EIGHTH Edition

ELEMENTARY CLASSROOM MANAGEMENT

Lessons from Research and Practice

McGraw Hill

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Elementary Classroom Management

LESSONS FROM RESEARCH AND PRACTICE

Eighth Edition

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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 coedited (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. Dr. Weinstein now lives in Tucson, Arizona.

DEDICATION

To amazing teachers Barbara, Courtney, Garnetta, Ken,
and Randy:
You continue to teach and inspire all who read this book.
And to Hannah, Judah, Cora, Iris, Mariel, and Daniel:
May you always have teachers as masterful as these.

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PREFACE

As we are putting the finishing touches on the 8th edition of this book, some elementary students are ending the school year without ever setting foot into the physical classroom. COVID-19 shut down many schools over a year ago, and while most of those schools have now reopened, some children continue to receive their entire education online. This has made the already demanding job of teaching even more challenging. Not only have teachers had to learn how to instruct students virtually, in some cases they have been asked to provide simultaneous virtual and in-person instruction. To say this has been a tough year for teachers would be a huge understatement.

This situation posed an interesting question for our new edition: Should we adapt our discussion of elementary classroom management to include online management? After much consideration, we ultimately decided that the principles of classroom management set forth in this book apply to both online and in-person learning. In short, most problems of classroom (or online) disorder can be avoided if teachers foster positive relationships with students, implement engaging instruction, use good preventive management strategies, and effectively handle problem behaviors. While it is true that some of the techniques discussed in this book will not directly apply to online learning (e.g., it is difficult to use proximity to encourage a student to get back on-task while teaching online), effective classroom management looks the same in both situations.

Instead, we chose to carefully update the content from previous editions through an extensive review of the current literature on classroom management, while also making sure that the text remained practical and applicable to teachers in classrooms today. With this in mind, we added a section on students who have experienced trauma. We don't yet know what it will mean for our current elementary students to have experienced over a year of not being able to interact in a classroom with their teacher and peers, but we do know that effective classroom managers will continue to provide a safe and caring environment for their students to learn, no matter where they are learning. And that is the best that we can hope for during these unusual times.

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. Finally, for the sake of readability, we consistently use "we" and "us" even when describing incidents that involved only one of the authors.

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

This edition retains several pedagogical features that instructors and students have found useful. 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 continue to include a table showing the competencies addressed in each chapter (constructed from the framework created by Danielson, 2007). Further, 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.

This new edition also includes the following changes:

- The section on bullying and social-emotional learning (SEL) programs has been updated (Chapter 4).
- A discussion of Daily Report Card interventions has been added (Chapter 6).
- A new section on students who have experienced trauma has been included (Chapter 6).
- The section on students living in poverty has been updated (Chapter 6).
- The discussion of chronic misbehavior has been moved from Chapter 12 to Chapter 13.
- A new section on restorative justice practices has been added (Chapter 13).
- As always, all chapters have been updated to reflect recent scholarship and current concerns; there are more than 50 new references.

MIDDLE AND SECONDARY CLASSROOM MANAGEMENT: A COMPANION TEXT

Elementary Classroom Management parallels the text *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, two 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, some of our teachers have retired or moved on to new positions within their school or district. However, the examples from their teaching practices remain relevant to teachers in schools today.

We are also grateful to our McGraw Hill Project Team, especially Francesca King, Product Developer; Melissa M. Leick, Content Project Manager; Nancy Baudean, Marketing Manager; and Sarah Remington, Portfolio Manager. Thanks also to our team at MPS Limited, including Sameer Jena, Developmental Editor and Full Service Project Manager.

To the individuals who reviewed the previous edition, we express our deep appreciation: Jill Baker, Northwest Missouri State University; Margaret Choka, Pellissippi State Community College; Debra Dirksen, Western New Mexico University; Scott Popplewell, Ball State University; Stacy Martin, Winthrop University; and Deb Wretman, University of Iowa.

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.

