ELEVENTH EDITION

Classroom Management for Elementary Teachers

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Eleventh Edition

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Dedication

To the many teachers who have taught us about classroom management.

About the Authors

Carolyn M. Evertson, PhD, is Professor Emerita at the Peabody College of Education and Human Development at Vanderbilt University. She received her doctorate in Educational Psychology at The University of Texas at Austin and directed the research program that initiated subsequent scholarship on managing classrooms and helping teachers create learning environments for students. Observers collected data in over 100 classrooms to assess important teacher strategies for facilitating learning. Among many publications, Dr. Evertson co-edited with Carol S. Weinstein, PhD, the first edition of the *Handbook of Classroom Management: Research, Practice, and Contemporary Issues*. She continues to co-author this series, which includes the 11th edition of *Classroom Management for Middle and High School Teachers*.

Edmund T. Emmer, PhD, is Professor (Emeritus) of Educational Psychology at The University of Texas at Austin. In addition to teaching undergraduate classes on classroom management and educational psychology and graduate classes on research methods and statistics, he has held positions as department chair and as associate dean. Dr. Emmer also taught at the middle and high school levels. His research has focused on teachers and teaching in the elementary and secondary grades, and he was co-editor (with Edward Sabornie, PhD) of the second edition of the *Handbook of Classroom Management*. His observational research on classroom and behavior management and on teachers' perspectives was an important impetus for writing on this topic. Dr. Emmer's undergraduate and graduate training was at the University of Michigan.

Inge R. Poole, PhD, is a Lead National Trainer for the COMP Program out of Peabody College of Education and Human Development at Vanderbilt University. She has worked with thousands of teachers and professors across the country, giving her the privilege of surveying teaching and learning from many perspectives. She has taught most grades pre-K through graduate school and has worked in public, private, parochial, alternative, interpretive guide, and homeschool settings. Dr. Poole holds a BA from Hendrix College and a PhD from Vanderbilt University. Her second year of classroom teaching was filled with unique classroom management challenges that led her to a passion for helping others in this area.

About this Book

For as long as schools have organized students into groups and designated teachers to lead those groups in learning activities, teachers have had to address fundamental questions about classroom management. How can student attention best be captured and held? How should activities and behavior be organized to engage students in learning? What are the most appropriate physical arrangements? What can be done if students don't take to the activities or if student behavior deviates from expectation? How can supportive relationships be developed? How can differences among students be accommodated within a group setting? These questions and others form the core of concerns teachers have about classroom management.

This book presents classroom management as teachers encounter it, and it is intended as a guide for teachers and teachers-in-training who want to develop a comprehensive plan for their classrooms. Effective classroom management begins with planning before the start of a school year and before students arrive. Much needs to be worked out ahead of student arrival, including room arrangement, routines for behavior and activities, consequences, and organizing activities and instruction. The planning phase of classroom management can't be left to the last minute! Effective classroom management also includes an initial critical period in which classroom procedures are installed, relationships are established, and instructional activities are begun. And once the school year is well underway, teachers need strategies for maintaining student engagement and responding to problems.

Our approach is guided by the results of extensive research in classrooms and work with teachers in multiple studies and settings. In the first six chapters, we provide all the basics for planning such as room arrangement, developing positive relationships, rules and procedures, and implementation in the initial weeks of the school year. In the last six chapters, we cover topics that are essential to maintaining a productive and supportive system including managing instruction, working with students with special needs, using cooperative groups, effective communication skills, and dealing with problem behaviors. We have incorporated related content about technology throughout. We believe that this text's contents are essential knowledge for teachers, and its mastery will provide a foundation for effective teaching practice.

New to This Edition

As we are editing this preface to conclude our work on the 11th edition, most states have closed schools for the remainder of the year. The COVID-19 pandemic has moved much of education to the homefront, quite literally. Public comments regarding the high value of teachers, recognition of their daily challenges, and the inadequacy of their pay have been an underlying theme across mainstream and social media. Teachers across the

country have put together packets, presented lessons online, and come up with countless creative ways to help students connect with content and to let students know they are cared for. It is a moment to acknowledge the important role of teachers, of schools, and of education in the broader society. It is also a moment to recognize that change will take place on the recovery end of the pandemic that will impact the educational system. Yet, as the overwhelming response from parents and communities across this pandemic attests, we can anticipate a continuing need for classrooms, and with classrooms, a need for classroom management. This edition contains several changes and additions to best meet classroom management needs:

- **NEW learning outcomes.** To focus the reader's learning, objectives are provided at the start of each chapter and are repeated as content relevant to each outcome is delineated.
- **NEW and updated research, resources, and readings.** This edition incorporates contemporary research, resources, and readings throughout the text to provide the reader with current information and recent findings. We have added over 100 new references to books, chapters, and articles, and there are more than 130 links to websites, podcasts, and videos. The "Explorations" and "Suggested Activities" sections at the end of each chapter offer contemporary books, articles, podcasts, videos, and/or online modules to invite the reader to access and apply chapter content in multiple ways.
- **NEWLY updated technology connections.** As classrooms and students' daily lives become increasingly more technology-entwined, managing the best use of technology to address students' learning needs is essential. Chapter 2 expands content on teacher–student and student–student relationships through a fourth-grader who unexpectedly requires homebound services and will not be present physically in the classroom for an extended period. The vignette and discussion enlarge the reader's application of Chapter 2 content by considering creating hybrid spaces (Benigno et al., 2015) with technology to continue classroom interactions for the homebound student.
- **NEWLY updated content to clarify educational terminology.** Teaching has its fair share of acronyms and specialized vocabulary. Content in each chapter defines, explains, and provides examples of introduced educational terminology. For example, Chapter 11 includes sections on CICO (Check-in/Check-out), DBRC (Daily Behavior Report Card), and Restorative Circles; sections in Chapter 12 provide content on RTI (Response to Intervention), MTSS (Multitiered Systems of Support), and PBIS (Positive Behavioral Interventions and Supports).
- **NEW content reflecting the diverse needs of students.** As discussed in the Centennial Issue of the *American Educational Research Journal* (McCarty & O'Neill, 2017), it is critical to develop a broad and deep teaching skill set to meet the diverse learning needs represented in classrooms. Students differ

in many ways (e.g., academic, social, ethnic, experiential). Their differences make classrooms richer and also complex to teach. To support reader skill development, content on students' diverse learning needs has been added to stimulate reflection. Surprisingly, one to two of every three students in the United States is introverted (Cain, 2013). Chapter 4's "Who Will I Teach?" section offers the reader a chance to consider how rules and procedures impact quiet students. As another example, the United States has an excessive incarceration rate for parents (7% of all children under age 14 have or have had an incarcerated parent; Eddy & Poehlmann-Tynan, 2019). Chapter 9's "Who Will I Teach?" section considers potential challenges of working with students experiencing emotionally-laden events, such as children of incarcerated parents.

- **NEWLY included or expanded "Who Will I Teach?" sections.** To explore chapter concepts in alternative situations, Chapters 2–12 include a vignette and detailed discussion of concept application in unique settings. For example, the details offered in the "Who Will I Teach?" section in Chapter 12 explore what factors into a decision about whether a student should skip a grade. The considerations made in this vignette prepare the reader to notice student behavior signals, such as having a wealth of free time, that may indicate student needs are not being met.
- **NEWLY added and updated vignettes and classroom examples.** Rich descriptions of classrooms and the interactions that occur within them help readers to develop experience vicariously to prepare them for effective future action. Chapter 3 includes practical ideas to prevent or resolve potential arrangement issues, figures illustrating classroom arrangements with opportunities to analyze these, and a closing vignette identifying the role of seating assignments on English language learners (ELLs).
- **NEW *Websites by Chapter* resource.** This section within the References provides one-stop access to the more than 130 digital resources included in Chapters 1–12.
- **NEW Epilogue.** To help teachers prepare for a shift to increased use of online learning, five vignettes from teachers experiencing this transition are provided (Planning with Peers, Encouraging Student Participation, Starting School Online, Teaching SEL Competencies, and Providing A/Synchronous Instruction). These vignettes explore the process, potential issues, and productive options associated with beginning the year online and/or moving to online instruction mid-year. Activities are included for analyzing effective online teaching practices, determining potential management issues with virtual classrooms, and identifying successful strategies to prevent these issues. Additionally, extra virtual resources are described, video links provided, and connections to text chapters discussed.

Key Content Updates by Chapter

Chapter 1: Provided learning outcomes (for this and all chapters); added a section on elementary school classrooms to provide context on students individually and as groups; included discussion of discipline disparities; updated this and all subsequent Explorations (formerly Further Readings) to include books, articles, podcasts, videos, etc.; updated Suggested Activities.
Chapter 2: Brought the role of culture forward in sections across the chapter, including culturally relevant classroom management, teacher-held personal biases, and teaching in urban settings; rearranged sections to better reflect the chapter's learning outcomes; identified healthy boundaries for the digital realm of the classroom; introduced social-emotional learning (SEL) in the context of class meetings (e.g., Responsive Classroom); and provided content on homebound services and managing relationships via technology in "Who Will I Teach?" section.
Chapter 3: Updated classroom arrangement figures and descriptions; revised "Who Will I Teach?" section to extend exploration of and potential group discussion about working with ELL students and arranging their seating to best meet their learning needs; included more information on peer-mediated instruction, the importance of relationships in ELL's motivation, and opportunity gaps.
Chapter 4: Highlighted role of faculty peers in understanding school norms; included SEL and FERPA in pertinent sections; rearranged "Teaching Rules and Procedures" section; updated "Who Will I Teach?" section to focus on quiet students and the role that rules and procedures can play in supporting or hindering their learning; and included videos, books, articles, online modules, and pins in Explorations.
Chapter 5: Included online suites, digital submissions, BYOT, and web-based auto-checked assignments; focused on importance of formative assessments and providing feedback in person, on paper, and/or digitally; updated "Who Will I Teach?" section to reflect chronic absenteeism's pervasiveness, its catalysts, its effects on the student and classroom peers, and the role that community agencies can play in tandem with schools.
Chapter 6: Rearranged chapter sections; updated "Planning for a Good Beginning" with digital resources; highlighted need for cultural and digital access awareness in home–school contact; included content on homeless and highly mobile students in "Who Will I Teach?"; updated Explorations to include books, articles, podcasts, and a blog entry.
Chapter 7: Added new section, Monitoring Student Understanding in Person and through Technology, and suggested apps for efficiency; defined Universal Design for Learning; updated "Who Will I Teach?" vignette on pull-out instruction, Explorations resources, and Suggested Activities.

Chapter 8: Updated introduction and research base supporting it; retitled, rearranged, and updated sections to focus reader on learning outcomes; provided online resources for managing cooperative groups; highlighted ways to encourage more reticent students in small-group settings; and updated Explorations and provided video links in Suggested Activities.
Chapter 9: Created a new section, "Strategies to Maintain Good Student Behavior"; added discussion on ways to address the misbehavior yet avoid escalation; added a discussion concerning the *how* of rewards; revised the "Who Will I Teach?" section on emotionally laden events to include working with children of incarcerated parents; updated Explorations and Suggested Activities sections.
Chapter 10: Restructured the chapter to enhance reader access to learning outcomes; redesigned vignettes of "Who Will I Teach?" section with discussion on the role of assumptions versus understanding student/family culture and effective communication; and revamped Chapter Summary, Explorations, and Suggested Activities to reflect updated chapter organization and extended content.
Chapter 11: Added content on the value of a pause, the role of engaging instruction, and the benefit of giving students choices; replaced exclusionary time-out strategy with the Disconnect/Reconnect strategy; added "I Message" and Reflection Sheet interventions; situated office referral strategy in the context of disproportionate and discriminatory discipline; and added Check-in/Check-out and Restorative Circle or Conference as strategies.
Chapter 12: Inserted sections on MTSS and using Differentiated Instruction; updated statistics, research, resources, technology, and strategies for working with students with specific special needs; connected with corresponding Chapter 11 strategies; added a "Who Will I Teach?" section on the decision for a student to skip a grade.
Epilogue: Identified major educational process changes from pandemic; created five vignettes exploring shift to online instruction (beginning of school or mid-year); covered multiple additional topics (teacher collaboration, student online participation, beginning school online, SEL skill development online, and providing both asynchronous and synchronous instruction online); provided vignette reflection questions and related activities; offered additional virtual resources and connections to text topics.

