

Sixth Edition

ELEMENTARY

CLASSROOM MANAGEMENT

Lessons from Research and Practice

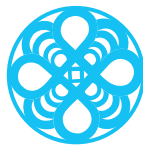
CAROL SIMON WEINSTEIN
MOLLY E. ROMANO



Elementary Classroom Management

LESSONS FROM RESEARCH AND PRACTICE

Sixth Edition



CAROL SIMON WEINSTEIN

Rutgers, the State University of New Jersey

MOLLY E. ROMANO

University of Arizona

**Mc
Graw
Hill**
Education



ELEMENTARY CLASSROOM MANAGEMENT: LESSONS FROM RESEARCH AND PRACTICE,
SIXTH EDITION

Published by McGraw-Hill Education, 2 Penn Plaza, New York, NY 10121. Copyright © 2015 by McGraw-Hill Education. All rights reserved. Printed in the United States of America. Previous editions © 2011, 2007, and 2003. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning.

Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

1 2 3 4 5 6 7 8 9 0 DOC/DOC 1 0 9 8 7 6 5 4

ISBN 978-0-07-802454-2

MHID 0-07-802454-4

Senior Vice President, Products & Markets: *Kurt L. Strand*

Vice President, Content Production & Technology Services: *Kimberly Meriwether David*

Brand Manager: *Allison McNamara*

Managing Editor: *Penina Braffman*

Marketing Specialist: *Alexandra Schultz*

Director, Content Production: *Terri Schiesl*

Content Project Manager: *Mary Jane Lampe*

Buyer: *Laura Fuller*

Cover Designer: *Studio Montage*

Cover Image: *Stuart Dee/Getty Images*

Compositor: *Laserwords Private Limited*

Typeface: *10.5/12 Times LT Std Roman*

Printer: *R. R. Donnelley*

All credits appearing on page or at the end of the book are considered to be an extension of the copyright page.

Library of Congress Cataloging-in-Publication Data

CIP applied for

The Internet addresses listed in the text were accurate at the time of publication. The inclusion of a Web site does not indicate an endorsement by the authors or McGraw-Hill Education, and McGraw-Hill Education does not guarantee the accuracy of the information presented at these sites.

ABOUT THE AUTHORS



Carol Simon Weinstein is professor emerita in the Department of Learning and Teaching at Rutgers Graduate School of Education. She received her bachelor's degree in psychology from Clark University in Worcester, Massachusetts, and her master's and doctoral degrees from Harvard Graduate School of Education. Dr. Weinstein began her research career by studying the impact of classroom design on students' behavior and attitudes. She pursued this topic for many years, writing about the ways that classroom environments can be designed to facilitate teachers' goals and to foster children's learning and development. Eventually, her interest in organizing classroom space expanded to include classroom organization and management in general. She is the author of numerous chapters and articles on classroom management and teacher education students' beliefs about caring and control. Most recently, she has focused on the need for "culturally responsive classroom management," or classroom management in the service of social justice. In 2006, Dr. Weinstein co-edited (with Carolyn Evertson) the first *Handbook of Classroom Management: Research, Practice, and Contemporary Issues* (Lawrence Erlbaum Associates, Inc.), a compendium of 47 chapters written by scholars from around the world. In 2011, the Classroom Management Special Interest Group of the American Educational Research Association honored Dr. Weinstein by creating "The Carol Weinstein Outstanding Research Award" for the best paper on classroom management presented at the annual conference.



Molly Romano works in the department of Teaching, Learning, and Sociocultural Studies at the University of Arizona. Dr. Romano received a bachelor's degree in Elementary Education and a master's and doctoral degree in Teaching and Teacher Education, all from the University of Arizona. Before her work at the university, Dr. Romano was an elementary classroom teacher for 10 years. During this time, she worked as a cooperating teacher for several student teachers and as a beginning teacher mentor. Dr. Romano has conducted research on "bumpy moments" (a term she coined to describe episodes during the practice of teaching that require additional reflection before acting) with both practicing and preservice teachers. This led to an interest in the successes and struggles of teachers, particularly during the first year of practice. Dr. Romano found that many of the "bumpy moments" and struggles of teaching identified, for both preservice and practicing teachers, were concerns about classroom management. Currently, Dr. Romano is serving as project director for an NSF grant for the preparation of math and science teachers.

DEDICATION

*To our amazing teachers Barbara, Courtney, Garnetta, Ken and Randy:
You continue to teach and inspire all who read this book.*

*And to Hannah, Judah, Cora, Mariel, and Daniel:
May you always have teachers as masterful as these.*

BRIEF TABLE OF CONTENTS

PREFACE	xv
PART I INTRODUCTION	1
CHAPTER 1	Managing Classrooms to Nurture Students, Build Self-Discipline, and Promote Learning 2
PART II ESTABLISHING AN ENVIRONMENT FOR LEARNING	25
CHAPTER 2	Designing the Physical Environment 26
CHAPTER 3	Developing Positive Teacher-Student Relationships 49
CHAPTER 4	Fostering Positive Peer Relationships 71
CHAPTER 5	Establishing Expectations for Behavior 88
CHAPTER 6	Knowing Your Students and Their Special Needs 111
CHAPTER 7	Working with Families 146
CHAPTER 8	Making the Most of Classroom Time 177
PART III ORGANIZING AND MANAGING INSTRUCTION	199
CHAPTER 9	Enhancing Students' Motivation to Learn 200
CHAPTER 10	Managing Independent Work, Recitations, and Discussions 226
CHAPTER 11	Managing Small-Group Work 255
PART IV PROTECTING AND RESTORING ORDER	283
CHAPTER 12	Responding Effectively to Inappropriate Behavior 284
CHAPTER 13	Preventing and Responding to Violence 328
REFERENCES	343
NAME INDEX	369
SUBJECT INDEX	373

CONTENTS

PREFACE xv

PART I INTRODUCTION 1

CHAPTER 1	Managing Classrooms to Nurture Students, Build Self-Discipline, and Promote Learning	2
	DEFINITION, FRAMEWORK, AND GUIDING PRINCIPLES	5
	LESSONS FROM RESEARCH AND PRACTICE	9
	<i>Courtney Bell: Kindergarten</i>	9
	<i>Randy Cueto: First and Second Grade</i>	12
	<i>Garnetta Chain: Third Grade</i>	13
	<i>Barbara Broggi: Fourth Grade</i>	15
	<i>Ken Kowalski: Fifth Grade</i>	16
	WHAT DO THE STUDENTS SAY?	18
	CONCLUDING COMMENTS	20
	SUMMARY	21
	ACTIVITIES FOR SKILL BUILDING AND REFLECTION	22
	FOR FURTHER READING	23
	ORGANIZATIONAL RESOURCES	23

