling than competing distractions. To put it simply, continuity and momentum are about the teacher's ability to maintain the flow of the lesson. The lesson moves along at a good pace–not so fast that the students lose track of what they are learning, but not so slow that students can afford to stop paying attention to the lesson. The teacher also avoids any pauses in the lesson that invite students to start talking among themselves or otherwise misbehave. The most basic way teachers can maintain signal continuity and momentum is to make sure they are well prepared and that all the necessary materials for every lesson are organized before the day begins. Following are several examples.

Amy: 1st Grade

Amy's class begins each morning with the whole class gathered on the carpet in the back of the room for a morning meeting. Students know that when the morning meeting is over, Amy will flip over the chart paper on the easel and it will display three to four steps of directions for each of the book groups to follow. This allows all students to leave the morning meeting area, head back to their desks, and prepare for their next activity without having to wait while Amy gives directions to four different book groups. Posting the directions keeps the lesson flowing smoothly, without unnecessary downtime and opportunity to misbehave.

Anne: 5th Grade

Anne arrives at school an hour early each morning. Once in her classroom, she reviews her day's lesson plans, paying careful attention to what materials she needs for the entire day. Before the students arrive, she organizes all of the day's materials on her front table in the order in which they are needed for the day. This strategy allows Anne to maintain the flow from one lesson to the next because she doesn't lose the classes' attention as she locates the materials for the next lesson.

Tim: 9th-Grade History

At the end of each day, Tim writes the next day's schedule on the board, along with the materials needed (a textbook, a group work handout, etc.). This allows his students, as they enter the room, to immediately have an idea of how the day is organized. Tim finds the schedule on the board especially helpful between lesson activities. As he finishes one activity, his students know to look at the board and see what is next and what materials they need to take out without further direction from Tim. This strategy keeps the instructional flow between activities.

VARIETY AND CHALLENGE IN ACADEMIC ACTIVITIES

Effective classroom managers also plan for variety and challenge within academic assignments so that students are actively engaged throughout their lessons. This behavior is very similar to a teacher's ability to teach motivating and engaging lessons, which was discussed in Chapter 6. Therefore, further examples are not provided here. In short, the active engagement that arises from variety and challenge leads to fewer management problems.

RESPONDING TO BEHAVIOR PROBLEMS

Even when teachers are extremely proficient at employing teaching strategies that prevent misbehavior, students will still sometimes misbehave. Behavior problems that require a teacher's response will arise even in the best-managed classrooms. These misbehaviors can be classified into two categories–minor or more serious. Teachers (and schools) may vary in which misbehaviors they classify as minor and which they consider more serious. But most would probably agree that examples of minor misbehavior include calling out, daydreaming, and talking to a classmate instead of participating in group work or a class discussion. More serious misbehavior may include fighting, bullying, and disrespecting the teacher or other students. When students chronically commit minor misbehaviors despite the teacher's warnings, teachers should treat the chronic pattern of misbehavior as more serious misbehaviors.

When dealing with any type of misbehavior, whether minor or more serious, there are three guidelines that you can adhere to when addressing the misbehavior (Weinstein & Romano, 2014). These three guidelines are the following:

- *Preserve the dignity of the students*–All students want the respect of their teacher and peers. In many cases, students will attempt to "save face"

with their peers at any cost. Therefore, if you discipline students in a way that embarrasses them, you run a risk of having the situation escalate rather than achieving your goal of stopping the misbehavior. The student may react defiantly, worsening the situation. Even if the student stops misbehaving, he or she may remain resentful, making it more difficult to teach that student in the future. Other students, too, may resent that you embarrassed a classmate, even if they agree that the student should have stopped misbehaving. These feelings can undermine the positive personal relationships that you are trying to build.

- *Keep the instructional program going with as minimal disruption as possible*–It is vital to remember that one of the goals of classroom management is to maximize learning time. This means that, whenever possible, discipline should be done in a way that distracts students from the lesson as little as possible. It is very common to see teachers interrupt their lesson every time misbehavior occurs, resulting in a choppy lesson with no instructional flow. It is more effective to address minor misbehavior in ways that do not interrupt the flow of the lesson and reserve interruptions for dealing with more serious misbehavior.
- *Use culturally consistent language*–It is important to understand that different cultures have different ways of giving instructions and directions. For instance, in White, middle-class families, parents often use indirect statements sometimes referred to as "politeness formulas" (Manke, 1997) such as "Your room is getting really messy" (to communicate that the child should clean up the room) or "I see some hands that need washing" (a direction to wash hands).