Pedagogical Features

Vignettes. Throughout the book we have incorporated descriptions of classroom situations and individual teachers and students that highlight or extend key concepts from the chapter. Some of these vignettes appear in the "Who Will I Teach?" section at the end of each chapter and others are in the body of the chapter. Vignettes, reflection questions, and accompanying discussions intentionally explore both a

diverse range of student learning needs and readers' consideration of their own teaching intentions, actions, and reflections.

End-of-Chapter Activities. At the end of each chapter are suggested activities that consolidate and apply knowledge acquired through reading the chapter content. Where appropriate, an answer key is provided for specific items. Other activities direct the reader to additional resources, such as websites or podcasts.

Checklists. These are "to-do" lists for use in planning. Placed at the ends of Chapters 2, 3, 4, 5, 6, and 8, the lists organize information from each chapter and provide a comprehensive basis for action.

Pearson eText, Learning Management System (LMS)–Compatible Assessment Bank, and Other Instructor Resources

Pearson eText

The Pearson eText is a simple-to-use, mobile-optimized, personalized reading experience. It allows you to easily highlight, take notes, and review key vocabulary all in one place—even when offline. Seamlessly integrated videos and other rich media will engage you and give you access to the help you need, when you need it. To gain access or to sign in to your Pearson eText, visit: https://www.pearson.com/pearson-etext. Features include:

- **Video Examples** Each chapter includes *Video Examples* that illustrate principles or concepts aligned pedagogically with the chapter.
- **IRIS Center Modules** IRIS Center modules, headquartered at Vanderbilt University, are interactive online learning modules that describe strategies shown to be effective in teaching students with disabilities. Various modules have been selected and are linked in the Pearson eText.
- **Classroom Management Simulations** These interactive cases focus on the classroom management issues teachers most frequently encounter on a daily basis. Each simulation presents a challenge scenario at the beginning and then offers a series of choices to solve each challenge. Along the way students receive mentor feedback on their choices and have the opportunity to make better choices if necessary.

LMS-Compatible Assessment Bank

With this new edition, all assessment types—quizzes, application exercises, and chapter tests—are included in LMS-compatible banks for the following learning management systems: Blackboard, Canvas, D2L, Moodle, and Sakai. These packaged files allow maximum flexibility to instructors when it comes to importing, assigning, and grading. Assessment types include:

- **Learning Outcome Quizzes.** Each chapter learning outcome is the focus of a *Learning Outcome Quiz* that is available for instructors to assign through their Learning Management System. Learning outcomes identify chapter content

that is most important for learners and serve as the organizational framework for each chapter. The higher-order, multiple-choice questions in each quiz will measure your understanding of chapter content, guide the expectations for your learning, and inform the accountability and the applications of your new knowledge. When used in the LMS environment, these multiple-choice questions are automatically graded and include feedback for the correct answer and for each distractor to help guide students' learning.

- **Application Exercises.** Each chapter provides opportunities to apply what you have learned through *Application Exercises*. These exercises are usually in short-answer format. When used in the LMS environment, a model response written by experts is provided after you submit the exercise. This feedback helps guide your learning and can assist your instructor in grading.
- **Chapter Tests.** Suggested test items are provided for each chapter and include questions in various formats: true/false, multiple-choice, and short-answer/essay. When used in the LMS environment, true/false and multiple-choice questions are automatically graded, and model responses are provided for short-answer and essay questions.

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Brief Contents

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Chapter 1
Introduction to Classroom Management

Learning Outcomes

After you have completed your study of this chapter, you should be able to:

1.1 Identify and describe features that make classrooms complex settings to manage.

1.2 Distinguish some of the potential management issues in elementary classrooms within the context of two vignettes.

1.3 Recognize the role classroom management plays in other facets of teaching.

Classroom management is a broad concept that encompasses the behaviors, activities, and strategies that teachers use to guide student behavior in the classroom. Its goals include fostering student engagement and securing cooperation so that teaching and learning can occur. Classroom management has both planning and interactive aspects. Planning aspects include such tasks as organizing the physical space of the classroom, identifying expectations for student behavior, developing incentives to encourage desirable behavior, arranging consequences to discourage inappropriate behavior, and organizing instructional activities to promote student involvement and engagement. Classroom management also includes a highly interactive, real-time set of teacher behaviors and strategies, including monitoring and interacting with students, providing support and feedback, intervening to redirect student behavior, and working with students to stimulate interest, involvement, and cooperation. In addition to the planning and interactive aspects, classroom management is also relational. Teachers develop an understanding of their individual students and of the class as a group. They use this information to help guide that group toward productive, bi-directional interactions between teacher and students and among students.

The many hours we have spent as students have given the classroom environment a familiar feel—so much so that it might seem it would not take much effort to make the transition from student to teacher. But taking responsibility for teaching a group of 25 or more students is a very different task than being a student in a classroom. As students, we observe teachers without being privy to the decisions they make or the planning that has gone into their teaching. Students enter an environment that has been arranged, participate in designed activities, and interact with or observe peers and teachers without seeing "behind the scenes." For example, as students, we probably observed teachers dealing with peers who behaved inappropriately in the classroom. As students, we didn't usually think about alternate strategies for managing such behavior or what factors need to be considered when deciding what to do. One of the goals of this text is to provide insights into this behind-the-scenes world, so that you're better prepared for your work as a teacher.

Many skills, attributes, and actions contribute to becoming a great teacher. Designing lessons that stimulate student interest and promote learning is certainly high on any teacher's list. Another important quality is establishing connections with students so that they feel supported and motivated to learn. A great teacher also needs good communication skills to be able to work with diverse groups of students, parents, and peers. Adding to this list of important competencies is classroom management ability—not only because of its importance in fostering desirable student behavior, but also because it facilitates the other desirable teacher traits and skills that contribute to good classroom management.

Classrooms Are Complex Places

Learning Outcome 1.1 Identify and describe features that make classrooms complex settings to manage.

Learning about classroom management helps to simplify a complex environment. The idea that classrooms may be complicated workplaces has been recognized for a long time (Jackson, 1968) and is a persistent view (Brophy, 2006; Doyle, 1986, 2006; Emmer & Sabornie, 2015; Scarlett, 2015a). These observers and researchers have noted that classrooms have multiple actors with different agendas, with varying, simultaneous activities where teachers make multiple, often rapid decisions. Teacher responses to challenges in one area can lead to new complexities (Scarlett, 2015a). Events happen quickly and inexorably, giving teachers a limited amount of time to address students' needs and concerns. Moreover, much of what the teacher and students say and do is public, so everyone is constantly aware of and potentially reactive to ongoing experiences. To complicate matters further, teachers don't have a lot of time to think about what they're doing during an activity; events happen too quickly for much on-the-spot reflection.

To reduce the demand on their processing abilities, teachers develop a variety of strategies to help time slow down. For example, teachers organize the classroom to facilitate activities and to prevent problems. They install routines and procedures to guide their own and students' behaviors. They encourage students to take responsibility for their actions, transferring some of the onus for managing behavior to the students themselves. Teachers also endeavor to be consistent in how they respond so that students learn what to expect from the teacher, building trust in their interactions. Teachers plan activities to engage all students, and teachers use their personal capital to influence students to follow classroom rules and procedures. All of these teacher actions can promote order and regularity, thus freeing the teacher to focus on instruction that helps students learn.

Elementary School Classrooms

A significant amount of growth occurs in children during the initial schooling years, so elementary school students literally come in all shapes and sizes. The breadth of ages represented at individual elementary schools varies within and across districts. However, most elementary schools enroll students in multiple grades, which can mean students of various ages, perhaps even as broad as kindergarten to the intermediate grades (fifth/sixth), are all within the same building. An elementary school teacher, therefore, could be assigned to an early-grades classroom where students are learning to identify themselves within society (e.g., kindergartner learning home address and contact phone number). At the other end of the elementary school age spectrum, teachers may be assigned to a class where students are learning what personally identifiable

information is appropriate to provide to the larger society (e.g., potential repercussions of fifth-grader posting home address and phone number on social media). Wood (2018) describes the overarching developmental characteristics of elementary students as

- moving forward in a predictable fashion (i.e., students progress in a relatively foreseeable way),
- following a unique pacing and rate (i.e., students progress individually at their own tempo), and
- progressing unevenly (i.e., students have periods of rapid growth and periods that growth seems more at rest).

Teachers initially anticipate their elementary students' interests, needs, skills, and areas of potential growth based on their grade level. As they become more familiar with their individual students, they likely will encounter a wide variety within the class itself. The range of student maturity—physical, emotional, social, academic, experiential—even varies within individual students! For example, the strong reader who is also athletic may not yet effectively negotiate peer relationships; the multilingual social butterfly may struggle to learn math concepts; a growth spurt in the once articulate leader may now yield a rather uncoordinated, shy student learning to adjust. In order to effectively manage classrooms of elementary students, teachers develop both a holistic framework of typical behaviors for a given grade or age range as well as a sense of how individual students vary within this framework. With experience, teachers become adept at identifying when behaviors do not fall within a reasonable range, and respond accordingly (e.g., recommending occupational therapy for a first-grader whose struggle with fine motor skills makes it difficult to hold a writing utensil).

Learning About Classroom Management: Two Vignettes

Learning Outcome 1.2 **Distinguish some of the potential management issues in elementary classrooms within the context of two vignettes.**

You have probably had the experience of trying to apply a new set of skills in a natural setting. Ideally, you were allowed to acclimate gradually to the new setting, having a limited set of tasks. As your skills improved, you were given opportunities to apply the skills in more complex settings with greater demands. For example, when you first learned to drive a car, you weren't expected to drive on an unfamiliar road at high speed during rush hour. Rather, you were (or should have been!) provided chances to encounter different driving situations and develop more or less automatic responses to simple aspects of driving, so that as time went on, you could attend to the more complex aspects of the task.

Learning to teach isn't the same as learning to drive, of course, but they share some common features. Initially, you need help focusing on the basic features of the task.

With time and practice, some of these basics become automatic, and you can react better to more complex aspects. As you develop expertise, you integrate the skills and the tasks appear less effortful.

Reading a book on classroom management will provide you with information about its basic features and a more integrated and complete perspective on the topic. But reading is not sufficient to become proficient. You need to apply the ideas in field settings whenever you observe in a classroom, assist a teacher, participate as an intern or student teacher, or reflect on your own teaching activities. If you are conscientious about applying the ideas to actual teaching situations, you will soon begin to think like an experienced classroom manager, well on your way to becoming a great teacher.

