ELEVENTH EDITION

# Classroom Management for Middle and High School 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

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.

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*.

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 implemented, 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 the 11th edition, most school districts are operating with on-line learning or at most limited in-person instruction. 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 during 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 presented in the chapter.
- **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 120 new references to articles, books, and chapters, and there are well over 100 links to websites, podcasts, and videos. The Explorations and the Suggested Activities sections at the end of chapters include books, articles, podcasts, 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. For example, Chapter 2 expands content on teacher–student and student–student relationships through a vignette depicting a high school student who requires homebound services; Chapter 4 includes an expanded section on procedures for cell phone and electronics use.
- **NEWLY updated content to clarify educational terminology.** Teaching has its fair share of acronyms, jargon, and specialized vocabulary. Content in each chapter defines, explains, and provides examples of introduced 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 websites by chapter resource.** This section within the References provides a chapter-by-chapter list of digital resources.
- **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, Teaching SEL Competencies, and Providing A/Synchro- nous 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.** Added a section on adolescents in middle and high school. Updated content with 13 new references (books, chapters, and articles). Added new references and podcasts to the end-of-chapter resources (called "Explorations" in this edition); added an activity using internet resources focused on the teaching role.

**Chapter 2.** Expanded the discussion of facework and related it to culturally relevant classroom management; extended the discussion of boundary concerns and first impressions; added a new case to the "Who Will I Teach?" section, focused on teacher–student relationships in a homebound situation; added activities and internet resources pertinent to teacher–student relationships.

**Chapter 3.** Updated the room arrangement figures and the discussion of related suggestions. Added to the resources in Explorations and Suggested Activities, including websites presenting room arrangement alternatives.

**Chapter 4.** Updated content on classroom procedures; added a section on procedures for cell phones and other electronic devices.

**Chapter 5.** Updated the sections on grading systems, communicating assignment and work requirements; added a section on student self-monitoring; updated books, articles, and podcasts in Explorations and Suggested Activities.

**Chapter 6.** Added or revised content about planning for the beginning of school and communicating with parents; added resources to Explorations and Suggested Activities.

**Chapter 7.** Revised the section on monitoring student understanding in person and through technology; added links to online lesson examples in Suggested Activities.

**Chapter 8.** Updated the introduction and research base supporting cooperative learning; added links to exemplary lessons using cooperative learning.

**Chapter 9.** Updated content on consistency, use of rewards and classroom incentives; added a section on encouraging student autonomy.

**Chapter 10.** Reorganized and refreshed content on effective communication skills.

**Chapter 11.** Revised and added to topics of simple, moderate, and extensive interventions; added coverage of referral use, Check-in/Check-out, and Restorative Circles or Conferences as strategies; added multiple new websites on strategies for addressing problematic student behavior.

**Chapter 12.** Updated the section on models for identification and MTSS; revised content in the section on teaching remedial-level classes; updated

recommendations in the sections on working with students with special needs and other student populations.

**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 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.** Placed at the ends of Chapters 2, 3, 4, 5, 6, and 8, the lists organize information from each chapter and can be used for planning or to focus classroom observations.
- **Learning Outcomes.** At the beginning of each chapter, learning outcomes are identified and then placed individually at the beginning of the sections addressing the relevant content.

**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 by the authors 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

# Contents



# 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 secondary 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 includes 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 its 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 of our lives that we have spent as students have given the classroom environment a very familiar feel—so that it might not seem to take much effort to make the transition from student to teacher. But taking responsibility for teaching groups of 25 or more adolescents is a very different task than being a student in a classroom. As students, we observe teachers without being aware of 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 peers and teachers without seeing "behind the scenes." For example, as students we probably observed teachers dealing with individuals who behaved inappropriately in the classroom. Chances are we didn't identify 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 a connection with students so that they feel supported and motivated to learn. A great teacher also needs good communication skills in order 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 student learning.

# Classrooms Are Complex Places

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

Learning about classroom management helps 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). These observers and researchers have noted that classrooms have multiple actors with different agendas, that teachers have to plan for varying, simultaneous activities requiring 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 environment to facilitate activities and to prevent problems. They install routines and procedures to guide their own and students' behaviors. They invite cooperation and 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 instruction 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.