PART II ESTABLISHING AN ENVIRONMENT FOR LEARNING 25

CHAPTER 2	Designing the Physical Environment	26
	SIX FUNCTIONS OF THE CLASSROOM SETTING	27
	<i>Security and Shelter</i>	27
	<i>Social Contact</i>	30
	<i>Symbolic Identification</i>	35
	<i>Task Instrumentality</i>	37
	<i>Pleasure</i>	39
	<i>Growth</i>	39

	THE TEACHER AS ENVIRONMENTAL DESIGNER	41
	<i>Think about the Activities the Room Will Accommodate</i>	41
	<i>Think about Whether the Children in Your Classroom Have Special Needs that Require Environmental Modifications</i>	42
	<i>Think about the Needs of Other Adults in the Classroom</i>	42
	<i>Involve Students in Environmental Planning</i>	43
	<i>Try the New Arrangement, Evaluate, and Redesign</i>	43
	CONCLUDING COMMENTS	44
	SUMMARY	44
	ACTIVITIES FOR SKILL BUILDING AND REFLECTION	45
	FOR FURTHER READING	47
	ORGANIZATIONAL RESOURCES	48
CHAPTER 3	Developing Positive Teacher-Student Relationships	49
	WHY IS SHOWING CARE IMPORTANT?	50
	WAYS TO SHOW CARE AND RESPECT FOR STUDENTS	51
	<i>Be Welcoming</i>	51
	<i>Learn about Students' Lives</i>	52
	<i>Be Sensitive to Children's Concerns</i>	53
	<i>Establish and Enforce Clear Expectations for Behavior</i>	54
	<i>Be Fair</i>	55
	<i>Use Humor</i>	56
	<i>Be a Real Person (as Well as a Teacher)</i>	56
	<i>Promote Autonomy by Sharing Responsibility</i>	58
	<i>Reduce the Use of Extrinsic Control</i>	59
	<i>Be Inclusive</i>	59
	<i>Search for Students' Strengths</i>	62
	<i>Develop Communication Skills</i>	62
	<i>Ask the Students How They Feel about the Classroom Environment</i>	66
	<i>Be Careful about Touching</i>	66
	CONCLUDING COMMENTS	67
	SUMMARY	68
	ACTIVITIES FOR SKILL BUILDING AND REFLECTION	69
	FOR FURTHER READING	70
CHAPTER 4	Fostering Positive Peer Relationships	71
	BUILDING CARING RELATIONSHIPS AMONG STUDENTS	72
	<i>Model and Recognize Prosocial Behavior</i>	72
	<i>Provide Opportunities for Students to Get to Know One Another</i>	73

	<i>Hold Class Meetings</i>	75
	<i>Use Cooperative Learning Groups</i>	77
	<i>Teach Social-Emotional Skills</i>	77
	<i>Curb Peer Harassment and Bullying</i>	80
	<i>Be Alert for Instances of Cyber-Bullying</i>	82
	<i>Be Alert for Student-to-Student Sexual Harassment</i>	84
	CONCLUDING COMMENTS	85
	SUMMARY	85
	ACTIVITIES FOR SKILL BUILDING AND REFLECTION	86
	FOR FURTHER READING	86
	ORGANIZATIONAL RESOURCES	87
CHAPTER 5	Establishing Expectations for Behavior	88
	RESEARCH ON EFFECTIVE CLASSROOM MANAGEMENT	89
	DEFINING EXPECTATIONS FOR BEHAVIOR	90
	<i>Planning Norms for General Conduct</i>	91
	<i>Planning Routines for Specific Situations</i>	92
	THE FIRST FEW DAYS OF SCHOOL: TEACHING STUDENTS ABOUT EXPECTATIONS	97
	<i>Teaching Norms for General Conduct</i>	97
	<i>Teaching Routines for Specific Situations</i>	104
	CONCLUDING COMMENTS	107
	SUMMARY	107
	ACTIVITIES FOR SKILL BUILDING AND REFLECTION	108
	FOR FURTHER READING	109
CHAPTER 6	Knowing Your Students and Their Special Needs	111
	THE DEVELOPING ELEMENTARY CHILD	112
	<i>Erikson's Theory of Psychosocial Development</i>	114
	<i>Attachment Theory</i>	115
	ENGLISH LANGUAGE LEARNERS (ELLs)	115
	CHILDREN WITH DISABILITIES AND ADHD	116
	<i>Learning Disabilities (LDs)</i>	119
	<i>Hearing Loss</i>	119
	<i>Emotional Disturbance and Behavioral Disorders</i>	121
	<i>Autism Spectrum Disorders (ASDs)</i>	123
	<i>Attention-Deficit/Hyperactivity Disorder</i>	125
	<i>General Strategies for Helping Children with Disabilities and ADHD</i>	125

	CHILDREN WHO ARE TROUBLED	133
	<i>Substance Abuse</i>	133
	<i>Abuse and Neglect</i>	135
	CHILDREN LIVING IN POVERTY	136
	CHILDREN WHO ARE GIFTED AND TALENTED	139
	CONCLUDING COMMENTS	140
	SUMMARY	140
	ACTIVITIES FOR SKILL BUILDING AND REFLECTION	142
	FOR FURTHER READING	144
	ORGANIZATIONAL RESOURCES	145
CHAPTER 7	Working with Families	146
	CHALLENGES TO FAMILY–TEACHER COOPERATION	148
	<i>Teacher Reluctance to Involve Families in Schooling</i>	148
	<i>Parent Reluctance to Become Involved in Schooling</i>	149
	FOSTERING COLLABORATION BETWEEN FAMILIES AND SCHOOLS	151
	<i>Helping Families to Fulfill Their Basic Obligations</i>	151
	<i>Communicating with Families</i>	153
	<i>Family Involvement in School</i>	168
	<i>Family Involvement in Learning Activities at Home</i>	170
	CONCLUDING COMMENTS	172
	SUMMARY	172
	ACTIVITIES FOR SKILL BUILDING AND REFLECTION	173
	FOR FURTHER READING	175
	ORGANIZATIONAL RESOURCES	176
CHAPTER 8	Making the Most of Classroom Time	177
	HOW MUCH TIME IS THERE, ANYWAY?	178
	INCREASING OPPORTUNITY TO LEARN	180
	<i>Maintaining Activity Flow</i>	181
	<i>Minimizing Transition Time</i>	183
	<i>Holding Students Accountable</i>	188
	<i>Managing Pullouts as Efficiently as Possible</i>	192
	CONCLUDING COMMENTS	194
	SUMMARY	194
	ACTIVITIES FOR SKILL BUILDING AND REFLECTION	195
	FOR FURTHER READING	197
	ORGANIZATIONAL RESOURCES	197

PART III ORGANIZING AND MANAGING INSTRUCTION 199

CHAPTER 9 Enhancing Students' Motivation to Learn 200

MOTIVATION: WHAT IS REALISTIC?