In contrast, in some cultures the speech patterns are quite different. For example, Delpit (1995) explains that African American parents use more explicit directives ("Clean your room before dinner" and "Wash your hands").

As a result of the differences in speech patterns, upon entering school, the African American child who is accustomed to these explicit directives may not understand the indirect statements of a White teacher and often ignores these indirect commands. Consequently, the child is frequently labeled as a behavior problem. Be sure to pay attention to how students talk to each other, and try different ways of making requests to be sure that all students understand what you are requesting.

A NOTE ABOUT CONSISTENCY

Teachers are told to be consistent in their classroom management plan. But consistency does not mean treating all misbehaviors in the same way. Think about it–it isn't logical to treat calling out or daydreaming (minor misbehaviors)

in the same way as a fight (a more serious misbehavior). That is why classifying misbehavior as minor or more serious is an important first step in planning a discipline program, but it is also important to remember to be flexible when classifying misbehavior. Once you make this classification, you can consistently respond to minor misbehaviors using one set of responses and respond to more serious misbehaviors using a different set of responses. Then a good guideline is to try to be consistent with how you deal with both minor misbehavior and more serious misbehavior.

RESPONDING TO MINOR MISBEHAVIOR

Most behavior problems that arise in the classroom are minor and can be dealt with quickly and efficiently using a nonverbal or verbal intervention. A good rule of thumb when dealing with minor misbehavior is to think about beginning with a nonverbal intervention and moving to a verbal intervention, if necessary. Nonverbal interventions are less disruptive to the flow of your lesson than verbal interventions. In fact, many students may not even be aware that you have used a nonverbal intervention with a misbehaving student. If nonverbal interventions are not effective, you can move to verbal interventions. With verbal interventions, it is best to try to disrupt the lesson as little as possible. Gently saying a chitchatting student's name is less disruptive than stopping the lesson to formally reprimand the student. Some examples of nonverbal and verbal interventions are listed in Figure 7.2. All these interventions are consistent with the three guiding principles for dealing with misbehavior.

There are also occasions when the best strategy for dealing with minor misbehavior is to ignore it. Sometimes, students act inappropriately because they crave attention. By responding to the misbehavior, you are giving them attention, which functions as positive reinforcement of the inappropriate behavior. In these cases, the student may stop the misbehavior if it is ignored, rather than being rewarded with attention. When the student begins behaving well, you can then give him or her attention, thus rewarding the student for this good behavior. Your knowledge of particular students is critical in allowing you to wisely decide whether or not to ignore the misbehavior. If ignoring the misbehavior isn't effective for a particular student, you can move on to a different strategy.

Here are some examples of our three teachers dealing with minor misbehavior using nonverbal and verbal interventions in ways that are consistent with the three guiding principles.

Amy: 1st Grade

Amy's students are busy working in different learning centers located throughout the room. Amy observes one young boy fooling around with his

Figure 7.2. Nonverbal and Verbal Interventions to Address Minor Misbehavior

Intervention	Description	Examples
Proximity	The teacher moves closer to the misbehaving student. Most students will not continue to engage in misbehavior if the teacher is standing right next to them, which makes this a very simple and effective strategy.	When two students are talking in the corner during a class discussion, the teacher walks over and stands next to the two students. A teacher knows that several students in the back of the room in her 3rd-period class have a tendency to start packing up a minute or two before the bell rings, so she goes to the back of the room and stands there before the bell rings.
"The Look"	The teacher makes a stern face that communicates disapproval to misbehaving students.	When a high school student pops a piece of gum in her mouth, the teacher catches her out of the corner of her eye, looks directly at her, and gives her "the look," and the student spits out the gum into a piece of paper.
Hand signals	The teacher uses hand signals or gestures to communicate to misbehaving students.	When a 4th-grader calls out an answer without raising his hand, the teacher places one hand over his mouth and raises his other hand. This communicates to the child that the teacher prefers that he not call out and that he raise his hand instead. When two 9th-graders are talking during seatwork, the teacher catches their eyes and makes a "shhh" gesture by placing her index finger over her lips.
Confiscating forbidden items	When a teacher sees students using forbidden items (checking cell phones, passing notes), he or she quietly takes the item, quietly directing the students to meet to discuss this after class.	When one student passes a note to another, the teacher walks back to the recipient's desk, quietly takes the note, and puts it in her desk, without missing a beat in the lecture. Later, when students begin group work, the teacher tells the students to see her after class.