**Pearson eText**
**Video Example 1.1**

Teachers of adolescents must understand their students' development, particularly the effects peer influence has on behavior. In this video, a neuroscientist explains why students participate in risky behavior. As you engage with it, think about how the information about risk-taking and socialization relates to classroom management.
https://www.youtube.com/watch?v=2Q4tlPEihAM

## Adolescents in Middle and High School

The period between the beginning of puberty and young adulthood is labeled *adolescence*. Thus, students in secondary schools (grades 6–12) are in the adolescent period of development. Adolescence is often a turbulent time but also a time of self-discovery (Smith, 2016). For the young adolescent transitioning into middle school, comfortable familiarities of childhood and elementary school give way to the new world of multiple teachers and classrooms as well as an expanding social world. Middle school students will usually be in transition into and through puberty, experiencing new personal and sexual awareness as well as physical growth. High school students will have mostly passed through puberty; therefore, later-maturing individuals may stand out. The high school student

encounters increasing cognitive demands in the curriculum but also wider social opportunities and greater emphasis on preparing for college, employment, and adult responsibilities.

Below are summarized some important developmental characteristics for teachers to consider as they prepare to work with adolescents.

- Classrooms of adolescents are typified by a wide diversity in characteristics such as culture, ethnicity, race, socioeconomic status, and gender (Levesque, 2018).
- Adolescents experience significant changes in physiology, including physical features associated with puberty and hormonal and brain development. These changes are uneven, marked by spurts and slowdowns, accompanied by varying degrees of self-awareness, social comparison, and emotions.
- Adolescent thinking shifts from concrete operations, in which the learner is most comfortable solving problems with immediately available examples and limited dimensions, to formal operational thought, in which abstract properties of problems can be considered simultaneously. Although high school students will be more adept at abstract thinking than middle school students, most will require concrete experiences in a domain to develop more advanced thinking. There are significant individual differences in reasoning ability among students at each stage of cognitive operations.
- Establishing identity and becoming independent are critical goals for adolescents. Adolescents' paths to accomplishing relatedness and independence are often bumpy, emotion-laden, and incomplete; they may need support and guidance from caring adults, including teachers.
- Adolescents engage in classroom tasks with varying degrees of effort and persistence. One of the factors that affects motivation is the centrality of school and education to their identity and whether they feel connected to their school. When school assists in satisfying their needs for relatedness (e.g., peers, teachers) and success (e.g., academics), adolescents are likely to have a heightened sense of connection to their classes.
- Peer relationships have a profound effect on adolescent behaviors (Steinberg, 2017). Positive peer relationships can influence students toward prosocial behaviors and academic achievement. Alternatively, a desire for peer acceptance can lead an adolescent into a variety of risky behaviors, including experimentation with drug and alcohol use, sexual promiscuity, and participation in gangs and other antisocial activities. Buffers against these negative effects include a student's community and family supports, positive peer influences, and cognitive abilities. Additionally, compared to children, the adolescent benefits from increased ability to self-regulate, including directing behavior and emotion toward positive goals and inhibiting impulsive behaviors.

Adolescents are eager to learn and to participate in classroom activities when topics are of high interest, they can be passionate about ideas and ideals, they are loyal to friends, and they are often sociable and helpful. Adolescents are energetic and active; most enjoy projects that allow them to work with peers. They are avid participants on social media; in fact, a significant amount of identity development and relationship formation may occur online (Walrave et al., 2016). But adolescents can also be impulsive and resistant to adult guidance, they may obsess over physical appearance, and they can spend inordinate amounts of time on media. Adolescents may also be unduly influenced by peers, be unsure of themselves, and lack clear goals. Teaching adolescents requires understanding and accepting them. Because the teacher is the adult in the room, he or she will need to come prepared to work with the full range of adolescent characteristics and behavior.

# Learning About Classroom Management: Two Vignettes

**Learning Outcome 1.2** **Distinguish some of the potential management issues in secondary 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. Instead, 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 more complex aspects of the task.