Molly Romano

Carol Simon Weinstein

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
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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											√		
Domain 2: The Classroom Environment		√	√	√	√			√			√	√	√
Component 2a: Creating Environment of Respect/ Rapport			√	√								√	√
• Teacher interaction with students			√									√	√
• Student interactions with other students				√									
Component 2c: Managing Classroom Procedures					√			√					
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• Management of transitions					√			√					
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Chapter	1	2	3	4	5	6	7	8	9	10	11	12	13
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• Expectations					√								
• Monitoring of student behavior					√								
• Response to student misbehavior												√	√
Component 2e: Organizing Physical Space		√											
• Safety and accessibility		√											
• Arrangement of furniture/use of physical resources		√											
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Component 3a: Communicating with Students									√		√		
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• Activities and assignments									√				
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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
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• Lesson adjustment									√		√		
• Response to students									√		√		
• Persistence									√				
Domain 4: Professional Responsibility	√					√	√						
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	√					√							

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Introduction

What does it mean to be a really good teacher?

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.

1 CHAPTER

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

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.

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.

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. 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 moni-tor, 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, pub-lic, 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 begin-ning 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 chil-dren 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.*

Within this peculiar setting, teachers must carry out the fundamental tasks of class-room 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 manage-ment 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 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,* 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; Ware, 2006). Figure 1.1 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 (McLean, Sparapani, Connor, & Day, 2020; Walker, 2008, 2009; Wubbels, Brekelmans, den Brok, & van Tartwijk, 2006) and have lower suspension rates (Gregory, Cornell, & Fan, 2011). 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.)

Text inside the figure:

High Demandingness

Authoritarian
(Teacher A)

Authoritative
(Teacher C)

Low Warmth &
Responsiveness

High Warmth &
Responsiveness

Permissive
(Teacher B)

Low Demandingness
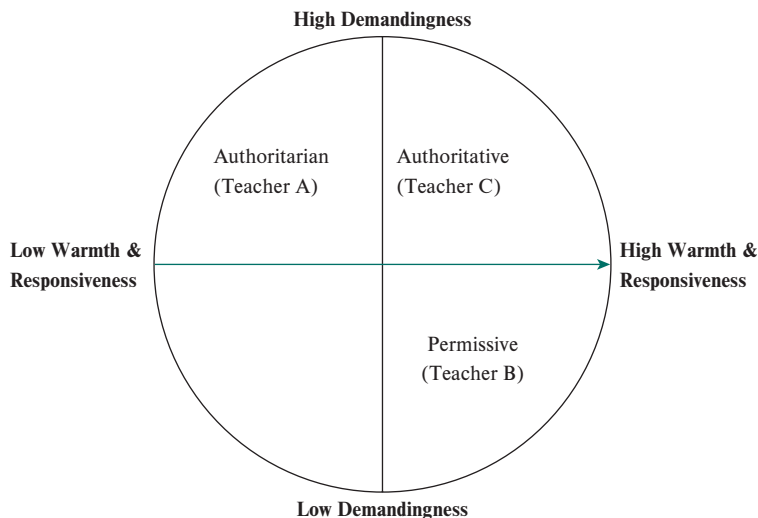
FIGURE 1.1   Three Approaches to Classroom Management

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.

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.

The second principle is that *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.* 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.

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 (Valente, Montiero, & Laurenco, 2019).

Another important 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. When teachers care about their students and feel that their acts as a teacher are positively contributing to the pupils' learning and self-esteem, they also feel good about themselves (Nilsson, Ejlertsson, Andersson, & Blomqvist, 2015). On the other hand, if teachers are less satisfied with the responsibilities of their profession, these feelings can easily lead to stress and burnout. Salkovsky, Romi, and Lewis (2015) found that teachers were most inhibited by personal pressures (too little energy, too many things to do, stress) and lack of support at the school level (from peers and school administration). Thus, it is critical that you take care of yourself and support your colleagues. Coping strategies such as making time to relax, exercising and playing sports, retaining a sense of humor, and focusing on the positive can lead to less stress and a greater sense of social-emotional competence.

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 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.)

TABLE 1.2 Featured Teachers and Their School Districts				
Teacher's Name	Grade Level	District Size (students)	Students Qualified for Free or Reduced-Price Lunch (district)	District Ethnic/ Racial Diversity
Courtney Bell	K	4,605	4%	85% European American 7% Asian American 5% Latino 3% African American
Randy Cueto	1 and 2	52,000	72%	61% Latino 24% European American 6% African American 4% Native American 2% Asian American 3% Mixed race/ethnicity
Garnetta Chain	3	6,500	80%	54% Latino 41% African American 5% European American
Barbara Broggi	4	1,650	26%	53% European American 17% African American 16% Asian American 14% Latino
Ken Kowalski	5	7,500	12%	64% European American 20% Asian American 10% African American 6% Latino