WHAT IS APPROPRIATE? 201

An Expectancy \times Value Framework 202

INCREASING EXPECTATIONS OF SUCCESS 204

Provide Opportunities for Success 204

Teach Students to Set Reasonable Goals and Assess Their Own Performance 206

Help Students Recognize the Relationship between Effort and Outcome 208

Provide Informative Feedback 208

Provide Special Motivational Support to Discouraged Students 210

ENHANCING THE VALUE OF THE TASK 211

Relate Lessons to Students' Own Lives 211

Provide Opportunities for Choice 213

Model Interest in Learning and Express Enthusiasm for the Material 213

Include Novelty/Variety Elements 214

Provide Opportunities for Students to Respond Actively 214

Allow Students to Create Finished Products 215

Provide Opportunities for Students to Interact with Peers 215

Provide Extrinsic Rewards (with Caution) 215

MOTIVATING UNDERACHIEVING AND DISAFFECTED STUDENTS 221

CONCLUDING COMMENTS 222

SUMMARY 223

ACTIVITIES FOR SKILL BUILDING AND REFLECTION 224

FOR FURTHER READING 225

CHAPTER 10 Managing Independent Work, Recitations, and Discussions 226

INDEPENDENT WORK: WHAT, WHY, HOW? 226

Designing and Implementing Effective Independent Work 227

RECITATIONS AND DISCUSSIONS: WHAT, WHY, AND HOW? 234

Implementing Effective Recitations 240

Implementing Effective Discussions 244

CONCLUDING COMMENTS 249

	SUMMARY	250
	ACTIVITIES FOR SKILL BUILDING AND REFLECTION	251
	FOR FURTHER READING	253
CHAPTER 11	Managing Small-Group Work	255
	THE CHALLENGES OF GROUP WORK	257
	DESIGNING AND IMPLEMENTING EFFECTIVE GROUP WORK	261
	<i>Decide on the Type of Group to Use</i>	261
	<i>Decide on the Size of the Group</i>	266
	<i>Decide on Group Composition</i>	268
	<i>Structure the Tasks for Positive Interdependence</i>	270
	<i>Ensure Individual Accountability</i>	272
	<i>Teach Students to Cooperate</i>	273
	<i>Think about What to Do If a Student Doesn't Want to Be in a Group</i>	278
	CONCLUDING COMMENTS	279
	SUMMARY	280
	ACTIVITIES FOR SKILL BUILDING AND REFLECTION	281
	FOR FURTHER READING	282
	ORGANIZATIONAL RESOURCES	282
PART IV	PROTECTING AND RESTORING ORDER	283
CHAPTER 12	Responding Effectively to Inappropriate Behavior	284
	PRINCIPLES FOR DEALING WITH INAPPROPRIATE BEHAVIOR	285
	DEALING WITH MINOR MISBEHAVIOR	292
	<i>Nonverbal Interventions</i>	293
	<i>Verbal Interventions</i>	294
	<i>Deliberate Nonintervention</i>	297
	DEALING WITH MORE SERIOUS MISBEHAVIOR	297
	<i>Selecting Penalties</i>	298
	<i>Imposing Penalties and Preserving Relationships</i>	301
	<i>Being Consistent</i>	302
	<i>Penalizing the Group for Individual Misbehavior</i>	303
	DEALING WITH CHRONIC MISBEHAVIOR	303
	<i>Resolving Conflicts through Problem Solving</i>	304
	<i>Using a Behavioral Learning Approach</i>	307

	<i>Positive Behavioral Intervention and Supports (PBIS) and Functional Behavioral Assessment (FBA)</i>	312
DEALING WITH THORNY PROBLEMS		314
	<i>Tattling</i>	314
	<i>Cheating</i>	316
	<i>Stealing</i>	317
	<i>Profanity</i>	318
	<i>Defiance</i>	318
	<i>Sexually Related Behavior</i>	319
	<i>Failure to Do Homework</i>	320
WHEN DISCIPLINE VIOLATES STUDENTS' CONSTITUTIONAL RIGHTS		321
CONCLUDING COMMENTS		323
SUMMARY		323
ACTIVITIES FOR SKILL BUILDING AND REFLECTION		325
FOR FURTHER READING		326
ORGANIZATIONAL RESOURCES		327
CHAPTER 13	Preventing and Responding to Violence	328
	STRATEGIES FOR PREVENTING VIOLENCE	329
	<i>Build Supportive School Communities</i>	329
	<i>Be Alert to Signs of Hate</i>	330
	<i>Know the Early Warning Signs of Potential for Violence</i>	331
	<i>Be Observant in "Unowned" Spaces</i>	332
	<i>Be Attentive to Whispers, Rumors, and Threats</i>	333
	<i>De-escalate Potentially Explosive Situations</i>	334
	RESPONDING TO VIOLENCE	336
	<i>Know Your School's Policies and Emergency Plans</i>	336
	<i>Coping with Aggressive Behavior</i>	336
	<i>Responding Effectively to Physical Fights</i>	339
	CONCLUDING COMMENTS	340
	SUMMARY	340
	ACTIVITIES FOR SKILL BUILDING AND REFLECTION	341
	FOR FURTHER READING	341
	ORGANIZATIONAL RESOURCES	342
REFERENCES		343
NAME INDEX		369
SUBJECT INDEX		373

This page intentionally left blank

PREFACE

These days, the “hot topics” in education focus on ways to increase academic achievement—implementing core curriculum standards, incorporating technology into the curriculum, reducing the achievement gap among students from different racial, ethnic, and economic backgrounds, and assessing students’ learning (partly to enable data-driven instruction, partly to evaluate teacher effectiveness, and partly to assign grades to schools). Except for a continued, even heightened, concern about bullying, discussions of classroom management have receded into the background; yet, studies consistently show that classroom management plays a critical role—perhaps the *most* critical role—in students’ academic achievement. This finding makes sense. Teachers cannot implement core curriculum standards if they are unable to create an orderly, respectful classroom environment; smart phones can disrupt as much as they can instruct; and assessments will show increases in academic achievement only if students are paying attention when teachers are teaching.

Ironically, the emphasis on achievement sometimes leads to conditions that make classroom management particularly challenging. If scores on standardized tests are what matters most, then content areas not on the test, such as music, art, and physical education, may be allotted less time or even eliminated. If teachers’ jobs at least partly depend on students’ standardized test scores, teachers may forgo engaging, developmentally appropriate activities in favor of “test prep.” In short, narrowing the curriculum and requiring teachers to “teach to the test” may lead to boredom and apathy—a situation that inevitably breeds management problems.