Figure 7.2. Nonverbal and Verbal Interventions to Address Minor Misbehavior (continued)

Intervention	Description	Examples
Facial expressions	A teacher uses a large repertoire of facial expressions to communicate dissatisfaction to misbehaving students.	A raised eyebrow and a slight turn of the head toward the garbage can signal to a student who has slipped a piece of gum into his mouth that he is to throw the gum away.
Calling on the student	If the teacher suspects that a student is not behaving appropriately, he or she calls on the student or uses the student's name in a lesson. This subtly communicates to the student that the teacher is aware of the misbehavior.	A teacher calls on a student who has started drawing a picture in her notebook instead of taking notes for the exam. As Sarah begins whispering to her neighbor, the teacher mentions several students, including Sarah, who will be responsible for cleanup after the art lesson.
Praising good behavior by other students	This is a technique that works primarily with elementary school students. When some students are misbehaving, the teacher praises other students for being well behaved.	A 3rd-grade teacher says, "I am very happy to see that the students on this side of the room have already got their math books open and are ready to begin." The other students in the class stop talking and get their books out.
Private reminder	The teacher privately reminds a student of a rule or privately reprimands the student.	When Ellen is chewing gum in class, the teacher walks over to her and, whispering, reminds her not to chew gum. Two boys were talking quietly for several minutes during high school history class. After class, the teacher privately speaks with them and directs them not to talk when others are talking.

Figure 7.2. Nonverbal and Verbal Interventions to Address Minor Misbehavior (continued)

Intervention	Description	Examples
Reminder in a soft voice	The teacher warns students in a soft rather than a loud voice.	The teacher is lecturing while two girls are talking. The teacher pauses, lowers her voice level so that it is not so loud, and says, "Girls . . ." as she looks at them.
Public rule reminder	A teacher directly reminds students that they are breaking one of the classroom rules.	A teacher explicitly reminds two boys holding a side conversation in the back of the room of the rule to listen when others are speaking.
Warning of consequences	The teacher warns students of consequences of continuing to misbehave.	When Bob and Allen are off task during group work, the teacher warns them that they will have to come to the teacher's room after school to complete their group work if they do not stop.

scissors and pencils. Since this boy rarely misbehaves, Amy chooses to ignore it. After about 1 minute, the boy loses interests in the scissors and pencils and is back on task. Meanwhile, Amy observes two other students fooling around in the reading corner instead of working on their reading comprehension questions. She walks over to the reading corner and praises two other students who are on task. Immediately, the two girls who were misbehaving are back on task. In the first situation, since Amy knew the student quite well, she believed the best choice would be to ignore the misbehavior and see if it corrected itself, which it did. In the second situation, rather than directly address the girls who were misbehaving, Amy chose to praise the students who were on task. This strategy often indirectly communicates a message to students who are misbehaving, which allows them to self-correct their behavior.

Anne: 5th Grade

As Anne is explaining directions for a group activity, she observes that one young girl (all the way across the room) is talking excitedly to her neighbor. Anne continues to explain the directions, but makes her way very quickly toward the girl. She stands next to the girl, places her hand on the girl's desk, and takes a deep breath (indicating to the girl that she needs to calm down). This example demonstrates the teacher's use of proximity and hand and facial

expressions. In this instance, there was no need to interrupt the lesson to verbally address this minor misbehavior.

Tim: 9th-Grade History

Upon returning to the classroom after using the restroom, a student picks up the book bag that is on his desk and begins to make a big show and a little noise while unpacking it. Tim, his teacher, begins to walk toward the students as he gives him "the look." Unfortunately, this does nothing to stop the misbehavior. Therefore, Tim walks all the way over to the student, leans down a bit and quietly instructs him to tone it down. In this situation, the teacher first tried to use a combination of proximity and "the look" (two nonverbal interventions). Then, when the nonverbal interventions did not work, he issued a private reminder (verbal intervention). It is important to note that since the private reminder was done in a relatively respectful way, there was a higher probability that the student would stop the misbehavior and not harbor resentment that could fester into future misbehavior.