To illustrate key ideas and to make the content in this text concrete, we'll present two short vignettes based on actual classrooms (note that names and some identifying features were changed in order to maintain confidentiality). These vignettes of teachers illustrate a variety of management concepts and how they influence classroom behaviors. The vignettes will also show how good and poor practices can compound their effects over time. As you read these vignettes, try to imagine yourself as the teacher, and reflect on what you would like to add to or avoid in your own teaching practice.

Vignette 1.1. Ms. Johnson's fourth-grade classroom has 26 students seated at six round tables, four or five to a table. A computer station is located at the front of the room, near the teacher's desk. A science center and a book display cart are prominent features at the back of the room. Several decorated bulletin boards display student work and assignment lists. Another bulletin board lists classroom rules and has a chart with character education concepts and skills. Ms. Johnson began the year by developing joint expectations through discussion with the children, but she rarely refers to these classroom rules anymore. Similarly, although she intended to emphasize the importance of students practicing character traits such as trustworthiness, integrity, and doing one's personal best, the press of covering the curriculum and getting students ready to take the statewide assessment has caused her to scale back this aspect of her management plan, to the detriment of overall student behavior. Some problems are evident during several observations of the class:

- While Ms. Johnson works with several reading students in the group instructional area, many students who are supposed to be working independently instead move around and talk. Several times Ms. Johnson interrupts the small group to tell other students to remain at their desks and resume work.
- On several occasions, there are long transitions between activities while the teacher searches for materials. During these times, students are in "dead time," and the resulting chaos makes it difficult to get their attention to begin the next activity.
- When students work in groups, persistent arguments occur that reduce the level of cooperation among group members. Ms. Johnson sends some to "time out" or takes notes on a behavior record for other students when the noise level becomes bothersome, but this doesn't help the students resolve their cooperation problem.
- During a whole-group lesson on writing equivalent fractions, Ms. Johnson notices that students' attention is waning. She claps her hands in a pattern, expecting that everyone will repeat the pattern, but few do.

(*Continued*)

- The teacher provides the students with a worksheet for problem solving and asks them to work in pairs. After 10 minutes, it's obvious that many pairs aren't able to make progress because they don't know the steps needed to solve the problems. Ms. Johnson reteaches the lesson, but students run out of time to complete the work when the lunch period begins.
- When two students return noisily from the bathroom, others laugh and call out to them. The teacher shushes them, but the two students dawdle on their way to their seats, visiting other students and clowning around.

Although she feels affection for the children and sincerely wants to provide a warm and supportive classroom climate, Ms. Johnson finds that she is constantly nagging the students about their behavior. This has led to several confrontations with some of the less cooperative ones and has made Ms. Johnson feel more on guard. The general disorder that interferes with her activities, moreover, has frustrated and annoyed Ms. Johnson and blunted her effectiveness in working with the students, some of whom now call her "mean."

Pause and Consider

- What plans has Ms. Johnson made that align with research-based teaching practices? How do her classroom management practices integrate with those plans? What might she consider for the future?

Discussion. A number of problems are evident in this class. Students need to be more engaged during lessons and during individual or group work activities. There is too much downtime and not enough productive time. Students seem not to understand what behaviors are expected during lessons or other activities, or if they know what is expected, they have little stake in following those expectations. While Ms. Johnson planned to build a productive, positive climate with her students, her lack of consistency has left them with the impression that their jointly developed rules are not of value. She has planned for variety in her instruction, yet students do not have a clear understanding of the procedures for meeting her expectations in these differing settings.

Some of the steps that Ms. Johnson could have taken to avoid this deteriorating situation would be to place more emphasis on teaching desirable behavior from the start, make sure that students "buy in" to its importance, be consistent throughout the year in reinforcing the use of the system, and use a more positive tone. She could identify efficient procedures to manage different activities and make sure that students understand those procedures by providing feedback as students practice them. Ms. Johnson also needs to better prepare herself and her lessons to avoid wasted time and to maximize time students have for learning.

Vignette 1.2. Ms. Carter's third-grade classroom has 27 student desks (flat-top) arranged in six groups of four or five, while off to the sides and corners of the room are the teacher's desk, carpeted areas for students to meet individually or in a group, and computer stations, as well as bookcases and other storage areas. A rolling media cart with a projector, computer, and other equipment is located at the front of the classroom. On the wall at the front are five laminated signs labeled with the names of common activities (Class Discussion, Independent Work, Small Groups) and behavior modes (Silent Work, Classroom Voices), along with movable check marks that Ms. Carter uses to cue students regarding expectations for the current class activity. Bulletin boards and walls have a variety of displays: a list of five guidelines for behavior, pictures of the students along with information each has written to share with classmates, a display

featuring occupations (this month features paramedics and EMTs), and several pictures and charts with math, science, and other content topics.

Ms. Carter spent time and effort at the beginning of the school year to gradually teach students desirable behavior, using a variety of methods that included class discussions, explanations, role-playing demonstrations, feedback to students, praise and encouragement, and consistent application of her class rules and procedures. She emphasized the importance of all students working together with her to create "our" classroom community, one that supported each student's effort and success. Ms. Carter typically reviews the class's expectations after breaks (e.g., holidays, inclement weather) and with the arrival of new students. Observations of Ms. Carter and her students reveal a smooth-running class whose students are productively engaged.

- During a reading activity, pairs of students take turns reading to each other. Individual students come to the teacher's desk and read to her, while students who finish their pair's reading switch to an independent reading assignment. Although a few students occasionally take a few seconds' "break" before resuming their work, there are no interruptions of other students who continue to work.
- At the end of the reading activity, Ms. Carter writes "Activity Chart" on the whiteboard. This is a cue for students to work in groups on different activities listed on a chart. Six activities are listed, one for each group (each group eventually rotates through all six). One student goes from each group to retrieve the instructions and materials needed for the activity from the materials center. Activities include a money-counting task with play money, a web-based activity, a vocabulary review, and a science activity on determining magnetic objects. As students work on the activities in groups, they are cautioned to use their classroom voices so as not to disturb others. Ms. Carter monitors the groups, answering questions and making suggestions. When one of the groups has a disagreement, she asks the group members to work out a solution that is acceptable to all of them.
- Ms. Carter signals the transition to the next activity by announcing, "Stop and give me five." As most students raise their hands, Ms. Carter prompts students to clean up their areas and get ready for the next activity.
- Later, students are working individually on math problems as the teacher finishes some administrative work at her desk. Several students have a three-sided piece of cardboard on their desks, making an "office" to minimize distractions during the independent work time. The teacher announces, "The timer is about to go off. Show me that you know what to do when you hear its ring." Students put their materials away.
- On several occasions across the day, Ms. Carter praises the whole class for how well everyone has been working together. She mentions how the students have accepted responsibility for getting work done on time, listened to others without interrupting, and shown respect for themselves and others.

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Video Example 1.1

In this video, a teacher introduces non-verbal hand signals for students to communicate with the teacher. Effective managers like Ms. Carter in Vignette 2 put systems in place from the beginning of the year to teach students desirable behavior. https://www.youtube.com/watch?v=Z15df-d-MSs

Across the observation, Ms. Carter and her students interact positively and are productively engaged. There is an obvious flow to the day and students seem to feel secure in both what is taking place as well as their role in it.

(*Continued*)

Pause and Consider

- What plans has Ms. Carter made that align with research-based teaching practices? How does her classroom management integrate with those plans? What might she consider for the future?

Discussion. Students are engaged and participate actively in Ms. Carter's class for many reasons. She uses a variety of well-planned activities, with procedures that are clearly understood by students. She obviously took the time to think through the procedures that were needed to manage her activities, communicated those procedures to her students, and helped them practice them. For example, students were taught to respond to signals that Ms. Carter uses to capture and redirect student attention (e.g., verbal cue, timer). Such signals also help her manage transitions between activities. Because students have learned what procedures to follow, Ms. Carter can use a variety of activities and formats in her class without needing a lot of time to explain to students what they are supposed to be doing. Inappropriate behaviors are rare and are handled promptly. Because there is less inappropriate behavior, there is less opportunity for activities to get off track; this, in turn, helps maintain momentum in the lessons. It also reduces the number of models for undesirable behavior. Ms. Carter's feedback to students keeps the focus on desired behavior. The clarity with which procedures and routines are understood and practiced allows the teacher and students to monitor their behavior, and the lower frequency of departures from the norm makes it easier to deal consistently with problems when they do occur.

Pearson eText
Video Example 1.2

Teachers provide step-by-step instruction to help students successfully meet their expectations. Note in this video how each teacher, and the school as a whole, builds capacity in students to line up. https://www.youtube.com/watch?v=nDq71S0UyD8

Classroom Management's Connections to Other Facets of Teaching

Learning Outcome 1.3 **Recognize the role classroom management plays in other facets of teaching.**

Good classroom management is not an end in itself. It's important because it establishes conditions that enable students to learn better and because poor classroom management creates conditions that interfere with desirable educational outcomes. A substantial body of evidence on the relationship of good classroom management to student learning has accumulated over several decades of research. It demonstrates that good classroom management consistently predicts desirable student outcomes (see reviews by Hattie, 2009; Poole et al., in press; Wang et al., 1993). It is a subject, therefore, that deserves our careful attention.

It is also important to be thoughtful about how management skills are applied. Although an orderly classroom with on-task students is desirable, we don't advocate a rigid, inflexible approach to implementing a plan. If a procedure doesn't work, it will

need to be modified; if a student doesn't respond well to some intervention, then a new one must be found. Insisting on appropriate behavior is important; however, a "my way or the highway" attitude backfires. The teacher must learn to be flexible, to de-escalate a situation, and to give a student some time to settle down and regroup. The emphasis should be on cooperation, not just on compliance.

Working effectively with children requires awareness of their motivations and interests. Researchers of student motivation have emphasized the need for teachers to create classroom systems that satisfy needs for autonomy, competence, and relatedness (Reeve, 2006, 2015; Ryan & Deci, 2000). Management strategies that are consistent with this motivational emphasis include providing students with opportunities to make choices, discussing the rationale behind a rule, giving students more responsibility, encouraging self-regulation, providing feedback that recognizes growth in skills and competencies, de-emphasizing comparisons among students, and using activities that promote student collaboration. Be sure to take motivation into account when designing your management system.

Developing good relationships with students is another significant corollary to effective classroom management practices. Research has shown that the connections students feel toward school are a significant factor in keeping them motivated (Battistich et al., 1997; Pianta, 2006; Rucinski et al., 2018) and excelling academically (Hattie, 2009). The development of trust in teacher–student relationships is particularly important for those students who are often the recipients of discipline disparities (Kwok, 2019; Welsh & Little, 2018). Further discussion on developing effective relationships is the focus of Chapter 2.

Good classroom management provides a structure within which students can participate in learning activities and make progress in their development of knowledge and mastery of important skills. As teachers provide the structure, they need to be aware of student interests and take them into account in their lessons and assignments. Often students are not intrinsically interested in many of the topics and objectives in the curriculum (Brophy, 2009; Renninger, 2009). Lesson content, activities, and assignments that appeal to the age- and grade-level interests of the students will be more likely to engage them and will make classroom management easier. Similarly, having a well-managed classroom will make teaching easier, and it will give a teacher confidence to try out different activities and approaches that may appeal to student interests. In other words, just as with other teaching competencies, developing interesting lessons and establishing good classroom management serve complementary purposes and enhance each other.