Teachers face additional management challenges because of changes in the composition and size of their classes. In the years since the first edition of *Elementary Classroom Management*, classes have become increasingly diverse with students from a wide range of racial, ethnic, and cultural backgrounds, students who are learning English, and students who have disabilities. Diagnoses of attention deficit/hyperactivity disorder (ADHD) and autism are escalating dramatically (for reasons that are not entirely clear). The recent economic crisis has resulted in higher levels of poverty and homelessness and created a climate of uncertainty, anxiety, and fear. An alarming number of children come to school with emotional and psychological problems. As school budgets have been slashed, schools have been closed, and class sizes have grown. Now more than ever, teachers need to know how to establish classrooms that are supportive, inclusive, caring, and orderly.

Unfortunately, beginning teachers frequently report that their teacher education programs did not prepare them for the challenges of classroom management. They

call for more preparation in areas such as communicating with parents, responding to inappropriate behavior, working in diverse, multicultural settings, and helping students with special needs. They complain about courses that are too removed from the realities of schools and crave examples of real teachers dealing with the challenges of real students in real classrooms. *Elementary Classroom Management: Lessons from Research and Practice* is designed to address these concerns.

ORGANIZATION OF THE TEXT

As the subtitle of this book indicates, we have integrated what research has to say about effective classroom management with knowledge culled from practice. We do this by highlighting the thinking and the actual management practices of five real teachers: Courtney Bell (kindergarten), Randy Cueto (first and second grade), Garnetta Chain (third grade), Barbara Broggi (fourth grade), and Ken Kowalski (fifth grade). These teachers not only teach different grade levels but also work in school districts that differ substantially in terms of race, ethnicity, and socioeconomic status. Moreover, Courtney is a first-year teacher whereas the others are all quite experienced. Readers will come to know these five teachers—to hear their thinking on various aspects of classroom management and to see the ways they interact with students. Their stories provide real-life illustrations of the concepts and principles derived from research.

Part I of the book introduces these teachers and the fundamental concepts and principles that guide the book. In Part II, we focus on the management tasks involved in *building a respectful, productive environment for learning*—from designing the physical space of the classroom, building positive teacher-student relationships, creating community, and teaching norms to knowing your students, working with families, and using time efficiently. In Part III, we turn to strategies for *organizing and managing instruction*. We address topics that are often omitted in classroom management texts but are actually crucial, such as motivating students and managing some of the instructional formats commonly used in elementary classrooms—*independent work, recitations and discussions, and small-group work (including cooperative learning)*. Parts II and III both emphasize strategies for preventing behavior problems. In Part IV, we discuss what to do when prevention isn't enough and describe ways to intervene when problems arise.

The goal of *Elementary Classroom Management* is to provide clear, practical guidance based on research and the wisdom of practice. We have tried to balance the need to provide breadth and depth of coverage with the need for a book that is accessible, engaging, and reasonable in length. (In fact, this new edition is considerably shorter than the previous one.) For the sake of readability, we consistently use “we” and “us” even when describing incidents that involved only one of the authors.

THE SIXTH EDITION: WHAT'S THE SAME? WHAT'S DIFFERENT?

This edition retains several pedagogical features that instructors and students have found useful. In almost every chapter, readers can find the following:

- *Pause and Reflect* features to promote engagement and comprehension.
- *Activities for Skill Building and Reflection* that are divided into three sections: “In Class,” “On Your Own,” and “For Your Portfolio.”
- An annotated list of books and articles in *For Further Reading*.
- A list of *Organizational Resources* describing agencies that can provide additional information.
- *Practical Tips* features that contain useful classroom management strategies.
- Marginal icons that alert readers to content focusing on cultural diversity.
- *Meet the Educator* features that highlight the work of well-known educators whom beginning teachers are likely to meet during in-service workshops or lectures.

The most significant change in this new edition is the introduction of Randy Cueto, a first- and second-grade teacher who replaces Viviana Love, one of the original teachers featured in earlier editions. Additionally, we have made a number of other changes (many in response to feedback from users of the fifth edition):

- Chapter 1 introduces three styles of management (authoritative, authoritarian, and permissive), expands the discussion of “warm demanders,” and considers teachers’ need for social-emotional intelligence and self-care.
- Chapter 2 discusses assigning seats at the beginning of the year.
- Because users of the book found Chapter 3, “Building Respectful, Caring Relationships” too long, it has been divided into two chapters, one on teacher-student relationships (Chapter 3) and one on peer relationships (Chapter 4).
- Chapter 5, “Establishing Expectations for Behavior,” now includes a Practical Tips feature on the use of technology.
- Chapter 6, “Knowing Your Students and Their Special Needs,” has been substantially pared down to focus on classroom-management aspects of student diversity. Sections on working with students with hearing loss and those who are gifted and talented have also been added.
- The chapter on “Making the Most of Classroom Time” has been moved from Part III, “Organizing and Managing Instruction,” to Part II, “Establishing an Environment for Learning.”
- The chapters on “Managing Independent Work” and “Managing Recitations and Discussions” have been combined (into the new Chapter 10), and the material has been reorganized.
- Chapter 11, “Managing Small-Group Work” includes a discussion of what to do when students don’t want to participate in a group activity and prefer to work alone.
- Chapter 12, “Responding to Inappropriate Behavior,” has more discussion of Positive Behavioral Intervention and Supports (PBIS).
- As always, all chapters have been updated to reflect recent scholarship and current concerns; there are more than 70 new references.

Finally, because many teacher education programs now require prospective teachers to demonstrate that they possess the knowledge and skills that teachers need to be effective, we have created a table showing the competencies addressed in each chapter. (see following pages.) These have been taken from Charlotte Danielson’s book, *Enhancing Professional Practice: A Framework for Teaching* (2007). Danielson’s framework identifies those aspects of a teacher’s responsibilities that have been documented through empirical studies and theoretical research as promoting students’ learning. In other words, they define what teachers should know and be able to do. Danielson was one of the developers of Praxis III, the last in a series of professional assessments for beginning teachers from the Educational Testing Service (ETS). Praxis III measures actual teaching skills and classroom performance and is used to make licensing decisions in a number of states. Danielson’s framework is based largely on the Praxis III criteria.

MIDDLE AND SECONDARY CLASSROOM MANAGEMENT: A COMPANION TEXT

This edition of *Elementary Classroom Management* parallels the fifth edition of *Middle and Secondary Classroom Management: Lessons from Research and Practice* (Weinstein & Novodvorsky, 2014), so that instructors who are teaching courses that include both elementary and secondary teacher education students can use the two books as a package. The principles and concepts discussed are the same, but the teachers on whom the companion book is based all work at the middle or secondary level, and the “lessons from research” are based largely on studies conducted in middle schools, junior high, and high school.