I-MESSAGES

Another popular verbal intervention that has been regaining popularity over the past few years is I-messages (Gordon, 1974; Brophy & McCaslin, 1992; Brophy, 1996; Elias & Schwab, 2006). An *I-message* is a communication technique that encourages students to take ownership for a problem they are experiencing and to verbally express that problem with the hope of resolving the problem. An effective I-message has three parts. The first part of an I-message must enable the student to find out what is creating the problem for the individual. This part should be a nonjudgmental, nonblaming description of what is unacceptable. The second part of an effective I-message pins down the tangible or concrete effect that the specific behavior, described in the first part, has on the individual. The third part of an effective I-message states the feelings generated within the individual as a result of the tangible effect. Some examples of I-messages that a teacher may use in the classroom are the following:

- When I see a lot of students coming to class unprepared (nonjudgmental description of the behavior), I know you will not get the most out of the lesson today (tangible effect of the behavior), and that worries me (feeling caused by behavior).
- When I see a student taking things that don't belong to her (nonjudgmental description of the behavior), it upsets me (feeling

caused by the behavior) because people are not respecting our classroom rules (tangible effect of the behavior).

- When I hear a lot of talking during my lessons (nonjudgmental description of the behavior), it frustrates me (feeling caused by the behavior) because I can't present the lesson that I spent a lot of time preparing for you (tangible effect of the behavior).

In addition to these messages being a valuable strategy to help deal with minor misbehavior, there has been a strong push over the last few years to encourage students to use I-messages with each other (Brophy & McCaslin, 1992; Brophy, 1996; Elias & Schwab, 2006). In fact, I-messages are integral parts of conflict resolution and peer mediation programs that are being used in many classrooms.

There are a few things that are important to note about the use of I-messages. First, the ability to use I-messages effectively takes a lot of practice. In the beginning, I-messages will sound contrived and rehearsed, but with practice they will sound much more genuine. In the beginning, they also tend to turn into teacher diatribes. Remember, I-messages are succinct, verbal messages with a specific point to get across. Second, the effectiveness of an I-message is often dependent on the level of interpersonal relationships that exist in the classroom. Think about the examples above; if a student doesn't care about you or feels that you don't care about your students, why would this statement have any impact on the students? On the other hand, if caring relationships exist in the classroom, then most of your students will care if you are worried, upset, or frustrated. This further illustrates the importance of caring relationships in the classroom (Osterman, 2000; Pianta, 2006). By and large, I-messages take a lot of practice, but once they are mastered, they can be an invaluable tool.

Overall, effective classroom managers have all these strategies as part of their repertoire, but more important, they are also skilled at deciding when to use which strategy and what to do if the chosen strategy doesn't work.

RESPONDING TO MORE SERIOUS MISBEHAVIOR

Some behaviors that arise in the classroom will fall into the category of more serious misbehavior and will require more than a nonverbal or verbal intervention. Rather, this is the time to impose a consequence. There is a significant difference between interventions and consequences. For the most part, interventions can be implemented with little or no disruption to a lesson; consequences are slightly more intrusive and therefore should be used only when addressing more serious misbehavior.

When developing and selecting a consequence, a general guideline is to be sure that the consequences are logically related to the misbehavior. A

consequence is logical if it meets three criteria known as the three Rs (Denton & Kriete, 2000):

- *Related*–The consequence should be directly related to the student's misbehavior. Having a student stay after school to write a summary of lecture material missed while talking is directly related to the misbehavior of talking; staying after school to erase the chalkboards is not.
- *Respectful*–The consequence is respectful of the student and the classroom. Being respectful entails giving students input into possible consequences and including some choices about the specifics of the consequence. The consequence is not intended to hurt or humiliate.
- *Reasonable*–Reasonable consequences should help children correct their mistakes and know what to do next time, not make them feel bad. Reasonable consequences are also not excessively severe given the nature of the misbehavior.

Following are some examples of consequences that meet these three criteria that are seen in our three teachers' classrooms.

Amy: 1st Grade

Amanda draws all over her desk during seatwork time. As a result, Amy requires her to stay in the classroom during recess. First, she has a conference with Amanda and discusses why Amanda chose to deface school property and expresses her disapproval of Amanda's decision. Then Amanda is required to clean all the writing off the desk. This consequence meets the three-Rs criteria. Having Amanda clean off the desk is definitely related to the misbehavior of defacing the desk in the first place. The consequence is respectful because the teacher dealt with the situation in private and didn't demean or embarrass Amanda in any way. Finally, having Amanda stay in and clean off her desk is reasonable. However, having Amanda stay in and clean all the desks in the classroom would have been unreasonable.

Anne: 5th Grade

Josh writes mean comments about Billy in Tom's yearbook when they are in the hallway. Billy finds out and tells Anne because he is very upset. Anne requires Josh to cross out the comments in the yearbook and write an apology note to Billy. Again, this consequence also meets the three-Rs criteria. The consequence is related to the misbehavior, as Anne requires Josh to try to undo the harm that he did. The consequence is respectful to Josh in that she did not humiliate him (or Billy) in front of the entire class or school; rather, only those

involved with the situation (Josh, Billy, and Tom) are affected by the consequence. And the consequence is reasonable in that it is an appropriate fit to the misbehavior.