Connections of Classroom Management across this Text

In order to highlight the many connections with classroom management, we have designed this text to explore specific topics, the associated research, and the application of key strategies in context. Serving as a foundation for the work that teachers do,

the focus of *Chapter 2* is on the relationships developed between teachers and students, parents, and peers. The subsequent content of this text is organized to reflect how teachers experience classroom management. Prior to the beginning of classes, teachers prepare their classrooms and plan their management system's key features, including expectations for behavior, classroom routines and procedures, consequences, physical layout of the classroom, and major academic activities. During the first weeks of the year, teachers establish their classroom systems and help students learn appropriate behavior. As the year progresses, teachers work with students and respond to issues and problems, support student learning, and maintain a positive climate.

Chapters 3, *4*, and *5* provide details of the features of the classroom environment that must be planned ahead of time so that you are ready for the students when they arrive on the first day. *Chapter 6* covers essential features of the first days of school, when you implement your system; *Chapters 7* and *8* address important concepts and skills that you will need to use as you engage students during academic activities. Next, *Chapters 9* and *10* take up the topics of maintaining appropriate behavior and communicating effectively. The emphasis is on maintaining a positive climate and good communication skills. *Chapter 11* describes an array of strategies for responding to inappropriate and disruptive behavior if the preventive strategies and simpler approaches from the earlier chapters are insufficient. Finally, *Chapter 12* considers the management of behavior arising from individual differences among students. Its position as the last chapter doesn't imply that it is the last thing that teachers consider; rather, the preceding chapters also apply to the management of individual differences, and this chapter highlights additional strategies pertinent to specific situations or differences.

There are several common features to assist your growing confidence and competence with classroom management. As you enter the field of teaching, there is a wide gamut of potential students with whom you will work. Knowing who the students are will shape much of what you do in the classroom, both with instruction and management. Will your students be in an urban, suburban, or rural community? Will they be students of affluence or of need or somewhere in between? Will they have families who value education? Who struggled at school themselves? Will the students like to learn? Will they be insecure and defensive? Will they be confident and inquisitive? What language(s) will they speak?

At the end of all subsequent chapters is a section titled "Who Will I Teach?" The purpose of these sections is to extend each chapter's content to a variety of students and contexts. You will be prompted to think through your anticipations about teaching, your teaching beliefs and possible biases, how these might support or hinder student learning needs, and to consider how educational research can inform your teaching action, interaction, and reflection. Each chapter also includes a "Chapter Summary" to provide a succinct review of the major ideas. The "Further Reading" section in each chapter provides resources, both printed and online, that can help you develop your understanding of the content covered. "Explorations" conclude each chapter with opportunities for you to extend the ideas you have explored in practice.

Chapter Summary

Classroom management includes both preventive as well as interactive aspects; that is, teachers organize the classroom environment and prepare their students to engage in learning activities. Teachers also interact constructively with students to secure their cooperation, and they respond as needed to refocus and redirect their behavior. Teaching is a complex task that requires continuing reflection and learning in order to progress from a student role to the teacher role. Two vignettes included in the chapter illustrate some of the dimensions of classroom management and problems that can result from poor management practices. Good classroom management has mutually supporting relationships with the effective teaching of content, the development of healthy student–teacher relationships, good communication, and a positive classroom climate.

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Video Example 1.3

This video vignette gives you a chance to think about management from the teacher's perspective. What things does the teacher do to maintain attention, prevent misbehavior, and actively engage her third-grade students? https://www.youtube.com/watch?v=qGswkruqlT8

Explorations

Elden, R. (2013). *See me after class: Advice for teachers by teachers* (2nd ed.). Sourcebooks.

This humorous book by a teacher addresses and answers concerns that are in the back of every new teacher's mind. Providing good advice for problem solving, the author helps readers access some of teaching's "common knowledge."

Le Maistre, C., & Paré, A. (2010). Whatever it takes: How beginning teachers learn to survive. *Teaching and Teacher Education*, *26*, 559–564.

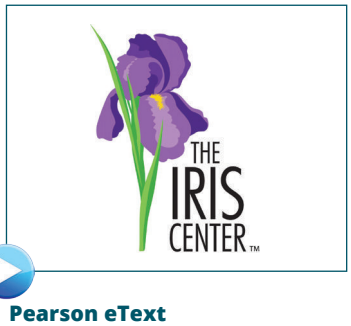
In this essay, the authors discuss the common problems faced by novice teachers in comparison to novices in three other fields. The differences that novice teachers experience can be significant challenges. The authors suggest that experienced teachers mentor newcomers to help them understand how to "satisfice."

Scarlett, W. G. (2015b). *The SAGE encyclopedia of classroom management*. SAGE.

This two-volume set outlines an extensive number of topics as they are connected to classroom management. Topics that would expand the discussions within this chapter include Early Childhood Education, Elementary Education and Classroom Management, Elementary Students, New Teachers in Diverse Classrooms, and Classroom Environment.

Wood, C. (2018). *Yardsticks: Child and adolescent development ages 4–14* (4th ed.). Center for Responsive Schools.

This age-by-age guide enables the reader to examine students' interests, capabilities, challenges, and interactions at each step of their growth from 4 to 14.



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Iris Module 1.1: Classroom Management Part 1

The IRIS Center at Vanderbilt University has created this module about classroom management. You will explore different parts of it as you read this text, but for this exercise, review the module's title page, then click "Challenge" on the sidebar menu. Engage with the video, then click "Next" and respond to the questions posed on the "Initial Thoughts" page. https://iris.peabody.vanderbilt.edu/module/beh1/#content

Teacher-specific TedX talks (ted.com/playlists/182/talks_from_inspiring_teachers)

This set of talks provides inspiration and motivation to educators. The connection of classroom management to other aspects of education is made in some of these featured talks.

Truth for Teachers podcast (thecornerstoneforteachers.com/truth-for-teachers-podcast)

This weekly podcast hosted by Angela Watson features interviews, encouragement, tips, resources, and reflections to empower and uplift teachers. The podcast archive is searchable and includes episodes focused on classroom management.

Suggested Activities

1. Reflect on the vignettes of Ms. Johnson and Ms. Carter presented in this chapter. What are some important differences between their approaches to managing activities and students? How might students in these classrooms react to these differences over the course of a semester or year? What effects on students' learning, motivation, and attitudes might occur, and why?
2. Jot down some details of a classroom experience you remember as a student (e.g., field trip, daily activity, student misbehavior). With a partner, discuss what additional aspects may have been involved from the point of view of the teacher.
3. Describe a former teacher whom you felt had great classroom management. What are some of the skills and strategies that were important to the teacher's success?
4. Read Angela Barton's list of 21 things that elementary teachers do each day (*weareteachers.com/teacher-daily-tasks/*). Select two from the list that you anticipated would be a part of the job and two that might not have been on your radar. Write a response for these four tasks to describe what potential classroom management issues could be associated with each.

Jovannig/123RF

Chapter 2
Building Supportive and Healthy Classroom Relationships

Learning Outcomes

After you have completed your study of this chapter, you should be able to:

2.1 Define relationships, describe the components of classroom relationships, and identify their role in healthy teacher–student interactions.

2.2 Recognize beneficial relationship boundaries to set as a teacher.

2.3 Explain strategies for developing productive, positive relationships with students, parents, and peers.

2.4 Analyze teacher–student and student–student relationships within the context of a student's placement in homebound education.

Relationships are fundamental to teaching. Teachers who have good rapport with their students get better cooperation and have a more positive classroom climate. When they ask students to do something challenging, these teachers find their students more amenable to making the effort. Maintaining order is less likely to be problematic, too, because good relationships improve student adjustment and reduce conflict. Relationships are also fundamental to learning. When good relationships are established, students know their teachers are receptive to their questions, concerned for their welfare, and supportive of their potential.

Your view of your role and your students' roles will have a major impact on the kind of relationships you will forge with your students. If you believe that relationships are an important foundation for your students' learning, you will be more likely to work to establish and maintain them. However, if you take your relationships with students for granted, even younger elementary-age students' regard for their teachers can erode if not nurtured.

Teachers can do many things to promote productive connections with their students. Some of these relationship-building activities and behaviors are illustrated in the following two vignettes.

Vignette 2.1. Observation of Ms. Owens's first-grade classroom shows a teacher who is affectionate with her students. "I am by nature a 'huggy'-type person," Ms. Owens says. "That's one reason why I like teaching first-graders. The children seek connection and aren't embarrassed by it like some older students might be." Ms. Owens is quick to smile and encourage students with a compliment. "I try to give each student positive feedback about some accomplishment or behavior at least once a day." She does this when she calls students to her table to review their work individually or as she circulates among them during independent assignments. She also makes it a point to send a positive e-mail note or a text with their child's photo to parents weekly. "I want parents to feel like I care about their child and also to stay in touch so that if there is a problem, either in the classroom or at home, then we can talk and find something constructive to do about it."

Each Friday, at the end of the day as students leave, Ms. Owens gives each one a good-bye hug or high-five "to last the weekend." She says she wants each student to feel supported and cared for. Asked why that is important in a classroom, she says that learning requires effort and commitment, and a good relationship encourages students to want to meet her expectations, whereas a poor relationship could give a student an easy excuse for avoiding work.

Ms. Owens doesn't just rely on individual interactions with students to create rapport. She also uses a variety of participatory activities to produce excitement and enjoyment in her classroom. For example, she

creates songs using familiar tunes to teach geographic place names, presidents' names, and math facts. These songs include motions at different times (e.g., students hold up hands for emphasis or say "Yeah!" in a dramatic whisper with hands extended Broadway-style). She introduces these routines gradually during the year, using them not only in learning activities but as part of her daily opening and closing and as occasional time-fillers. "I want the children to look forward to coming to class and to know that our learning activities can be fun. When they know that they will have opportunities to sing, play, and move, students will work hard in more routine activities."

Pause and Consider

- What are the ways Ms. Owens is building relationships with students? How do these actions reflect her personality? Her beliefs about teaching? Will her approach be received by all students the same way?

Ms. Owens's natural warmth and support help her connect with her students. Her frequent expressions of approval for and pleasure in their accomplishments motivate them to want to please her and perform well on classroom tasks. By designing activities that create enjoyment and promote student engagement, Ms. Owens demonstrates caring about her students' learning. These characteristics legitimize her authority and make it likely that students will cooperate and work appropriately during learning activities.

The second vignette describes a different teacher, whose approach illustrates other ways to build relationships.

Vignette 2.2. Mr. Chandra, a fifth-grade teacher, is more business-like and less demonstrative than Ms. Owens, but focuses on establishing good connections with his students in other ways. "I want students to feel that the classroom is their community, a place where they will participate and where they will have a role and voice." Mr. Chandra builds community spirit in several ways. He uses class meetings to discuss plans for upcoming activities as well as to seek student input about issues or concerns germane to class functioning. Early in the year Mr. Chandra introduced his "community partners" plan. Partners engage in helping activities such as feeding and caring for class pets (hamsters, lizards, and fish), collecting and distributing materials, helping with computer tasks, functioning as line leaders, or assisting students returning from absences. Students can volunteer for different roles, which are rotated periodically. The teacher solicits student suggestions for other "partner" activities or roles, too, so that wide participation is possible. "The community partners' activities give everyone a chance to participate and to make a contribution to the class. They also give me an opportunity to interact with my students and give some positive feedback after they have completed a task, and it helps me to build a supportive relationship that isn't just about academics."