Learning to teach isn't the same as learning to drive, of course, but they do 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 the 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 present two short classroom 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 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** Mark Smith is a middle school social studies teacher who genuinely cares about his students and wants very much to equip them with the knowledge and skills they will need for success in life. As the school year has progressed, however, he has felt increasingly frustrated with the general disorder that envelops many of his lessons. Like many teachers, he prefers to use nonconfrontational tactics to manage problems, and this stance has allowed him to avoid eliciting hostile responses or outright defiance from students he has had to discipline, while gaining a reasonable level of cooperation from many students. Nevertheless, significant amounts of time are frequently lost to nonacademic activities, and students sometimes accomplish little in the way of learning. During some activities fewer than half the students are on task, and Mr. Smith finds it difficult to keep a majority of students fully engaged for more than a short time. Observations of some incidents in one of the classes reveal several problems that hamper his instruction:

- During a class activity that was well within their capabilities, several students left their desks to visit with other students. Mr. Smith initially continued to assist individual students, but eventually asked the wandering students to return to the task. His request was ignored, and an increasing number of students went off task.
- A knock on the door prompted three students to leave their seats to open the door for two tardy students. The teacher gave a reprimand, but the students argued that their friends needed to enter the class.
- During a 10-minute class discussion, four students read other material, three students at the back of the room chatted, and several others had their heads down. After hearing numerous irrelevant call-outs, Mr. Smith reminded students to raise their hands and wait to be called on. The call-outs continued, and only a few students participated in the discussion.
- Mr. Smith gave two students permission to go to the bathroom, prompting a flurry of requests to leave the room.
- At the beginning of a writing activity, half the students didn't have paper on their desks. Several boys called out loudly to one another across the room during the activity.
- During a teacher presentation, two students moved to different seats to talk with friends, hence the noise level increased.

Following a suggestion from another teacher, Mr. Smith tried sending disruptive students to the office, but he sent too many, and the assistant principal asked him to limit use of this consequence. He tried writing student names on the board when they continued behaving inappropriately, with a detention consequence, but he didn't monitor carefully enough, and the system was soon overwhelmed. Students caught misbehaving, moreover, complained that others did the same things and didn't get caught.

## Pause and Consider

- What plans has Mr. Smith made that align with research-based teaching practices? How do his classroom management practices integrate with those plans? What might he consider for the future?

**Discussion.** The general disorder in Mr. Smith's class has several sources. The evidence from the observation suggests that there aren't adequate routines or procedures in place to manage such common features of classroom life as beginning the class, expectations for talk and movement, contacting the teacher, and leaving and entering the room. Although Mr. Smith did communicate some expectations in the form of general rules at the beginning of the year, he didn't follow through. Initially, Mr. Smith thought all was well because there was no overt disruption, but the absence of specific procedures in many areas caused a gradual deterioration in student behavior. Because Mr. Smith tends to focus mainly on students with whom he is interacting, he doesn't monitor the whole class very well. The result is that problems escalate before he can deal with them effectively. Also, the activities don't seem to engage students and hold their interest. Moreover, the constant interruptions interfere with the flow of the activities, causing even well-designed lessons to break down. As a result of these problems Mr. Smith feels unhappy and frustrated, and he finds it difficult to maintain his typical upbeat and positive demeanor.

**Vignette 1.2** Down the hall, Tameka Roberts teaches math to many of the same students that Mark Smith teaches. Her classes, however, are nearly free of troublesome behavior, and the general level of student cooperation is good. Ms. Roberts has a clear idea about what student behaviors are desirable in her classroom, and she communicated these expectations to students early in the school year. Her business-like, brisk manner during teacher-led activities is tempered with a personal, familiar style with students on other occasions. She jokes with students, makes frequent eye contact, moves around the room, and is animated and expressive as she talks. Observations of Ms. Roberts and her students reveal a well-functioning classroom.

- Ms. Roberts monitors the entire class and limits off-task behavior by catching problems early. During group work and independent work activities, she is constantly on the move around the room, checking on progress, giving feedback, and offering suggestions and encouragement.
- Students don't interrupt class activities. Procedures for participation, talk, movement, being ready for class, makeup work, and other key aspects of life in her classroom have been spelled out. These procedures were reviewed early in the year, posted on her class website, and subsequent reminders were given as needed.
- Except for emergencies, Ms. Roberts won't allow students to leave her classroom during the period.
- The rare disruptive event is managed quickly. Students who persist in inappropriate behavior are assigned a lunchtime detention: "If I have to come find you, the penalty will be doubled," she says matter-of-factly, and she means it.
- She uses a variety of activities to engage students in the curriculum, including small groups, whole-class content development, individual assignments, blended learning stations, and discussions.
- Group progress is monitored and group composition is changed when students don't work well together. Students who are consistently off task lose the privilege and must work alone—a consequence Ms. Roberts rarely needs to administer because most students prefer to work together.