Tim: 9th-Grade History

Tina constantly plays with the contents of her purse during the lecture in history class. Tim instructs Tina that she must leave her purse in her locker for the entire week. After 1 week, if she feels she can bring her purse to class and not be distracted by it, she may begin to bring the purse to class with her again. Again, the consequence seems to meet the three-Rs criteria (related, respectful, and reasonable).

HIERARCHY OF CONSEQUENCES

Some teachers are very comfortable relying solely on the concept of logical consequences for dealing with more serious misbehavior. However, other teachers like a plan with a little more structure. There are many effective classroom managers who like to develop a hierarchy of consequences. The goal of this hierarchy of consequences is to allow the teacher to strike a balance between being consistent yet flexible enough to consider the situation and the particular student. One such example of a hierarchy of consequences that is appropriate for elementary-age students is the following:

- Warning, if possible
- 10-minute time-out
- Conference and logical consequence
- Note or phone call home
- Send student to the principal

A more appropriate version of this hierarchy for middle or high school students is the following:

- Warning, if possible
- Stay 1 minute after class
- Conference and logical consequence
- Note or phone call home
- Send student to the principal

An important thing to remember is that a consequence does not need to be severe to be effective. Case in point, requiring a middle or high school

student to stay 1 minute after class is not that severe. However, minimizing that coveted time available for socializing in the hallways between classes is definitely going to be effective for the majority of students. In sum, integrating the concept of logical consequences in some manner into your overall classroom management plan is a very effective way to deal with more serious misbehavior.

ADDRESSING CHRONIC MISBEHAVIOR

A large percentage of misbehavior will respond to nonverbal and verbal interventions or logical consequences. However, many times there will be one or two students who do not respond to these strategies, and their behavior becomes chronic. One of the most effective ways to deal with chronic misbehavior is through *behavior modification*, which is the systematic use of reinforcement to strengthen a desired behavior.

There are many different behavior modification systems that can be effective. However, any well-designed classroom behavior modification plan will have three common elements: a contract, a tracking system, and the use of reinforcement. Let's examine these three elements more closely.

The first step in developing an effective behavior modification plan is to create a contract. A contract should state the specific behavioral goals and consequences that will result if the student fails to change his or her behavior. A good practice is to develop this contract during a conference with the student (or parent or both, if appropriate) rather than impose the contract on the student. This enables you to spend time discussing the problematic behavior and its effect with all parties involved. During this time, it is important to remember to communicate how much you care about the student and want to help him or her. By the end of the conference, all parties involved should be clear on the plan.

The second step is to develop a tracking system. This system should allow students to track their progress toward the identified goal. It is helpful to choose a visible, tangible way to track a student's progress. Either you or the student can do the tracking, but this should be specified during the conference.

The final step in an effective behavior modification system is the use of positive reinforcement. *Positive reinforcement* is the act of receiving something (praise, a reward, a privilege, etc.) that increases the likelihood of repeating the desired behavior. It is a good idea to involve the student in choosing a reward that he or she would like to try to work toward. If the student is not motivated by the reward, it undermines the behavior modification plan.

Let's take a look at how our three teachers use behavior modification plans in their classrooms to address chronic misbehavior.

Amy: 1st Grade

Amy has tried all the nonverbal and verbal interventions that she can think of to get James to sit in his seat during her mini-lessons, without success. She has decided it is time to try a behavior modification plan. Amy and James meet for a conference and discuss this problematic behavior. Amy explains that it is disruptive to her and the other students during the lesson. She also points out how many times of the day there are when the students have the freedom to work on the floor or in other areas of the room. There is really only a small percentage of time that Amy needs the students seated for short lessons. James agrees to try something new. Amy explains to him that for each mini-lesson (there are four or five a day) that he can remain seated for the entire time, he will be given a red chip. Once he collects 15 chips, he can select a whole-class game for the class to play at the end of the day. James agrees and they give it a try, drawing up a formal contract specifying the agreed-on terms, which both of them sign. The goal is to increase the number of chips needed to earn a reward with each new attempt. The ultimate goal is to wean James off the behavior modification plan as the new appropriate behavior is exhibited more and more frequently.