Mr. Chandra has students seated in table groups that are used for many activities. He says that although students have had some experience in earlier grades working in groups, he still spends quite a bit of time early in the year on group procedures. "Talking with them about what they want to get out of group activities and what they need to do to make the groups work gives me a way to learn about their interests. And observing their work and interactions in groups helps me get to know students and their capabilities." He also introduces the idea of a community project. "Students always buy into the idea of giving back; we discuss doing something that helps their school community and that everyone can participate in." Past projects have included a playground clean-up, formation of a study-buddy club in cooperation with a

(*Continued*)

teacher from an earlier grade level, and creation of a school garden in cooperation with another fifth-grade class. These projects take a lot of joint planning, giving Mr. Chandra other opportunities to connect with his students.

Pause and Consider

- What are the ways Mr. Chandra is building relationships with students? How do these actions reflect his personality? His beliefs about teaching? Will his approach be received by all students the same way?

Mr. Chandra builds relationships with students by encouraging those connections that accompany a sense of community. He invests time and effort in learning about students, and he takes an active role in helping students acquire the behaviors necessary for group and community participation. The community partners, the group activities, and the community project all afford chances to interact with students in positive, supportive ways.

The descriptions of Ms. Owens and Mr. Chandra illustrate that there are multiple ways teachers build constructive and supportive relationships with their students. These methods will vary from teacher to teacher, depending on a variety of factors such as teacher temperament, personal preference, and availability of time. Student characteristics such as age, motivation, and interest may also influence how a teacher approaches the task of forming and maintaining rapport. In whatever way a teacher chooses to work on relationships, there is no escaping the fact that classes are social groups. And one of the defining features of social groups is the formation of relationships.

Pearson eText
Video Example 2.1
Research tells us that students who feel accepted, safe, valued, and supported by their teachers are better able to learn. In this video, teachers and students talk about classroom relationships and why they're so important.
https://www.youtube.com/watch?v=kzvm1m8zq5g

In the rest of this chapter we examine the meaning and types of classroom relationships, how these develop, and what strategies teachers can use to encourage constructive and healthy relationships. The goal is for you, the teacher, to be ready to sustain these productive and supportive relationships throughout the school year.

What Are Relationships?

Learning Outcome 2.1 **Define relationships, describe the components of classroom relationships, and identify their role in healthy teacher–student interactions.**

Relationships can be defined as "the generalized personal meaning students and teachers attach to their interactions with each other" (Wubbels et al., 2015). A relationship develops over a series of interactions that are interpreted, summed, and eventually result in a general personal meaning. When a teacher critiques a student's academic work, the student might describe the teacher as "mean" if the child interprets the teacher's intent as hostile

based on prior interactions, the specific wording of the critique, or the teacher's body language. Another student who believes the teacher wants her or him to do well academically and who has a history of receiving encouragement might describe the teacher as "helpful." Over time, the first student might withdraw from contact with the teacher, becoming less cooperative and receiving less positive teacher contact. The second student may tend to seek out contact with the teacher, strive harder, and receive more supportive teacher attention. The first student's relationship with the teacher is avoidant and distant; the second student's relationship with the teacher is closer and more positive.

It is common to hear the term *relationship* prefaced by different adjectives that describe a characteristic or quality, such as *supportive*, *caring*, *troubled*, *antagonistic*, *friendly*, *dependent*, *conflicted*, or *close*. Such descriptors reflect both the behaviors typical of interactions between parties and the affective states they experience. Thus, we may think of the relationship between two individuals (e.g., teacher and student) as a mixture of shared experience, emotion, and viewpoint based on their history of interactions.

We can also describe relationships between teachers and their classes. Teachers spend a large portion of their time in classrooms interacting with the classroom *group*, and the relationship with this collective may be different than relationships with individuals. For example, it is quite plausible that a teacher could have generally friendly, supportive interactions with some individuals in a class, but be more distant and critical when addressing the whole class. As is the case with individual student–teacher relationships, whole-class relationships evolve as the result of a series of interactions and the interpretations made by the teacher and students over time.

Two fundamental dimensions make up the interpersonal behaviors that are the basis for describing relationships. These two dimensions have been given a variety of related labels, including *agency* and *communion* (Fournier et al., 2010), *influence* and *proximity* (Wubbels et al., 2006), or *directivity* and *warmth* (Dunkin & Biddle, 1974). We use the terms *influence* and *affect* to label these underlying dimensions. The first dimension, *influence*, refers to the degree to which the interpersonal behaviors in the relationship exhibit direction, assertiveness, control, or leadership. *Influence* behaviors act on, direct, or guide the behavior of others. The dimension of influence has high and low ends. Higher-influence interpersonal behaviors include goal setting, giving information, explaining, expressing opinions, exerting control, and taking the lead. At the lower-influence end of the dimension are behaviors that reflect submissiveness, such as withholding opinions or feelings, withdrawing, avoiding confrontation, and giving in. Of course, other interpersonal behaviors are more mid-range in *influence*, such as listening, watching, engaging in routine actions, and the like.

Affect, the second dimension that is needed to describe interpersonal relationships, represents the extent of sociability or connection present in the interaction. At one end of this dimension are behaviors that reflect agreeableness or positive affect; examples are expressing affection, reassuring, approving, encouraging, complimenting, and showing empathy. At the negative end of the dimension are disagreeableness, hostility, criticism, discrediting, disapproval, opposition, and sarcasm.

Combinations of these two dimensions produce interpersonal styles that characterize the relationship between a teacher and students. Teachers who frequently exhibit behaviors typical of high *influence* but who are at the negative end of the *affect* dimension expect compliance to their directives but don't provide emotional support and acceptance. Students may comply but are less likely to show initiative and enthusiasm. Teachers who are high on both the *influence* and *affect* dimensions exhibit a style that is similar to a parenting style labeled "authoritative" (Baumrind, 1971; Walker & Hoover-Dempsey, 2015). Such teachers are "warm demanders" (Kleinfeld, 1975; Poole & Evertson, 2013). They provide direction and leadership, and they expect a lot, but they are also supportive and accepting; their relationships with students are more likely to be closer and friendlier than the more autocratic teacher, whose relationships with students are likely to be distant and guarded. Other combinations of *influence* and *affect* represent different styles. A teacher who is low on both *influence* and *affect* does not provide very clear direction for students and exhibits negative affect—a combination that produces poor relationships with students and inspires negativity on their part. Another interpersonal style is low on *influence* but more positive on *affect*. This style is labeled "uncertain/tolerant" (Wubbels et al., 2006); such a teacher's inconsistent classroom structure and expectations accompanied by tolerance and concern for students may lead to frequent testing of boundaries.

Most teachers want to have good relationships with their students, but it is clear that achieving this goal is not simply a matter of being a warm, supportive, and caring person because that would address only the *affect* dimension of relationship behaviors. The classroom context and the teacher's role require establishing order so that 25 or more students can work together over a lengthy school day. To manage the behaviors of individuals and groups of students, the teacher's *influence* needs to be high; that is, the teacher will lead, guide, coordinate, and organize students in a variety of classroom activities. It's not a passive role!

Of course, not every interaction with students should be high in influence and affect. The context for the interaction often dictates what is appropriate; many routine interactions that occur throughout the day are mainly neutral with respect to these dimensions. It is important to keep in mind that fostering good relationships with students will depend on an accumulation of interactions in which the teacher creates expectations, provides direction, and establishes boundaries, while at the same time gives students support and encouragement.

A substantial body of research and writing on teacher–student relationships exists. Many studies have looked at whether relationship-building teaching behaviors are associated with positive student outcomes such as achievement and positive attitudes. One meta-analysis of over 100 such studies concluded that person-centered teacher behaviors such as empathy, warmth, and encouragement were frequently associated with desirable cognitive and affective student outcomes (Cornelius-White, 2007). Another analysis of 92 articles that studied associations between positive and/or negative relationship dimensions and student outcomes was reported by Roorda and colleagues

(2011). Still another meta-analysis of 23 studies highlighted the connection between productive teacher–student relationships and the development of children's executive functions (EFs), the "cognitive processes that enable [students'] goal-directed behavior" (Vandenbroucke et al., 2017, p. 125). Examples of positive relationship factors included the teacher's expressions of closeness, support, empathy, warmth, relatedness, sensitivity, and involvement. Examples of negative relationship behaviors included neglect, rejection, negativity, anger, and conflict. A moderate to strong association, on average, was found across the studies between positive relationship indicators and student engagement outcomes, and moderate to low positive relationships were found with student achievement outcomes. Similar results were also found for the association of negative relationship indicators and student outcomes, but in an opposite direction from positive indicators.

Reviews by Quin (2017) and Stronge and colleagues (2011), as well as the international guide edited by Hattie and Anderman (2012), also support the importance and impact of teacher–student relationships on student outcomes. The conclusion we draw from this extensive body of research is that it is critical for teachers to develop strong, positive teacher–student relationships. Doing so encourages student growth, academic achievement, and engagement; ignoring relationship development may undermine the teacher's effectiveness (Hughes & Cao, 2018).

Numerous researchers have noted that teacher–student relationships develop over time and that effects may be reciprocal (Jerome & Pianta, 2008; Pianta, 2006; Skinner & Belmont, 1993; Wubbels et al., 2015). These relationships are important for culturally and linguistically diverse (CLD) students (Kwok, 2017; Saul, 2015). Teachers no doubt have the primary effect on relationship quality at first, but the bi-directionality of a relationship is an important component of its effectiveness (Wallace & Chhuon, 2014). Of special concern are students who exhibit "relational negativity" or aggression (Hamre & Pianta, 2001; Lee & Bierman, 2018). Such students are more likely to have conflicted relationships with teachers, exhibit anger, and be at risk for poorer outcomes. Therefore, it is important to consider both the nature of teacher strategies for relationship building as well as how the teacher reacts to students over time.

Self-Management as an Aspect of Building Relationships

Self-management is an important part of relationship development with students as well as the teacher's overall classroom management approach. All individuals project an image or identity to others. Common expressions, such as "making a good impression," "saving face," "keeping up appearances," "putting up a front," and the like, suggest how routine self-management is. The term *facework* is used by sociologists and communication specialists to describe the actions individuals take to manage their identities as they interact with others (Domenici & Littlejohn, 2006; Metts & Grohskopf, 2003). Facework, however, is more than establishing and maintaining a public identity;

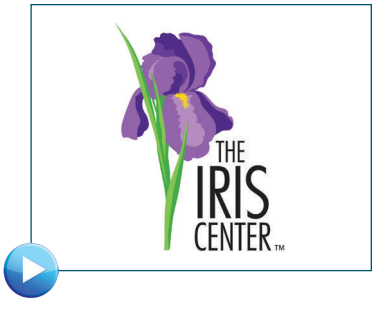
it also includes actions or communications that are sensitive to the "face" that others exhibit. In ordinary conversations, for example, it is typical to respond sympathetically to another's distress, nod approvingly when others talk about a subject that is obviously important to them, or communicate acceptance in response to a friend who appears to need support. Individuals may sometimes avoid sensitive topics when remarks might offend (and potentially contradict the other's face) or seek to be tactful when disagreeing, thereby maintaining an identity as an honest, principled person while being respectful of the other's need to be considered seriously.

Facework is an integral part of relationships. When individuals are able to interact about issues or problems and to accomplish tasks in ways that are mutually protective of face or identity, the interactions are productive and healthy. But when face is threatened during interactions, relationships may deteriorate and communication may break down (Metts, 1997). One of the ways that facework is challenging is where the teachers' experience and cultures differ from those of the students. The likelihood of differences between teacher and student is striking. The U.S. Department of Education's (2016) statistics show that a large majority of teachers self-identify as white (82%), and yet "students of color are expected to make up 56% of the student population by 2024" (p. 1). These background differences can limit teachers' awareness of the reasons for their students' classroom struggles as well as teachers' empathy and communication effectiveness.