ACKNOWLEDGMENTS

Once again, we express our gratitude to the teachers featured in this book. They allowed us to observe in their classrooms and shared their wisdom, frustrations, and celebrations during countless hours of interviews. In the interest of full disclosure, three points about the structure of the book need to be made. First, the portraits of all five teachers are composites derived from material that was collected over a number of years. In other words, we have created a portrait of each teacher by describing incidents that occurred in different years with different students as though they had all occurred in the same academic year with the same class. Second, Garnetta and Ken are now retired. Barbara left the classroom several years ago to do staff development for teachers and administrators, but she has just retired as well. Courtney now works in schools as a specialist in functional behavioral analysis, helping teachers whose classrooms contain children with severe problem behaviors. Randy is currently in his seventh year of teaching. All of the teachers except Garnetta were able to contribute to this new edition. Finally, because Randy is a new addition to the book, we interviewed him separately about the issues that were collectively discussed with the original set of teachers. Nonetheless, for the sake of coherence and simplicity, we have integrated his stories with those of the other teachers.

Charlotte Danielson
Enhancing Professional Practice: A Framework for Teaching (2nd ed.)
 ASCD, 2007

Chapter	1	2	3	4	5	6	7	8	9	10	11	12	13
<i>Domain 1: Planning and Preparation</i>						√			√	√	√		
Component 1b: Demonstrating Knowledge of Students						√							
• Knowledge of child and adolescent development						√							
• Knowledge of students' special needs						√							
Component 1c: Setting Instructional Outcomes									√				
• Value, sequence, and alignment									√				
• Suitability for diverse learners									√				
Component 1e: Designing Coherent Instruction										√	√		
• Learning activities										√	√		
• Instructional materials and resources										√			
• Instructional groups											√		
<i>Domain 2: The Classroom Environment</i>		√	√	√	√			√			√	√	√
Component 2a: Creating Environment of Respect/Rapport			√	√								√	√
• Teacher interaction with students			√									√	√
• Student interactions with other students				√									
Component 2c: Managing Classroom Procedures					√			√					
• Management of instructional groups					√						√		
• Management of transitions					√			√					
• Management of materials and supplies					√								
• Management of noninstructional duties					√								

Chapter	1	2	3	4	5	6	7	8	9	10	11	12	13
Component 2d: Managing Student Behavior					√							√	√
• Expectations					√								
• Monitoring of student behavior					√								
• Response to student misbehavior												√	√
Component 2e: Organizing Physical Space		√											
• Safety and accessibility		√											
• Arrangement of furniture/use of physical resources		√											
<i>Domain 3: Instruction</i>								√	√	√	√		
Component 3a: Communicating with Students									√		√		
• Directions and procedures								√	√		√		
• Expectations for learning											√		
Component 3b: Using Questioning/Discussion Techniques										√			
• Discussion techniques										√			
• Student participation										√			
Component 3c: Engaging Students in Learning								√	√		√		
• Structure and pacing								√					
• Activities and assignments									√				
• Grouping of students									√		√		
• Instructional materials and resources									√				
Component 3d: Using Assessment in Instruction									√	√			
• Feedback to students									√	√			
• Student self-assessment and monitoring of progress									√	√			
• Monitoring of student learning								√		√			

Chapter	1	2	3	4	5	6	7	8	9	10	11	12	13
Component 3e: Demonstrating Flexibility/ Responsiveness									√		√		
• Lesson adjustment									√		√		
• Response to students									√		√		
• Persistence									√				
<i>Domain 4: Professional Responsibility</i>	√					√	√						
Component 4a: Reflecting on Teaching	√					√							
Component 4c: Communicating with Families							√						
• Information about the instructional program							√						
• Information about individual students							√						
• Engagement of families in the instructional program							√						
Component 4e: Growing and Developing Professionally	√					√							

We are also grateful to our McGraw-Hill Project Team: Penina Braffman Greenfield, Managing Editor, MaryJane Lampe, Full-Service Project Manager, Nicole Bridge, Development Editor, and Alexandra Schultz, Marketing Manager.

To the individuals who reviewed the previous edition, we express our deep appreciation: Jason L. O'Brien, University of Alabama in Huntsville; David M. Bishop, Northern Kentucky University; Randi N. Stanulis, Michigan State University; Caroline Pryor, Southern Illinois University-Edwardsville; and Cynthia Lasky, Barry University. If there are any errors or misstatements, the fault is entirely our own.

Finally, a special thank you to Neil, who understands that, even in retirement, classroom management can remain a passion, and to Jeff, Mariel, and Daniel for their continued support.

Carol Simon Weinstein

Molly E. Romano

PART I



Introduction

When you hear the words “a really good teacher,” what comes to mind?

We have asked our teacher education students this question, and invariably they talk about *caring*. A good teacher is a caring teacher, they say, someone who respects and supports students, who doesn’t put them down, and who shows genuine interest in them as individuals. Our teacher education students also believe they have the capacity to be that kind of teacher. They envision themselves nurturing students’ self-esteem, rejoicing in their successes, and creating strong bonds of affection and mutual respect.

And then these prospective teachers begin student teaching. Over the weeks, the talk about caring begins to fade away, replaced by talk of control and discipline, penalties and consequences. Student teachers lament the fact that they were “too nice” at the beginning and conclude that they should have been “meaner.” Some even seem to believe that caring and order are mutually exclusive.

The tension between wanting to care and needing to achieve order is not uncommon among novice teachers. But showing that you care and achieving order are *not* irreconcilable goals. The two actually go hand in hand. Indeed, *one of the main ways in which teachers create an orderly environment is by treating students with warmth and respect*. Common sense tells us that students are more likely to cooperate with teachers who are seen as responsive, trustworthy, and respectful, and research consistently shows this to be true.

At the same time, *one of the ways to show students you care is by taking responsibility for keeping order*. Far from just being “warm and fuzzy,” caring teachers are willing to assume the leadership role that is part of being a teacher. For such teachers, caring is not just about being affectionate and respectful; it is also about monitoring behavior, teaching and enforcing norms, and providing needed organization and structure. These teachers understand that children actually crave limits—even though they may protest loudly.

In Chapter 1, you will meet five “good” elementary teachers whose experiences and wisdom form the basis for this book. As you will see, they are able to combine warmth and respect with an insistence that students work hard, comply with classroom norms, and treat one another with consideration. This combination constitutes *authoritative classroom management*, a concept we will explore in the following chapter.