Anne: 5th Grade

Anne has become increasingly frustrated by Emily, who constantly calls out in class rather than raising her hand and waiting to be called on before giving an answer. It is also causing the other students to get angry with Emily. Anne has tried many strategies such as "the look," private reminders, and short time-outs from class activities because she could not participate appropriately. However, the behavior is now chronic. Therefore, Anne has decided to try a behavior modification plan with Emily.

During the conference, Anne explains to Emily that her constant calling out is becoming problematic. It is disruptive to lessons and is annoying her classmates. Anne is careful to explain that she wants to help Emily learn to remember to raise her hand and wait to be called on just as her classmates do. Emily agrees that she is willing to try something that will help her remember. They develop a contract together, which specifies the following terms. Emily will select a special piece of small chart paper and tape it to the corner of her desk. Then Anne gives Emily some happy face stickers. She explains that every time Emily remembers to raise her hand and is called on before giving an answer, she can put a happy face sticker on the paper. Anne and Emily also agree that once Emily has 20 stickers, she can take a class game home for 1 week to share with her family (Emily's idea). The next step will be to slowly increase the number of stickers needed before Emily receives another prize. Again, the goal is to slowly wean her off the behavior modification plan as the new more appropriate behavior takes place more frequently.

Tim: 9th-Grade History

Although Tim does not have a lot of chronic misbehavior in his classroom, he does believe that a behavior modification plan may be helpful with respect to encouraging one particularly shy but very intelligent student, Tara, to participate more frequently in class discussions. Tim holds a short conference with Tara to talk about how he would like to see her set a goal for herself to increase her level of participation in the class. He explains that he always enjoys her written responses and thinks her classmates would benefit from her contributions as well. Tara agrees to try to work on it. Together they develop a plan to encourage Tara to contribute to discussions. Each time Tara raises her hand to contribute to a class discussion, she will give herself a point. Her goal is to work toward 10 points. She has chosen the opportunity to design a new bulletin board in Tim's classroom as her reward for achieving 10 points. Again, Tim's goal is to motivate her to change her behavior, but eventually to not need to use such a system once Tara is more comfortable contributing to class discussions.

IN THE STUDENTS' VOICES

Two primary questions guided the discussion about discipline with our four students: (1) Why do you think students misbehave? and (2) What do you think are appropriate consequences for misbehavior? The students had strong beliefs about why students choose to misbehave. Interestingly, all four students believed that students make a conscious decision with respect to whether to behave or not behave in any given classroom. Basically, all four students felt that students make the decision to misbehave for several reasons, among them boredom, to get attention, or to appear "cool" in front of their peers. However, it is important to remember that four well-behaved students provided the student perspective on this topic. It may be that students who are prone to misbehavior might offer a different point of view. Some of the students' responses included the following:

- "I think that students sometimes act out because they are bored." (Jack, 3rd grade)
- "If students are bored, they choose to misbehave because they want to make it fun and more lively for everyone." (Chelsea, 8th grade)
- "Boredom is another main reason that students misbehave. If they are bored, they try to entertain themselves." (Chris, 10th grade)
- "I think misbehaving is the students' way of getting the attention of the teacher. It is their way for them to say that they want help without having to risk embarrassing themselves by asking for help in front of

everyone. The teachers definitely focus more on the students who misbehave. So by misbehaving, the student gets the help that he wants." (Chelsea, 8th grade)

- "Students misbehave because they don't feel like they are getting the respect they want from the teacher or they are just trying to get attention from the teacher or the other students. Also, some students definitely act out because they are bored and can't think of anything else to do." (Jessica, 12th grade)

With respect to what types of consequences would be appropriate for misbehavior, the idea of losing a privilege was the most common response:

- "I think the teacher can take away a privilege, like an upcoming carnival day." (Jack, 3rd grade)
- "Privileges should be taken away when students misbehave because some kids work really hard for them and other kids don't and it is just being handed to them." (Chelsea, 8th grade)
- "I think teachers should definitely conference with the student first. This enables the teacher and student to see each other's perspective and maybe come to an understanding of how to solve the problem together. If that doesn't work, then you need to involve the parents and/or the principal." (Jessica, 12th grade)

Focusing on Key Points

- ➢ Kounin (1970) identified four key behaviors of effective classroom managers:
- ✓ Withitness
- ✓ Overlapping
- ✓ Signal continuity and momentum
- ✓ Variety and challenge in academic activities
- ➢ According to Weinstein and Romano (2014), there are three guidelines to adhere to when dealing with all misbehavior:
- ✓ Preserve the dignity of the student.
- ✓ Keep the lesson going with as minimal disruption as possible.
- ✓ Use culturally consistent language.
- ➢ When dealing with minor misbehavior, try to use a nonverbal intervention before moving to a verbal intervention.
- ➢ Some common nonverbal and verbal interventions are the following:
- ✓ Proximity