(*Continued*)

- Ms. Roberts emphasizes that students should give full effort—their "personal best"—and not be content to slide by. Not every student has been won over, but enough have so that a general norm of engagement and participation prevails.

### Pause and Consider

- What plans has Ms. Roberts 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.** Students are engaged and participate actively in Ms. Roberts's classes for many reasons. She took the time to think through the procedures that were needed to manage her activities, and she communicated them to her students. Her lessons are well planned and varied. Inappropriate behaviors are rare and are handled promptly. Because there are fewer inappropriate behaviors, there is less opportunity for activities to get off track; this, in turn, helps maintain momentum in the lessons and reduces the number of models for undesirable behavior. The clarity with which procedures and routines are understood and practiced by Ms. Roberts's students allows her to monitor their behavior, and the lower frequency of departures from the norm make it easier to deal consistently with problems when they do occur. In addition, Ms. Roberts's body language and expressive communication style focus student attention and reduce the likelihood of student disruption.

## 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, an attitude of "my way or the highway" may backfire by engendering resistance. To build a classroom community, the emphasis should be on cooperation, not just on compliance.

Working effectively with adolescents 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, 2015; Ryan & Deci, 2000). Management strategies that are consistent with this motivational emphasis include providing students with opportunities to make choices, discussing the rationale for rules, 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 contributor 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 they provide the structure, teachers 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; Kennedy, 2016; 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 make classroom management easier. Similarly, having a well-managed classroom will make instruction 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 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 book to explore specific topics, the associated research, and the application of key strategies in context. Serving as a foundation for the work 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 system 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* identify the features of the classroom environment that must be planned ahead of time so that you can be 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. *Chapters 9 and 10* take up the topics of how to maintain appropriate behavior and communicate effectively. *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, but this chapter adds some specific information pertinent to particular conditions or differences.

Each chapter has a number of common features. A section called "Who Will I Teach?" follows the text of each chapter. In this section, we extend the ideas and strategies in the chapter to some of the many individual differences that teachers encounter in their classrooms, such as students of different ethnic backgrounds, students who are English language learners, and students who have been identified as needing special education. The "Explorations" section in each chapter provides resources, both printed and online, that can help explore and extend that chapter's content. Finally, a "Suggested Activities" section follows with opportunities for discussion and reflection.

## 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 illustrated some characteristics of

effective classroom management as well as 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.

**Pearson eText**

**Video Example 1.2**

This video vignette gives you a chance to think about management from the teacher's perspective. As you engage with it, look for evidence that the teacher has designed this lesson with classroom management principles in mind. https://www.youtube.com/watch?v=_dig3pyTqsU

# Explorations


Cushman, K. (2005). *Fires in the bathroom: Advice for teachers from high school students*. The New Press.

Cushman, K., & Rogers, L. (2009). *Fires in the middle school bathroom: Advice for teachers from middle school students*. The New Press.

*This pair of books provides middle and high school student perspectives on a number of topics. The books are arranged to help teachers meet areas of challenge by listening to student perspectives.*

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

*This humorous book addresses the concerns and answers the questions of new teachers. Providing good advice for problem solving, the author helps readers access some of teaching's "common knowledge."*

Kwok, A. (2019). Classroom management actions of beginning urban teachers. *Urban Education*, *54*, 339–367.

*Teachers' classroom management actions were organized into behavioral (e.g., dealing with student talking), academic (e.g., refocusing students on content), and relational (e.g., building personal relationships) strategies. It is clear that classroom management concerns were highly salient and pervasive for these new teachers.*

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 cope effectively.*

Scarlett, W. G. (2015). *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 Middle School and Classroom Management, Middle School Students, Secondary Schools, High School Students, High School and Classroom Management, New Teachers in Diverse Classrooms, and Classroom Environment.*

Talks with Teachers podcast talkswithteachers.com)

*This weekly podcast hosted by Brian Sztabnik features interviews with a variety of teachers, from those just beginning their careers to those achieving national recognition for their skill and/or research. Various segments highlight classroom management and its connection to other segments of education.*

## Suggested Activities

1. Reflect on the vignettes of Mr. Smith and Ms. Roberts 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 situation 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 who you felt had great classroom management. What are some of the skills and strategies that were important to the teacher's success?
4. Watch the teach.com video "What Does a Teacher Do?" (*teach.com/what/*) or John Spencer's "25 Things You Should Know about Becoming a Teacher" (*youtube.com/watch?v=ukEKu3b2FD8*). Write down two things 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.