One critical task of teachers' facework for culturally relevant classroom management (CRCM) is to identify personal biases (Carter et al., 2017; Cartledge et al., 2015). Another significant task is to accept and protect students' face. Wallace and Chhuon (2014) share that urban students of color feel more connected to teachers who (1) listen to and accept student feedback, (2) engage students with content in deep and authentic ways, and (3) see students as partners in the teaching–learning process. In fact, developing intentional, productive relationships helps ameliorate potential disparities in discipline experienced by some student populations, including students of color, poverty, and alternative sexual orientation (Welsh & Little, 2018). Students differ in many ways, and therefore require uniquely individualized relationships. While generalizations do not reflect individual needs, they do offer a starting place for learning about others' perspectives.

For example, the research-based literature on teaching in urban settings is frequently representative of student populations from neighborhoods that have higher levels of poverty, unemployment, single-parent households, immigrant populations, and crime rates (Clewell et al., 2007; Milner, 2006). Certainly not all urban youth come from households with such characteristics, nor are all urban settings the same (Milner, 2015). Yet the generalized research has a number of useful recommendations that help teachers establish good relationships within their classroom management structure (Delpit, 1995; Gay, 2006; Higgs, 2014; Milner, 2006, 2015; Stairs et al., 2012; Vavrus, 2008).

- Learn about the students' community in order to inform assessments of the students and their behaviors to understand the experiences, resources, and models that are part of students' daily environment beyond school. Such knowledge can aid the teacher's decisions about classroom activities and assignments and help provide perspective when dealing with children and parents.
- Share appropriate personal interests on topics that intersect with students' lives to build connections and trust. Not all aspects of a teacher's life need to be on display, of course, but openness is desirable. Students also want to know that their teachers are committed to their learning and will help them when they struggle with it.
- Show students they are cared about individually, such as careful listening, respectful corrective feedback, and personalized encouragement. It is particularly important to support students' efforts to learn and to recognize that learning usually proceeds imperfectly.
- View a student's misbehavior through the lens of helping the student learn from the situation rather than labeling the student. Teachers can exacerbate the level of conflict when dealing with a student by publicly calling out the misbehavior. The student may respond by being defiant, noisy, and unruly or may withdraw and become uncommunicative. On the one hand, the teacher could send the student to the office with a disciplinary referral. On the other hand, the teacher could have the student move to a reflection area until she or he has a chance to discuss the incident with the student. In the latter case, there is a possibility of listening to the student's point of view and helping the student learn how to respond more effectively in the classroom.
- Teach practices that are respectful of students' cultures and provide opportunities for students to participate in the decision-making process. Students should feel that their backgrounds and community knowledge are valued; they also need to learn what the larger society requires of them in order to be successful. Discuss with students the rationale for school rules, classroom rules, and other expectations. Clearly define behavioral expectations and consistently use fair, reasonable consequences.
- Develop student autonomy by incorporating culturally relevant content into activities and assignments, giving choices in assignments, providing opportunities to



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Iris Module 2.1: Cultural Influences on Behavior

This page of the IRIS module from Vanderbilt University explores cultural influences on behavior. Explore the page, clicking on each live link to get more information. Access the audio files or their transcripts, then complete the self-assessment at the bottom of the page.
https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q1/p02/#content

volunteer for classroom responsibilities, and selecting classroom activities and projects that have varied roles for students to take.

Teachers have to be aware of how their interactions with students might enhance or tear down a student's self-image. Thus, teachers who want good relationships look for ways to build up their students' identities as competent, capable individuals who contribute to the class and who are making progress as successful learners. When student behavior needs correction, teachers address the student respectfully and as privately as possible, so that the student's public face is not threatened. When a public reprimand is required, the teacher needs to be mindful of the possible threat to the student's face, correcting the behavior without criticizing the character of the student. Respectful communication conveys to the student, as well as to all the other students who are listening and observing, that the classroom is a safe place to live and learn.

Boundary Concerns in Relationships

Learning Outcome 2.2 **Recognize beneficial relationship boundaries to set as a teacher.**

Many teachers find that relationships with students must be balanced with other concerns, such as maintaining control, limiting emotional involvement, preserving instructional time, and practicing school policies (Aultman et al., 2009). For example, students could take advantage of a friendly relationship by trying to avoid focusing on academic tasks. Or a teacher might become so committed to helping a distressed student that it interferes with instructional time or the teacher's personal life. Teachers can find it difficult to deal with self-disclosures by students about personal problems and family issues or to manage their own emotions in such situations. Strategies for addressing boundary concerns evolve as teachers get to know their students and encounter relationship issues. For example, teachers can set time limits on off-task discussion or divert it to class meetings, can refer serious student problems to the school counselor, and can set aside specific times after school hours for the teacher's personal time. Learning about resources at school (e.g., counselors) or in the community (e.g., medical clinics, child and family services) can provide an alternative when a problem exceeds the teacher's expertise or requires more personal resources than the teacher is willing or able to commit.

Additional boundaries must be considered for the digital realm and the use of social media because an increasing amount of communication occurs online. Fifty-six percent of children between the ages of 8 and 12 have a smartphone (National Consumer League, 2012), which means teachers need to anticipate setting professional boundaries with both parents *and* students. Some basic digital boundaries to consider include setting up a specific account/profile for professional purposes, establishing strict privacy settings on accounts/profiles, limiting your interactions to class-specific topics and designated times, and practicing professional discretion on posts (e.g., grammatically

correct, necessary, appropriate). All school districts have policies governing the use of social media, and teachers must follow these. Preventing some boundary problems is possible by planning how relationships will be accomplished and choosing from among the strategies described here those that are consistent with your view of the teacher's role.

Strategies for Building Relationships

Learning Outcome 2.3 **Explain strategies for developing productive, positive relationships with students, parents, and peers.**

We now examine some specific strategies teachers can use to foster positive relationships with students, parents, and professional peers. As you consider these strategies, notice how they address either or both of the *influence* and *affect* dimensions of teacher–student relationships. Also worth considering is whether using the strategy is consistent with your view of the teaching role and if use of the strategy might affect instruction, available time, or other commitments.

Managing First Impressions

Relationships with students are developed during year-long interactions, but initial contacts will set the tone. Your role as teacher confers status, expectations, and influence. The relationships you establish with students are different from other relationships such as parent–child or child–child. In your students' view, you are their *teacher*, not a parent or friend. The initial impressions you make should convey your acceptance of that role, engaging in the actions expected of a teacher and doing them well. (We have more to say about key aspects of beginning the year in Chapter 6.) At the same time that you show your willingness to take the role of teacher seriously, you can communicate your positive regard for your students by doing the following:

- Welcome students with a smile and eye contact as they enter your classroom during the initial days of school. Have student nametags available to be worn or placed at student desks or tables.
- Introduce yourself and share some aspects of your personal life and preferences. Decide what things to share ahead of time by writing down 10 or 15 items that help define your identity and likes/dislikes. Choose items to share that your students might relate to, such as family, growing-up experiences, pets, food, experiences in school, and so on. Such sharing helps students connect their lives to yours. Some items from your life might be more appropriate to share during a particular activity—for example, when your students are struggling with some learning task, you might share with them the difficulty you also may have had learning some task.

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Video Example 2.2

Building relationships is an intentional, daily activity on the part of school faculty and staff. Consider the different outcomes of the two scenarios of the Every Opportunity video:
https://www.youtube.com/watch?v=VxyxywShewI

- Use a get-acquainted activity to engage students with one another and set a positive classroom tone. Multiple options are described online (e.g., educationworld.com/back_to_school/).
- Use student names frequently during the initial class days as you learn names to help you establish positive early connections.
- Be organized and ready for all activities. This communicates your competence and promotes your *influence*.
- Create a positive climate by praising the class for attention and effort during initial activities. Don't single out one or two students, but rather focus public praise on groups or the whole class.

- Teach daily routines (e.g., hand raising, signals for attention, out-of-seat expectations, etc.) and practice these with students across the first weeks of school. Support students' appropriate behavior by giving recognition and positive feedback to the class as a whole. Be specific: "Thank you for raising your hands and waiting to be called on during our lesson" or "Putting away your materials so efficiently means we get to dive right into this book we're enjoying reading. Great job!" Such acknowledgments convey to students that they can be successful and how their efforts can earn your approval.
- Redirect off-task behavior by focusing attention on desired behaviors; for example, "Tables 2 and 3 are working on the assignment and getting their great ideas on paper" or "Thank you, good listeners, for waiting your turn to contribute" or "Ali, Ian, and Keisha have their books out and are showing us how to be ready for the next activity." This strategy supports appropriate behavior and avoids the negativity of focusing directly on inappropriate behaviors.
- Use effective body language to communicate a productive first impression. Increase *influence* through expressive voice, face, and gesture. An instructional style that is dynamic and interactive captures student attention and contributes to establishing you as the class leader. Reinforce the acceptance and warmth of *affect* through smiles, eye contact, and open body posture.
- Make eye contact with students to demonstrate your attention to and interest in students. Scan the class frequently during whole-class activities to monitor student activities and to communicate your awareness of students. Use group signals (e.g., "Eyes on me," a call-and-response pattern, chime, clapping rhythm) in order to re-establish eye contact and promote group attention. Maintain balance so that eye contact doesn't move beyond connection to the point of discomfort (e.g., staring) or become culturally inappropriate (e.g., Some Indian, Asian, and African cultures see extended eye contact as aggressive or rude (Burgoon & Bacue, 2003)).

Throughout the Year

Keeping a positive classroom climate throughout the year is important for maintaining good relationships. In addition to the behaviors and activities suggested in the previous section, consider the following strategies:

- Create a feeling of community in your classroom. Dedicate a bulletin board for students and post their pictures (and yours). Let students write and post information about their likes and dislikes or their pets, siblings, and other characteristics they'd like to share. Include some of your own, too.
- Keep in touch with the interests of the age level you teach. Learn about the students' preferences for social media, reading, shows (TV or streamed), movies, games, music, and YouTube personalities. In addition to being useful for designing lessons, activities, and assignments that connect with students, such knowledge will help you to have conversations with them.
- To the extent that your time and life outside the classroom permit, participate in school and community activities that bring you into contact with your students and their parents. Activities such as back-to-school night and parent–teacher conferences are a must, of course. But also consider such activities as eating lunch or breakfast in the school cafeteria with students or allowing students to bring theirs to your classroom as a special reward; attending school athletic events or other performances, schoolwide fairs, and other scheduled events.
- Look for opportunities to have conversations with students outside the classroom, such as in hallways, before, or after school.
- Use class meetings as a regular activity in which to plan activities with students, address concerns or issues that have classwide relevance, talk about social skills and behavior concerns, and recognize student accomplishments. During a class meeting, encourage students to contribute to the discussion as well as listen when another person is speaking. Class meetings are often conducted in a circle or at a rug area. You'll need to establish rules for participation, such as (1) Listen carefully, (2) Wait your turn to participate, and (3) Share respectfully. One formalized social-emotional learning (SEL) approach is a daily Responsive Classroom Morning Meeting pattern (*responsiveclassroom.org/what-is-morning-meeting/*).
- Help students acquire life-long skills for working in groups, self-management, and effective communication. Students are still learning social skills, impression management, and politeness norms. Thus, they might say or do things that offend, especially in conflict situations, when anxious, or under stress. Feedback to individual students about their behavior, especially

Pearson eText

Video Example 2.3

In many elementary classrooms, the day begins with a morning meeting. In this video you will learn more about how and why teachers use morning meetings in their classes. Notice the techniques used to structure the meeting, guide important conversations, and prepare the students for the day.
https://www.youtube.com/watch?v=U6_pLkwaCeY

at a quiet time when they are not as stressed, can help them understand the problem and learn a constructive way to deal with emotions and express feelings. Students may be unskilled in their use of social behaviors, but they are still sensitive to threats to their face. A public power struggle with a noncompliant student should be short-circuited (e.g., by having a private conference with the student or asking the student to write out a version of the problem to discuss with you later). Sending the student to another location to cool off is better than a public struggle.