- ✓ "The look"
- ✓ Hand signals
- ✓ Confiscating the items
- ✓ Facial expressions
- ✓ Call on the student
- ✓ Praise the good behavior of other students
- ✓ Private reminder
- ✓ Public rule reminder
- ✓ Warn of consequences
- ➢ An effective I-message has three parts:
- ✓ First, state the behavior in a nonjudgmental or blaming way.
- ✓ State how the behavior makes you feel.
- ✓ State the tangible effect that the behavior has on you.
- ➢ An effective way to deal with more serious misbehavior is to use logical consequences, which are related, reasonable, and respectful.
- ➢ Consider developing a hierarchy of consequences to help deal with more serious misbehavior.
- ➢ An effective behavior modification plan includes a contract, a tracking system, and positive reinforcement.

Reflection Questions

1. Think about the four behaviors of effective classroom managers identified by Kounin (1970). Which of these behaviors do you feel that you already exhibit? Which behavior do you need to improve on?
2. Do you tend to use certain nonverbal and verbal interventions more frequently than others? If so, why do you think this is the case? Are there some new interventions that you can try?
3. In your observations or practice teaching, have you witnessed teachers who use different speech patterns (politeness formulas vs. explicit directives)? If so, how have the different styles been effective or ineffective in terms of addressing student behavior?
4. Do you think that you have a particular style for expressing requests (politeness formulas vs. explicit directives)? If so, how do you think your students would react if you experimented with a different style?

5. How do you plan to deal with serious misbehavior in your classroom? Will you develop a hierarchy of consequences? Will you use logical consequences?

Putting Knowledge into Practice

1. James Montgomery, a 9th-grade science teacher, uses the following management system: Whenever a student commits a minor infraction of any kind (chewing gum, daydreaming, doodling, whispering or talking, calling out answers, etc.), James writes the student's name on the board, with a tally next to it. A second infraction prompts a second tally. If there is a third tally next to it, the student must come to the teacher's room for after-school detention. Based on what you learned in this chapter, evaluate this teacher's system.

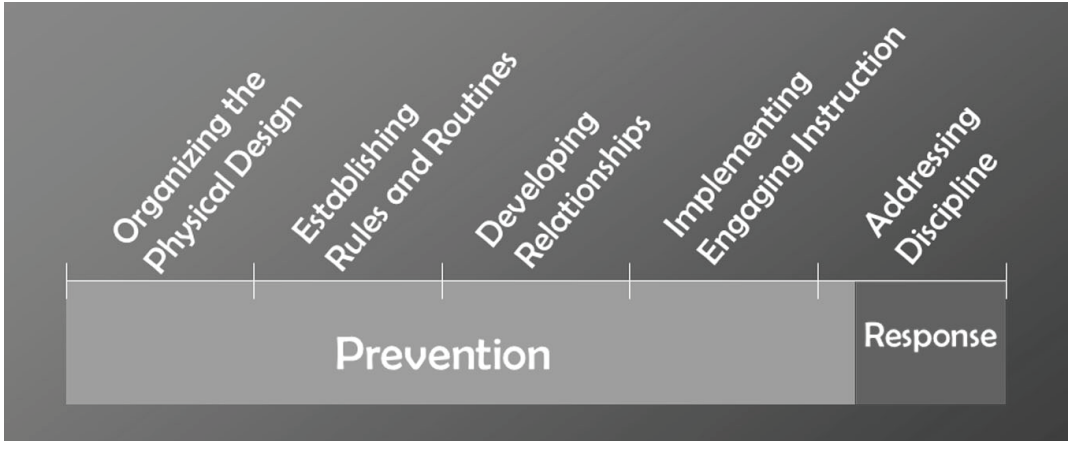
   Source: Chinn (2012)

2. Lawrence is a 5th-grade teacher with some major problems. Six students in his class have completely opted out of learning and are causing absolute misery for the teachers and the other 17 students. All 6 students are very weak academically and read and write only with difficulty. The ringleader of the group is Kevin. Kevin is bigger than anyone else in the class and has a commanding presence. Kevin gets up at any time he wants to and walks around the class. After telling him many times to sit down, which Kevin usually ignored, Lawrence has let him do whatever he wants as long as he doesn't make noise or bother other students. Kevin never does his homework and never opens a book to do an in-class assignment. Usually Kevin doesn't participate in discussions, but if he does, he only tries to crack jokes and insult other students. Kevin has great academic potential and can learn quickly, but seldom chooses to do so. Lawrence sometimes sends Kevin to the principal's office. The last time he did it, the principal gave Kevin some orange juice and sent him back after about 30 minutes.