## 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 relationships with their students get better cooperation and have a more positive classroom climate. 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.

**Pearson eText**
**Video Example 2.1**

Research indicates that students who feel safe, accepted, valued, and supported by their teachers have better outcomes. In this video, teachers and students at various grade levels discuss the importance of classroom relationships. As you interact with it, consider how to build effective relationships with middle and high school students. https://www.youtube.com/watch?v=kzvm1m8zq5g

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 likely to establish and maintain them. Teachers can do many things to promote good relationships with their students. Some of these relationship-building activities and behaviors are illustrated in the following two vignettes.

**Vignette 2.1.** Mr. Sahedi is an active, energetic man who engages his middle school students as soon as they enter his classroom. "Come on in! Are you ready for some discussion? You're looking sharp today. How about that game!" he calls out to different students, using their names. Students, who are accustomed to Mr. Sahedi's exuberance, return his smile or offer a comment back. When the opening bell sounds, he begins class with the same energy. He engages students during class discussions, encouraging them by complimenting their answers and explanations and building on their ideas. "I love that answer," "That's fantastic," "This is a terrific discussion, so many good ideas," he says. His gentle critiques of students' work are couched in phrasing such as, "Here's another way to think about that," or "I liked how you began your answer, but I wonder if there's another conclusion that's possible," rather than simply contradicting them or calling on someone else. Mr. Sahedi tells students that he respects them and believes in them: "Work hard and don't let yourself down," he says. If students don't follow rules or if they slack off on their effort, Mr. Sahedi tries to deal with the problem unobtrusively and privately. When he confers with the student, he makes eye contact and expresses disappointment: "I know you have more respect for yourself and for me than you are showing. Can you take care of this problem? Is there anything I need to do to help you deal with this?"

Mr. Sahedi also uses classroom meetings to address problems and issues that affect the class. He has students meet in groups for 5–10 minutes to gather their thoughts and give him feedback when he conducts a class discussion about the problem. Students respond well to Mr. Sahedi's guidance;

they trust him not to embarrass them and they value his opinions. In turn, Mr. Sahedi stays open to student input on many matters, though he insists that students follow the rules and treat each other with respect.

### Pause and Consider

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

Mr. Sahedi engages students with his energy and enthusiasm—attributes that attract students. He also frequently expresses approval and liking for them and their work. His insistence on their working hard implies belief in their competence and ability to succeed. He tries not to embarrass them and he solicits their input on classroom concerns, which demonstrates respect for students as well as understanding their need to maintain self-image among their peers.

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

**Vignette 2.2.** Mrs. Harrison, a high school English teacher, is not as demonstrative as Mr. Sahedi. Although she is typically somewhat reserved, Mrs. Harrison is pleasant as she greets students with a smile. Her demeanor is cordial as she conducts classroom activities. "I want students to think of me as a friendly teacher, but as an adult. Some students will take advantage of overly friendly teachers," she shares. Nevertheless, Mrs. Harrison has developed good relationships with her students. One of her frequent assignments is journal writing, in which students are encouraged to write about topics important to them. This allows Mrs. Harrison to get to know her students and helps her relate class activities and assignments to the students' important concerns and issues. "I've learned to listen to students when they come to me with a problem or issue. They appreciate that I usually can't solve their problem, but I may offer a suggestion."