- Treat mistakes as a normal part of learning. A common problem in classrooms is dealing with students' fears of public failure. Students are concerned about appearing stupid, inept, or foolish in front of peers and will go to great lengths to avoid such displays. This type of impression management interferes with engagement and can seriously impede learning. Share that encountering difficulty is common and that frustration is part of the process. You might communicate that you admire students who work at learning until they get it. Tell them that doing so is a very valuable life skill. Describe struggles experienced with learning some subject or skill and how it took hard work to overcome the obstacles. Insist that no one should laugh at or think less of someone who has difficulty: "We should encourage those who are trying to learn; let's be helpful, not hurtful." Confirm that it takes courage to perform when a student is not sure about an answer and that doing so is a good way to receive feedback and guidance. If you consistently support student effort and are fair in evaluating performance, students will learn to trust you and to feel safe in your class.
- Emphasize effort with your feedback. Students' beliefs about the causes of good and poor performance affect their willingness to persevere on difficult tasks. If they attribute success and failure to innate ability, they are less likely to be resilient when they encounter difficulty than if they attribute success or failure to hard work or effort. Also, tasks that are overly difficult must be anticipated and broken into doable subtasks to foster persistence.
- Maintain a positive perspective when confronting a student about misbehavior and when following through with a consequence. Chapter 11 presents many alternative strategies you can use to address problem behavior. How you handle such events will have an impact on your relationship with students, of course. Remaining calm, making sure the student understands the problem, and enforcing rules consistently are important to maintaining relationships during conflict. Teachers should also emphasize that students have choices and that they are making the decision about how to behave. Communicate that the student can learn from mistakes. After the problem has been settled, it's best if the teacher sets aside the negative emotions produced by the incident and keeps a positive tone in future dealings with the student.

Relationships with Parents

Good school–home relationships contribute to student engagement and learning (e.g., Jeynes, 2017), as well as provide a helpful basis for classroom management (Walker & Hoover-Dempsey, 2006, 2015). It is important, then, for teachers to develop links between classroom and home and to foster mutually supportive communication.

- A daily or weekly folder is a helpful way to maintain contact between school and home. In the folder are placed assignment lists, returned work, school forms, information about activities, progress reports, and brief teacher communications to parents. Usually, parents are expected to look over the folder and sign off; the student returns the folder to the teacher the next class day. This kind of communication is very informative for the parent(s) and it provides a good basis for discussions with the teacher. If your district has a grade-reporting website for parents to check their children's work, be sure to keep the data up-to-date.
- Communication skills, including active listening, empathic responding, and problem solving, are important to use when communicating with parents. Sometimes a communication between parent and teacher is only about information sharing, but the teacher always needs to be alert to the possibility of the relevance of these skills. The context and focus of the interaction will provide clues. Much more about the use of communication skills is presented in Chapter 10.
- Back-to-school night is a very important point of contact. It usually will be the teacher's first opportunity to form a relationship with parents, so warmth and openness in greeting and meeting are critically important. Naturally, teachers are interested in giving parents an overview of classroom activities and of the curriculum to be covered, but parents often are more interested in how well the teacher will connect with their child. So, providing a glimpse of what life in your classroom will be like for the students, your willingness to help them find areas of strength and interest, and your overall management plan will be useful topics to address. You also should plan time to interact with individual parents about particular concerns they might have for their child.
- Recognize student accomplishment and effort in your communications with parents. A tangible way to do so is to use recognition awards in the form of certificates for achievement in one or more subjects, good citizenship, contributions to the class, and other desirable behaviors. Students love receiving such certificates to show their parents, so the awards do double duty by building relationships with both students and parents. You can find templates for certificates at many teacher websites (e.g., *teachervision.com/awards/resource6076.html*, *scholastic.com*, and others).
- Parents may come from backgrounds very different from that of the teacher. Differences in language, country of origin, and socioeconomic status might

be pronounced. These differences could lead to a variety of expectations, resources, attitudes, and beliefs that can hinder or help their children in school. Communicating clearly (without jargon) is very important. Providing communication in the family's native language demonstrates a willingness to work as a team. Likewise, your attitude of valuing and accepting differences will reassure parents who may be uncertain about how welcome they are and whether their children will be well-cared for in your classroom. Consider scheduling activities throughout the year that involve parents in a positive way.

- A parent group listserv, a classroom website, or a classroom newsletter are all ways to provide information to parents throughout the school year. Remember to provide printed copies of digital information for students whose Internet access is limited.
- Teacher–parent conferences are usually scheduled on several occasions during the year, typically at the end of major grading periods. These conferences offer excellent opportunities for sharing information. Beginning with a description of some of the student's strengths is a good way for the teacher to set a positive tone for the conference. Areas needing improvement should also be identified, accompanied by work samples to aid in making recommendations concrete. Parents can give insight into their children's attitudes, interests, and behavior outside of school that may be relevant for your work with them. Parents who spend time with their child on schoolwork may have important insights to share. Not every parent feels competent to assist or has the time and energy to do so, but ways other than direct assistance are possible (e.g., providing a quiet place for homework, making sure the child completes the work, giving encouragement, and showing interest). Discussing ways to promote a child's learning and identifying appropriate support for that learning at home will contribute to a successful conference.
- Some parents may be in a position to volunteer for different classroom activities, such as tutoring, reading with individuals or small groups, assisting in materials preparation and other clerical tasks, helping with technology, or updating a classroom newsletter. You'll need to be sure your procedures are consistent with your school and district guidelines for parent volunteers. You can ask for volunteers for specific activities, or you can ask parents if they have special talents or skills to share.
- Contacts between the teacher and parents regarding discipline and behavior issues can contribute to problem resolution, but they also have the potential for disrupting relationships if not handled skillfully. When engaging parents about a problem, it's important to have a goal for the contact. Several are possible, such as alerting them to the problem, seeking information, involving the parents in identifying possible solutions, and/or carrying out

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Video Example 2.4

Careful consideration of how to foster positive relationships is particularly important when conferencing with parents. In this video, a teacher and parent discuss a child's progress and set a goal for continued growth.
https://www.youtube.com/watch?v=c_ngrWNrSJ0

a home-based consequence. The parents' experience can be very helpful in sorting out the situation and deciding on further steps, but not if the parents feel threatened and become defensive. Parents will be more cooperative if they believe that the teacher is supportive of them and their child, so it's important to assure the parents of your mutual interests in their child's progress and adjustment. Stick to behavior descriptions, avoid character judgments, and practice good communication skills. Describe your attempts to manage the problem and ask for the parents' suggestions. Keep the tone positive by mentioning some good features of the child's behavior. If a strategy is discussed, identify a timeline to evaluate whether it works and make a plan to follow up with the parents.

There are a number of effective ways to utilize technology in communicating with parents. For example, both software and mobile applications are available for quick texts to parents (e.g., Remind app). Also, a simple e-mail listserv or group text will allow your message to be sent to all your students' parents. Some teachers develop a class social media page for parents to join to increase communication. Others develop a class webpage for posting announcements (e.g., homework, study guides, field trips, etc.). Many districts have policies in place for the use of Internet-based technology. In addition to following those policies, it is important for you to consider the following suggestions for representing yourself professionally:

- The communication you send is representative of you, your school, and your teaching ability, so double-check your message/posting for spelling, grammatical, and typographical errors.
- Digital communication is not assisted by facial expressions, so be careful with the words you use in your texts/messages/postings to avoid misunderstandings. Consider having a peer read your message before sending/posting it to make sure the meaning you have intended is the one that will be received.
- The frequency of communication sends its own message. Consistent, timely communication helps establish a sense of trust with parents. For example, if you tell parents you will post weekly on your class webpage, they will learn to check it weekly when they see your efforts to meet that expectation.
- Not all parents/guardians may have access to the communication technology you select. Choose to be inclusive of all families as you communicate by offering a printed option of your postings/messages to students for whom access is an issue.

Relationships with Other School Personnel

In addition to the relationships you build with your students and their parents/guardians, there are several additional relationships within the school building that can be critical to your success in teaching. Think of yourself as part of a team that

includes fellow teachers, administrators, and support staff. General civility is key to the quality of relationships you establish. Kindness, respect, and courtesy should all be important components of your communications with your colleagues. Learning names, listening to others, and being prompt in fulfilling your responsibilities are ways you can contribute to supportive team relationships. Doing so helps model healthy relationships to your students. In addition, these relationships may be of great help to you during the year (e.g., fellow teachers sharing ideas for lessons, administrators giving access to resources, custodians providing room maintenance, and so on).

Who* Will I Teach? Teacher–Student Relationships in Homebound Settings[1]

Learning Outcome 2.4 **Analyze teacher–student and student–student relationships within the context of a student's placement in homebound education.**

Devin is an energetic, gifted fourth-grader who takes on both academic and athletic challenges willingly. He is also a much-beloved class clown whose need for an audience has him clambering across the line between strong leadership and sheer mischief. Devin's bravado has resulted in the need for a third surgery this year to repair a torn retina in his left eye. The ophthalmologist has indicated that Devin must remain prostrate following surgery for 6 weeks to prevent further damage and possible blindness in his left eye.

Pause and Consider

- How might the extended medical separation from class impact Devin's relationship with his teacher? With peers? With his sense of self? What are some immediate ideas you have for ways Devin's teacher could keep him engaged with the class and his friends while he is out of the classroom?

Students, like Devin, who are unable to come to school are served by *homebound services*. Homebound services are the "publically supported special education services generally provided on a case-by-case basis, in a setting other than school" (Petit & Patterson, 2014, p. 37). Such services are typically provided in the student's home, but can also

*Although "whom" is grammatically correct, "who" is used to provide a more informal, conversational tone.

[1]The *Who Will I Teach* section of this chapter and of each subsequent chapter extends the content to more diverse contexts and populations.

take place in the hospital or another established location. Homebound instruction is initiated when students are "physically unable to attend school . . . [including] students with illnesses, . . . physically fragile, . . . [and those] suspended or expelled" (Patterson & Petit, 2008, p. 1).

Many districts use a designated individual or department to coordinate and provide homebound instruction. Some of the considerations when planning homebound instruction are the student's limitations in both interaction with peers and access to the general education curriculum (Petit & Patterson, 2014). Thus, homebound instruction would be considered one of the more restrictive environments in a student's special education IEP (individualized education program). One of the areas of current research in homebound services includes the ways technology can involve a student in the class's social life, including developing collaborative learning structures to enable a student's digital participation (Benigno et al., 2015). Benigno and colleagues (2015) have coined the term *hybrid spaces* for the combination of digital and interpersonal social networks that support the student across the duration of the homebound instruction period. Students identified as gifted, like Devin, are included in the district's special education services and, therefore, have an IEP to meet their needs for extended academic challenges.

Although Devin's small school district doesn't have a specific employee responsible for coordinating homebound instruction, it is still responsible for his learning, including meeting any specifications on his IEP. Devin's parents and his teacher, Mr. Ochoa, meet in advance of the surgery to plan for his extended home stay. His teacher also invites the district IT specialist to learn what technology is available to support Devin.