Managing Classrooms to Nurture Students, Build Self-Discipline, and Promote Learning

Definition, Framework, and Guiding Principles	5
Lessons from Research and Practice	9
What Do the Students Say?	18
Concluding Comments	20
Summary	21

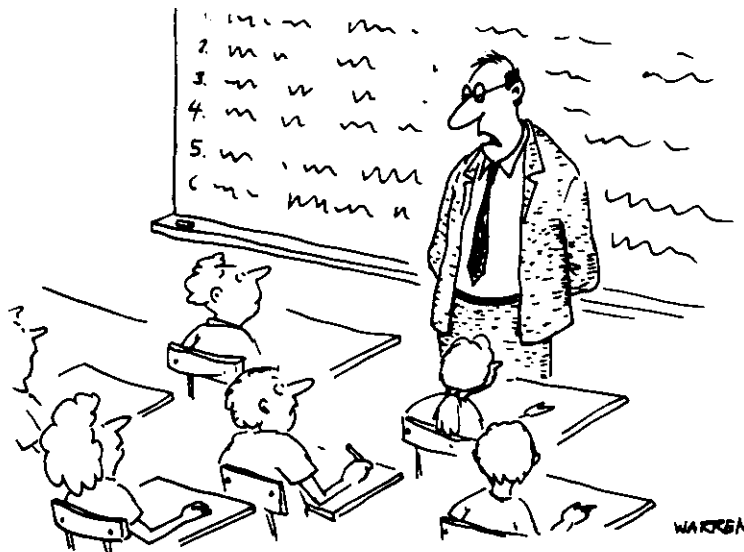
For many prospective and beginning teachers, entering an elementary classroom is like returning home after a long absence. So much is familiar: Bulletin boards still display “Good Work” studded with As, stars, and smiling faces; alphabet charts still illustrate the proper formation of letters; bells and buzzers still interrupt lessons to announce fire drills. The familiarity of these sights and sounds makes us feel comfortable and at ease; in fact, it may lead us to think that the transition from student to teacher will be relatively easy. Yet ironically, this very familiarity can be a trap; it can make it hard to appreciate what a curious and demanding place the elementary classroom really is. Looking at the classroom as though we have never seen one before can help us recognize some of its strange characteristics and contradictions.

Viewed from a fresh perspective, the elementary classroom turns out to be an extremely crowded place. It is more like a subway or bus than a place designed for learning. In fact, it is difficult to think of another setting, except prison, where such large groups of individuals are packed so closely together for so many hours. Nonetheless, amid this crowdedness, students are often not allowed to interact. They “must learn how to be alone in a crowd” (Jackson, 1990).

There are other contradictions in this curious place. Children are expected to work together in harmony, yet they may be strangers—even rivals—and may come from very different cultural backgrounds. Students are urged to cooperate, to share, and to help one another, but they are also told to keep their eyes on their own papers, and they often compete for grades and special privileges. They are lectured about being independent and responsible, yet they are also expected to show complete, unquestioning obedience to the teacher's dictates. (This peculiar situation is captured in the cartoon that appears in Figure 1.1.)

In addition to these contradictions, Walter Doyle (2006) has pointed out six features of the classroom setting that make it even more complex. First, classrooms are characterized by *multidimensionality*. Unlike a post office or a restaurant, or other places devoted to a single activity, the classroom is the setting for a broad range of events. Within its boundaries, students read, write, discuss, and take tests. They form friendships, argue, celebrate birthdays, and play games. Teachers not only instruct but also take attendance, settle disputes, counsel students with problems, and meet with parents. Somehow, the classroom environment must be able to accommodate all these activities.

Second, many of these activities take place at the same time. This *simultaneity* makes the elementary classroom a bit like a three-ring circus. It is not uncommon to see a cluster of students discussing a story with the teacher, individuals writing at their desks or on computers, pairs of students playing a mathematics game, and a small group working on a social studies mural. It is this simultaneity that makes having “eyes in the back of your head” so valuable to teachers.



“I expect you all to be independent, innovative, critical thinkers who will do exactly as I say.”

FIGURE 1.1 Source: Reprinted by permission of Warren.

A third characteristic of classrooms is the rapid pace at which things happen. Classroom events occur with an *immediacy* that makes it impossible to think through every action ahead of time. A squabble erupts over the ownership of an action figure; a student complains that a neighbor is copying; a normally silent child makes a serious but irrelevant comment during a group discussion. Each of these incidents requires a quick response, an on-the-spot decision about how to proceed. Furthermore, classroom events such as these cannot always be anticipated, despite the most careful planning. This *unpredictability* is a fourth characteristic of classrooms. It ensures that being a teacher is rarely boring, but unpredictability can also be exhausting.

A fifth characteristic of classrooms is the *lack of privacy*. Classrooms are remarkably public places. Within their four walls, each person's behavior can be observed by many others. Teachers may feel as though they are always on stage, and such feelings are understandable. With 20 or 30 pairs of eyes watching, it is difficult to find a moment for a private chuckle or an unobserved groan. But the scrutiny goes two ways: Teachers constantly monitor students' behavior as well. And in response to this sometimes unwelcome surveillance, students learn to pass notes, comb their hair, and doodle without (they hope) the teacher ever noticing. Yet, even if they avoid the teacher's eyes, there are always peers watching. It is difficult for students to have a private interaction with the teacher, to conceal a grade on a test, or to make a mistake without a witness.

Finally, over the course of the academic year, classes construct a joint *history*. This sixth characteristic means that classes, like families, remember past events—both positive and negative. They remember who got yelled at, who was chosen to be the paper monitor, and what the teacher said about homework assignments. They remember who was going to have only “one more chance”—and if the teacher didn't follow through, they remember that too. The class memory means that teachers must work to shape a history that will support, rather than frustrate, future activities.

Contradictory, multidimensional, simultaneous, immediate, unpredictable, public, and remembered—this portrait of the classroom highlights characteristics that we often overlook. We have begun the book with this portrait because we believe that *effective organization and management require an understanding of the unique features of the classroom*. Many of the management problems experienced by beginning teachers can be traced to their lack of understanding of the complex setting in which they work.

Past experiences with children may also mislead beginning teachers. For example, you may have tutored an individual student who was having academic difficulties, or perhaps you have been a camp counselor. Although these are valuable experiences, they

are very different from teaching in classrooms. Teachers do not work one-on-one with students in a private room; they seldom lead recreational activities that children have themselves selected. Teachers do not even work with youngsters who have chosen to be present. Instead, *teachers work with captive groups of students, on academic agendas that students have not always helped to set, in a crowded, public setting.*

PAUSE AND REFLECT

Before going any further, jot down the words that come to mind when you hear the phrase “classroom management.” Then write the answer to this question: “What is the goal of classroom management?” After reading the next section, compare your goals statement with the statement in the book. Are they similar? In what ways (if any) are they different?

Within this peculiar setting, teachers must carry out the fundamental tasks of classroom management.

DEFINITION, FRAMEWORK, AND GUIDING PRINCIPLES

Classroom management is often thought of as getting students to behave by using rules, rewards, and penalties. But it is much more than that. We define classroom management as *the actions teachers take to establish and sustain a caring, orderly environment that fosters students' academic learning as well as their social and emotional growth*. From this perspective, *how* a teacher achieves order is as important as *whether* a teacher achieves order (Evertson & Weinstein, 2006). Keeping this in mind, let us consider three hypothetical teachers with very different approaches to classroom management (Walker, 2008, 2009).