   You are worried that Kevin's behavior will slowly begin to erode the overall good behavior exhibited by the rest of the class. Develop a plan to work with Kevin to improve his behavior and increase the likelihood that he will succeed academically.

   Source: Chinn (2012)

Figure 8.1. The Process of Classroom Management



CHAPTER 8

Developing a Classroom Management Plan

The primary goal of this book was to help teachers become effective classroom managers, which means they have developed the skills necessary to establish and maintain an environment conducive to both academic and social-emotional learning. Each chapter has taken the teacher through the process needed to develop these skills. First, common misconceptions about classroom management that interfere with one's ability to effectively manage a classroom were discussed. Then a practical model for helping teachers better understand and deconstruct the process of classroom management was introduced (see Figure 8.1). Next, each piece of the model was deconstructed and analyzed. Key research findings, practical strategies, classroom examples, and students' opinions were shared to help teachers better understand each piece of the model. Now it is time to synthesize all the information learned, and the best way to do that is to develop a classroom management plan.

It does not matter if you are a preservice, novice, or veteran teacher. A classroom management plan is an essential part of your teaching practice. A well-designed classroom management plan documents the specific strategies that you plan to implement in each of the key areas of classroom management in order to develop an effective learning environment in your own classroom. While it is unrealistic to think that a classroom management plan can address every possible area or scenario related to classroom management that a teacher might encounter, a well-designed classroom management plan should address the points that follow.

TEACHING CONTEXT

Identify and describe your teaching context (if you do not have a specific teaching position, then describe your ideal position). Identify what grade level and subject areas you will teach. Be sure to also include information about the type of community and student population with whom you will work.

PHYSICAL DESIGN

What type of atmosphere are you trying to create in your classroom? What type of furniture or equipment is necessary to accomplish this goal? How will you decorate your classroom? What will you display on the bulletin boards? How will you arrange students' desks and why? Where will you locate your teacher's desk and why? How will you ensure that the physical design of the classroom is culturally responsive?

RULES AND ROUTINES

Explain your plan for developing the classroom rules. Will they be student or teacher generated or a combination of the two? Why? What process will you use to develop and teach the rules to your students?

Review the list of all the areas for which you need classroom routines. Develop a routine for each of these key areas. Also, develop a priority list indicating the order of importance in which you plan to teach and demonstrate these routines.

RELATIONSHIPS

Describe several strategies that you plan to use to develop caring relationships between you and your students. In addition, think about how you are going to develop a sense of community among your students. What specific strategies do you plan to use?

ENGAGING INSTRUCTION

How do you plan to motivate and engage your students? What are some examples of relevant academic content that you plan to incorporate into your lessons? What areas, topics, or subjects do you think will be more challenging with respect to motivating your students? What type of system will you use to record work and provide feedback about student progress?

DISCIPLINE

Explain your plan for dealing with misbehavior in your classroom. Be sure to distinguish between minor and more serious misbehavior. Are you going to

use a hierarchy of consequences? Will you incorporate the concept of logical consequences? Why or why not? Will you use a behavior modification plan if necessary?

While these questions and points of reflection do not provide an exhaustive list, they do provide a very good start in order to develop a plan that will help you create an effective learning environment.

MOVING FORWARD

The value of classroom management knowledge for teachers has been consistently supported through the research literature (Marzano & Marzano, 2003a), and management strategies have been referred to as "the most valuable skill set a teacher can have" (Landau, 2001, p. 4). The good news is that this book has provided you with the knowledge and skills you need to develop an effective learning environment in your own classroom, and your students will benefit for many years to come!

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Dr. Tracey Garrett earned her EdD in elementary and early childhood education with a specialization in classroom management from the Graduate School of Education at Rutgers University. Currently, she is a professor in the Department of Teacher Education at Rider University in New Jersey, where she was recently awarded the university's Distinguished Teaching Award. She is a former elementary teacher with experience teaching at the 3rd-, 4th-, and 5th-grade levels. Her most recent accomplishment is the creation of Classroom Management Essentials, a mobile application for the iPad, iPhone, and iPod Touch, which helps teachers learn how to become effective classroom managers. Tracey's unique combination of classroom management knowledge and practical experience allows her to successfully facilitate teacher growth.