The group discusses the medical need for Devin's immobilization along with his potential struggles with an extended lack of movement and missing his peers. As they plan how to incorporate technology, Devin's parents indicate that they do not have a computer or Internet access at home, but they could allow Devin to use one of their smartphones. The IT specialist suggests that Devin use a district-provided wifi hotspot and tablet. With these tools, they could create a hybrid space where Devin could participate in a Zoom meeting with the class on a regular basis. As she explains, the Zoom conference would utilize a digital video-conference platform so that Devin could see Mr. Ochoa or other displayed content (e.g., slides, board, peers' faces) and enable them to see and interact with him.

For the transition to this technology to flow more smoothly, and to help Devin sustain his relationships, the team decides to model the Zoom conference format several days before the surgery so that Devin can see how it works in the classroom. Mr. Ochoa will use the practice conferences to help him plan at least one opportunity for Devin to interact with his peers each day during his recovery.

The next morning, Devin announces to the class as soon as he walks in that he will be their "digital pirate" and starts telling the class all about the plans. Mr. Ochoa backs up Devin's announcement and explains that the IT specialist will be arriving after lunch to begin the setup. He suggests that some of the class members who are interested in technology pay close attention to help serve as IT specialists for their class.

Pearson eText
Video Example 2.5

In order to develop productive, healthy teacher-student relationships, teachers need to understand how students learn best. What tips do students provide in this video for improving teacher-student interactions?
https://www.youtube.com/watch?v=lTMLzXzgB_s

Chapter Summary

Relationships should be a key feature of the overall classroom management plan. Research links positive teacher–student relationships to many important student outcomes. Major dimensions that undergird relationships are *influence* and *affect*; the teacher role generally requires that higher levels of both dimensions be present in order to provide leadership in the classroom along with support for students. Relationships evolve, but initial impressions count; recommendations are given for starting the year, building relationships throughout the year, and forging good parent–teacher relationships. The final section of the chapter considers relationships in the context of homebound services.

Explorations

Denton, P. (2015). *The power of our words: Teacher language that helps children learn* (2nd ed.). Center for Responsive Schools.

This book explores the ways that elementary teacher's word choices, tone, and presentation impact teacher–student relationships and student learning.

Francis, G. L., Haines, S. J., & Nagro, S. A. (2017). Developing relationships with immigrant families: Learning by asking the right questions. *Teaching Exceptional Children*, *50*(2), 95–105.

While the authors of this article provide tremendous guidance specifically for working with immigrant students and their families, their descriptions, questions, charts, examples, recommendations, and vignettes can help teachers learn to enhance relationships with any students and their families whose culture differs from that of the teachers'.

Higgs, C. (2014). *Connecting with students: Strategies for building rapport with urban learners*. Rowman & Littlefield Education.

This book provides many practical suggestions for relationship building in urban settings. The suggested strategies are consistent with the research literature on classroom management and are valuable for teachers whose classes are diverse and who want to work on establishing productive relationships.

Quin, D. (2017). Longitudinal and contextual associations between teacher–student relationships and student engagement: A systematic review. *Review of Educational Research*, *87*(2), 345–387.

In this meta-analysis, the author unpacks the role of teacher–student relationships (TSRs) with student engagement, finding that student engagement is enhanced by higher-quality TSRs.

Wubbels, T., Brekelmans, M., den Brok, P., Wijsman, L., Mainhard, T., & van Tartwijk, J. (2015). Teacher–student relationships and classroom management. In E. T. Emmer &

E. J. Sabornie (Eds.), *Handbook of classroom management* (2nd ed., pp. 363–386). Routledge, Taylor & Francis.

The authors provide an authoritative summary of the literature on teacher–student relationships. Major theoretical positions are described along with research on the topic, including the authors' extensive program of studies in multiple countries.

apa.org/education/k12/relationships

This online curriculum, provided by the American Psychological Association, extends knowledge on building effective teacher–student relationships. Segments offer video clips of teacher–student interactions to emphasize particularly important components of effective relationships.

edcan.ca/articles/what-is-the-influence-of-teacher-student-relationships-on-learning/

In this fact sheet, the Canadian Education Association provides a succinct overview of several critical findings of research on teacher–student relationships.

edweek.org/ew/articles/2019/03/13/why-teacher-student-relationships-matter.html

This brief article highlights recent research on teacher–student relationships, healthy relationship boundaries, and ways to support effective relationships.

iris.peabody.vanderbilt.edu/module/fam/challenge/#content

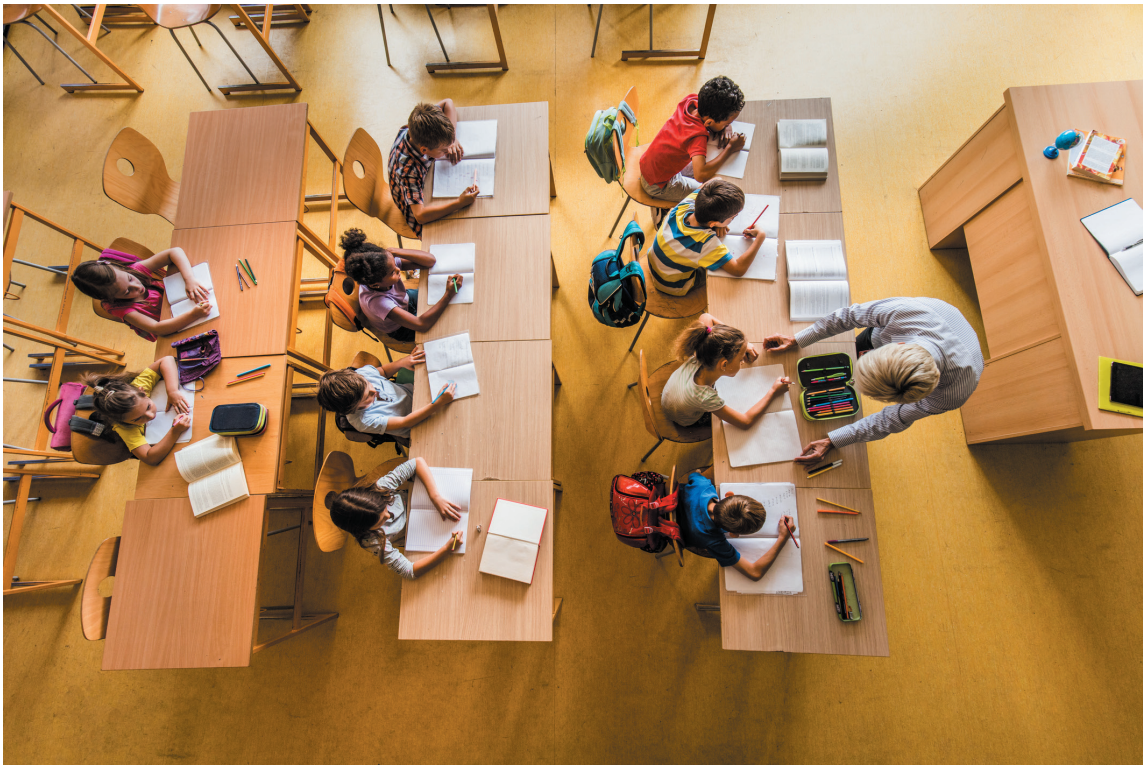
This IRIS Center Module walks participants through effectively communicating with parents of students with disabilities.

Suggested Activities

1. Reread the vignettes about Ms. Owens and Mr. Chandra, from the beginning of the chapter, and of Devin's teacher, Mr. Ochoa, from the chapter's end. What points of evidence do you have from these vignettes to identify the teachers as high or low on both influence and affect?
2. Identify a teacher you had as a student who exemplified supportive and healthy relationships with students. What strategies did that teacher use to build these relationships? How did you benefit directly as her or his student?
3. Read Ashley Redd's description of stepping into fourth-grader shoes and hearing teachers from a student's perspective (edweek.org/tm/articles/2020/01/21/this-teacher-spent-a-day-as-a.html). As a small group, discuss the influence of daily teacher–student interactions on teacher–student relationships. How confident do you think fourth-graders in this building would feel about asking for help if they did not understand an academic concept? If a fourth-grader in this building were to have a painful home situation (e.g., pending divorce, abuse, job loss) that was leading to misbehavior, do you think they would open up about it with the teacher? What do you think the fourth-graders are learning about interpersonal interactions from their teachers' models? How might you plan to communicate

the daily tasks in your classroom to encourage positive, healthy teacher–student relationships?

4. Consider one episode of a show or a movie in which a teacher is featured. Analyze that individual's relationships with students according to the strategies listed in this chapter. Would you identify this example teacher as having boundary problems? If so, what caused the problems and how might they have been avoided? If not, what practices did the teacher put in place to keep healthy boundaries established?
5. Explain to a peer the personal biases you may have as a part of your identity (e.g., your race, ethnicity, nationality, religion) and direct experiences and identify ways in which these biases could (1) positively influence your classroom management practices and (2) negatively affect students whose culture differs from yours.
6. Interview at least two elementary teachers from different grade levels. Find out what specific actions they take (at the beginning of the year and as the year progresses) to build productive relationships with students, students' families, and fellow faculty/staff.



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Chapter 3
Organizing Your Classroom and Materials

Learning Outcomes

After you have completed your study of this chapter, you should be able to:

3.1 Identify the five keys for an effective classroom arrangement.

3.2 Identify appropriate arrangements for specific areas of a classroom.

3.3 Analyze the arrangement of a scenario classroom that includes English language learners.

Arranging the physical setting for teaching is a logical starting point for classroom management because it is a task that all teachers face before school begins. In addition, careful arrangement sets expectations for instruction and helps prevent potential misbehavior (Park & Pinkelman, 2017), and it has been identified as a research-based best practice in classroom management (Simonsen et al., 2008). Many teachers find it easier to plan other aspects of classroom management after they know how the physical features of the classroom will be organized.

The number of things to consider in arranging the typical elementary school classroom is amazing! Of course, there is furniture—the teacher's and the students' desks, bookcases, filing cabinets, chairs, and a table or two. There also will be technology to consider (e.g., one-to-one devices, audio/visual equipment, printers), visual aids to prepare (e.g., bulletin boards, charts, maps), and storage to provide for class and student materials. Teachers also bring personal touches to a classroom—perhaps plants, an aquarium, or cages for pets. When you arrange these features, you must make many decisions.

For Reflection

Before you begin to arrange your classroom, think about the following questions. The answers will help you decide what physical features need special attention. Prior to looking at your classroom, think about the kinds of learning you would most like to see there:

- What are your main types of instructional activities (e.g., small groups, whole-class discussions, teacher presentations, student presentations, individual assignments, group projects)? What physical arrangements will best support these activities?
- Will students be making extensive use of equipment (e.g., microscopes) or materials (e.g., science or math manipulatives)? Will these be shared among individuals or groups?
- Does your class include students with special needs that must be considered?
- Where are the areas of potential distraction (e.g., high traffic, animals, group centers)? Which children will need screening or distance from these areas?
- How much movement around the room will be necessary during the day? What areas of the room will be involved? Will students get their own materials, or will you have them distributed?
- What technology will be involved (e.g., smartboard, tablets)? How will these be powered/charged? Who needs simultaneous access?
- Will students need access to references, research tools, or trade books?
- How flexible or permanent will the arrangement be? Will you have to change it during a single day or for each new unit, or will it stay the same for months? Do you share your classroom with any other teachers?