- Teacher A thinks that the most important aspect of classroom management is to create a warm classroom environment so that students will enjoy school and feel they are valued. He tries to be sensitive, empathetic, and caring. He makes few academic or behavioral demands on students, believing that they should have the autonomy to make their own decisions. He says, “I realize that students sometimes think I’m a pushover, but I believe that giving them a lot of freedom will help them to develop a sense of responsibility for their own learning and behavior.”
- Teacher B believes in running a tight ship where students know exactly how they’re supposed to behave and what the consequences will be if they act inappropriately. She holds her students to high standards of academic performance and behavior and thinks it’s important to be in absolute control. She shows little warmth or affection for her students, reprimands them in front of their peers, and frequently hands out punishments. She’s proud of being a “no-nonsense teacher.” She says, “I’m not here to be their friend. I’m here to teach. My students may think I’m strict, even mean, but one day they’ll thank me for this.”
- Teacher C believes in creating a warm, caring environment in which students feel comfortable, connected, and valued. She tries to enhance students’ sense of autonomy by providing opportunities for them to participate in decision making. She wants her students to behave not out of fear of punishment but out of a sense of personal responsibility. On the other hand, she also holds high expectations for student learning and behavior and thinks there must be consequences for inappropriate behavior. She takes the time to provide rationales for classroom rules and never humiliates students in front of their peers.

Borrowing terminology from the literature on parenting (Baumrind, 1978), we can characterize Teacher A as *permissive*: He provides a lot of warmth and affection but little if any leadership, and he makes few demands on his students. In contrast, Teacher B is *authoritarian*: She is very demanding—even dictatorial—and exhibits little warmth, sensitivity, or responsiveness to students’ needs. Teacher C is *authoritative*,

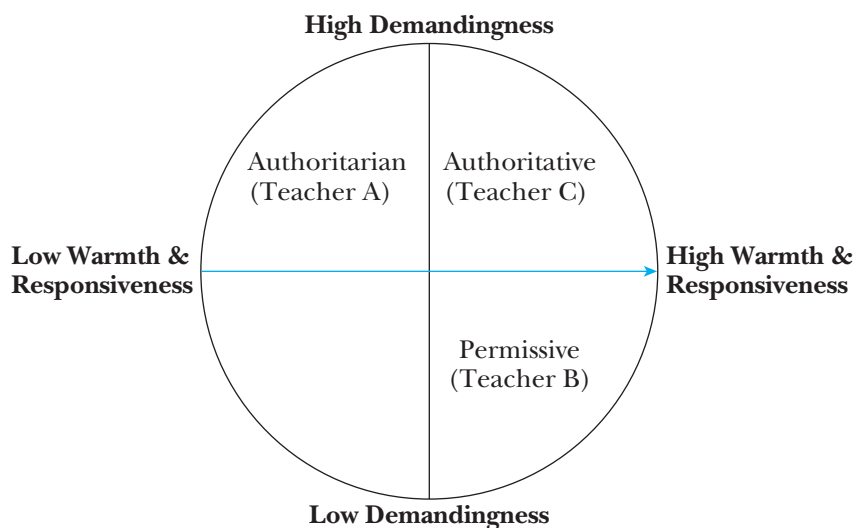


FIGURE 1.2 Three Approaches to Classroom Management

combining the best of both Teachers A and B: She is not only warm, empathetic, and supportive but also insists that her students work hard, adhere to classroom norms, and treat one another respectfully. Authoritative teachers can also be considered “*warm demanders*” (Bondy & Ross, 2008; Davis, Gabelman, & Wingfield, 2011; Kleinfeld, 1975; Ware, 2006). Figure 1.2 is a graphic representation of these three types of teachers. Note that we have not discussed teachers who are low in demandingness and low in warmth (lower left quadrant) because it is unlikely that they have a coherent perspective on classroom management.

Research has indicated that warm-demanding, authoritative teachers are most likely to achieve positive teacher-student relationships, respectful classroom climates, and better academic and social-emotional outcomes for students (Marzano, Marzano, & Pickering, 2003; Walker, 2008; Walker, 2009; Wubbels, Brekelmans, den Brok, & van Tartwijk, 2006). For this reason, a warm-demanding approach to classroom management provides the framework for *Elementary Classroom Management* along with the following six principles. (These are summarized in Table 1.1.)

The first principle is that *successful management fosters self-discipline and personal responsibility*. Let’s be honest: Every teacher’s worst fear is the prospect of losing control—of being helpless and ineffectual in the face of unruly, anarchic classes. Given this nightmare, it’s tempting to create a coercive, top-down management system that relies heavily on the use of rewards and penalties to gain obedience (i.e., an authoritarian approach). Yet such an approach depends on constant monitoring and does little to teach students to make good choices about how to act. Obviously, teachers need to set limits and guide students’ behavior, but the goal is an environment in which students behave appropriately, not out of fear of punishment or desire for reward but out of a sense of personal responsibility.

The second principle is that *most problems of disorder in classrooms can be avoided if teachers foster positive relationships with students, implement engaging*

TABLE 1.1 Six Guiding Principles about Classroom Management

1. Successful classroom management fosters self-discipline and personal responsibility.
2. Most problems of disorder in classrooms can be avoided if teachers foster positive relationships with students, implement engaging instruction, and use good preventive management strategies.
3. The need for order must not supersede the need for meaningful instruction.
4. Managing today's diverse classrooms requires the knowledge, skills, and predispositions to work with students from diverse racial, ethnic, language, and social class backgrounds. In other words, teachers must become "culturally responsive classroom managers."
5. Becoming an effective classroom manager requires social-emotional competence.
6. Becoming an effective classroom manager requires knowledge, reflection, hard work, and experience in the classroom.

instruction, and use good preventive management strategies. Let's look at these components in order. Positive teacher-student relationships are the very foundation of effective classroom management (Marzano, Marzano, & Pickering, 2003). Extensive research demonstrates that when students perceive their teachers to be supportive and caring, they are more likely to engage in cooperative, responsible behavior and to adhere to classroom rules and norms (Woolfolk Hoy & Weinstein, 2006). Similarly, when students find academic activities meaningful, engrossing, and stimulating, they are less inclined to daydream or disrupt. Finally, a pivotal study by Jacob Kounin (1970) documented the fact that orderly classes are more the result of a teacher's ability *to manage the activities of the group* than of particular ways of handling student misconduct. As a result of Kounin's work, we now distinguish between *discipline*—responding to inappropriate behavior—and *classroom management*—ways of creating a caring, respectful environment that supports learning.

Third, *the need for order must not supersede the need for meaningful instruction.* Although learning and teaching cannot take place in an environment that is chaotic, excessive concerns about quiet and uniformity can hinder instruction (Doyle, 2006). For example, a teacher may wish to divide the class into small groups for a hands-on science experiment, believing that her students will learn better by *doing* than by simply *watching*. Yet her anxiety about the noise level and her fear that students will not cooperate could make her abandon the small-group project and substitute a teacher demonstration and an individual workbook assignment. In one respect this teacher is correct: A collaborative science experiment will be not only more intellectually and socially challenging but also more challenging from a managerial perspective. Nonetheless, it is crucial that teachers not sacrifice opportunities to learn in order to achieve a quiet classroom. As Doyle (1985) comments, "A well-run lesson that teaches nothing is just as useless as a chaotic lesson in which no academic work is possible" (p. 33).

Our fourth principle is that *managing today's diverse classrooms requires the knowledge, skills, and predispositions to work with students from diverse racial, ethnic, language, and social class backgrounds. In other words, teachers must become "culturally responsive classroom managers"* (Weinstein, Curran, & Tomlinson-Clarke, 2003; Weinstein, Tomlinson-Clarke, & Curran, 2004). Sometimes, a desire to treat students fairly leads teachers to strive for "color-blindness" (Nieto & Bode, 2008), and educators

are often reluctant to talk about cultural characteristics for fear of stereotyping. But definitions and expectations of appropriate behavior are culturally influenced, and conflicts are likely to occur if we ignore our students' cultural backgrounds. Geneva Gay (2006) provides a telling example of what can happen when there is a "cultural gap" between teachers and students. She notes that African Americans frequently use "evocative vocabulary" and "inject high energy, exuberance, and passion" into their verbal communication (p. 355). European American teachers may interpret such speech as rude or vulgar and feel compelled to chastise the students or even impose a punishment. Because the students see nothing wrong with what they said, they may resent and resist the teacher's response. As Gay notes, "The result is a cultural conflict that can quickly escalate into disciplinary sanctions in the classroom or referrals for administrative action" (p. 355).



To avoid situations like this, we need to become aware of our own culturally based principles, biases, and values and to reflect on how these influence our expectations for behavior and our interactions with students. When we bring our cultural biases to a conscious level, we are less likely to misinterpret the behaviors of our culturally different students and treat them inequitably. In addition, we must acquire cultural content knowledge. We must learn, for example, about our students' family backgrounds and their cultures' norms for interpersonal relationships. Obviously, this knowledge must not be used to categorize or stereotype, and it is critical that we recognize the significant individual differences that exist among members of the same cultural group. Nonetheless, cultural content knowledge can be useful in developing *hypotheses* about students' behavior (Weiner, 1999).

The fifth principle is that becoming an *effective classroom manager requires social-emotional competence* (SEC). If teachers are to promote students' ability to be empathetic, interact in cooperative and respectful ways, control their impulses, resolve conflicts peacefully, and make responsible decisions, they themselves must have a high degree of SEC (Jennings & Greenberg, 2009). Socially and emotionally competent teachers are aware of their emotions and understand their emotional strengths and weaknesses. They also have the capacity to perceive and understand the emotions of others and to recognize the dynamics of classroom situations. When students behave in ways that provoke strong, negative reactions such as anger and despair, teachers with SEC know how to manage their emotions and their behavior so they can deal with the situations constructively and can preserve their relationships with students. In sum, social-emotional competence underlies a teacher's ability to develop positive relationships with students and to create a caring, respectful classroom environment.

Another importance aspect of SEC is teachers' ability to engage in self-care because teaching is a high-stress profession in which relationships (with students, colleagues, administrators, and parents) are pivotal. It is critical that you take care of yourself and support your colleagues; some suggestions for how to do so are provided in Cody (2013). One first-year teacher we know had this to say about self-care:

The best alteration I've made that has had a big impact on my teaching and comfort level in the classroom was giving up caffeine. This was something that definitely took some thought and dedication. However, it's helped me drastically with that daily anxiety hurdle and with my pacing; there was a pretty stark contrast between the caffeinated Mr. T pushing the class at a fairly rigorous pace, and the relaxed, tea-drinking teacher who takes time for more frequent

formative checks and feedback. My students seem to prefer this new tone—one of a teacher taking the time to establish a connection and making them feel more directly cared about, rather than the teacher just showing up with a mug and going through the day’s lesson. It’s been productive, I think, to show the students that I actually took a step to try and make their learning experience better, and to illustrate my commitment to wanting to do my job well.

Finally, *effective classroom management requires knowledge, reflection, hard work, and experience in the classroom.* Classroom management cannot be reduced to a set of recipes or a list of “how to’s.” Similarly, well-managed classrooms are not achieved by following “gut instinct” or doing “what feels right.” Classroom management is a *learned craft*. That means that you must become familiar with the knowledge base that undergirds effective management and then learn to implement this knowledge in actual classroom settings. At the end of each chapter, we provide scenarios and problem-solving activities to assist you in analyzing situations, generating solutions, and making thoughtful decisions, but it is only in the complex setting of the classroom that you will learn to do this in “real time.”

LESSONS FROM RESEARCH AND PRACTICE

Elementary Classroom Management weaves together concepts and principles derived from research with the wisdom and experiences of five real elementary teachers, all of whom are warm demanders. As you read the chapters that follow, you will learn about the classes they teach and about the physical constraints of their rooms; you hear them reflect on their rules and routines and watch as they teach these to students. You find out about the ways they try to motivate students, foster cooperation, and respond to problem behaviors. In sum, *this book focuses on real decisions made by real teachers as they manage the complex environment of the elementary classroom.* By sharing these stories, we do not mean to suggest that their ways of managing classrooms are the only effective ways. Rather, our goal is to illustrate how five reflective, caring, but very different individuals approach the tasks involved in classroom management. We introduce the teachers in order of the grade level taught. (Table 1.2 provides an overview of the teachers and the contexts in which they teach.)

Courtney Bell: Kindergarten

Courtney Bell is a 24-year-old, first-year kindergarten teacher. She was a theater arts major in college before she decided to go on for a master’s degree and certification in elementary education. Reflecting on her choice of teaching as a career, she comments: “Everyone told me I should be a teacher, so I resisted the urge. But every part-time job I ever held involved education and children. My parents were really relieved when I finally figured it out!”

Courtney did her student teaching in a kindergarten that used *The Responsive Classroom*, an approach to teaching that integrates children’s social-emotional learning with their academic learning. (See Charney, 2002; see also “Organizational Resources” listed at the end of the chapter.) She found this experience extremely rewarding, so she looked for a job in a district that would allow her to implement elements of this approach. She found one in a middle- to upper-middle-class suburban district comprising five