When students in class have a birthday or the teacher learns of a special event, she gives the student some personal and group acknowledgment during class. She also looks for opportunities to give recognition to students who are participating in school activities or community events, and to encourage others to find ways to become involved. Mrs. Harrison often attends both boys' and girls' athletic and other school events in which her students participate. Her contacts with parents at these events give her a conduit to parental concerns and to the community, as well as demonstrate her interest in her students. Mrs. Harrison also sponsors a lunchtime tutoring program that pairs students interested in getting help with schoolwork and those willing to provide it. In her classroom, Mrs. Harrison accommodates individual differences in language development, motivation, and interests by giving students choices and using multiple criteria for assessment. For example, students can choose among several project assignments, their grades are based on both oral and written reports, and Mrs. Harrison gives students oral feedback at an interim checkpoint. These features boost project performance and avoid failure that would drag down student morale. Students who have taken her classes express appreciation and liking for Mrs. Harrison; parents frequently request that their high school students be placed in her classes.

(*Continued*)

## Pause and Consider

- What are the ways Mrs. Harrison builds relationships with students? How do these actions reflect her personality? Her beliefs about teaching? Will her approach be received in the same way by all students?

Mrs. Harrison uses a personal, individualized approach to build relationships with her students. By getting to know them, she forms a foundation for communication, and she demonstrates her caring in several ways. Her flexibility and her concern for helping students be successful are key attributes of her approach, as is her involvement in school activities and with parents.

The descriptions of Mr. Sahedi and Mrs. Harrison 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. No matter how 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.

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 including empathy, warmth, and encouragement were associated with desirable cognitive and affective student outcomes (Cornelius-White, 2007). Still another meta-analysis of 23 studies highlighted the connection between productive teacher–student relationships and the development of student's executive functions (EFs), the "cognitive processes that enable [students'] goal-directed behavior" (Vandenbroucke et al., 2017, p. 125). Relationships can be described as having both positive and negative dimensions. An analysis of 92 articles that studied associations between positive and/or negative relationship dimensions and student outcomes was reported by Roorda and colleagues (2011). 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 a moderate to low (but still positive) relationship was found with student achievement outcomes. Similar results were also found for the association of negative relationship indicators and student outcomes, but in the opposite direction.

Reviews by Quin (2017), Hattie & Anderman (2012), Eccles & Roeser (2011), Stronge et al. (2011), and Klem & Connell (2004) also support the importance and impact of teacher–student relationships on student outcomes. A reasonable conclusion to be

drawn 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 and engagement; ignoring relationship development may undermine the teacher's effectiveness (Hughes & Cao, 2018).

Numerous researchers have noted that teacher–student relationships evolve reciprocally (De Jong et al., 2018; Jerome & Pianta, 2008; Skinner & Belmont, 1993). 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 students most certainly have an influence through their interactions with the teacher and their other classroom behaviors. Of special concern are students who exhibit "relational negativity" or aggression (Hamre & Pianta, 2001; Lee & Bierman, 2018). Such adolescents are more likely to have conflicted relationships with teachers, exhibit anger, and be at risk for poorer outcomes. Therefore, it is important to be concerned with both the nature of teacher strategies for relationship building as well as how the teacher reacts to students over time. 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 establish supportive and constructive relationships and maintain them 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 student 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 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 two 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 setting goals, 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. 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" (Kleinfield, 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 long period of time. To manage the behaviors of individuals and groups of students, the teacher's *influence* needs to be high; that is, the teacher will organize, guide, lead, or direct students in a variety of classroom activities. It's not a passive role! The second dimension, *affect*, is also a critical feature of relationships. As noted earlier, most research agrees that teacher behaviors characterized as warm, supportive, accepting, and caring are associated with positive teacher–student relationships and desirable student outcomes.

Of course, not every interaction with students should be high in influence and affect. The context for the interaction will often dictate 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.

## 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 thus 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 when 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. 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 (Wallace & Chhuon, 2014). 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 students 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 go to a time-out area to reflect and de-escalate until there is an opportunity 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.
- Be 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 volunteer for classroom responsibilities, and selecting classroom activities and projects that have varied roles for students to take.

In classrooms, 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 with students 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


**Pearson eText**

**Iris Module 2.1: Cultural Influences on Behavior**

This classroom management IRIS module from Vanderbilt University explores cultural influences on behavior. Explore this page, clicking on each live link to get more information. Access the audio file or transcript that shares the insights of Dr. Deborah Voltz then complete the self-assessment at the bottom of the page.
https://iris.peabody.vanderbilt.edu/module/beh1/cresource/q1/p02/#content

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 and to correct 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.

**Pearson eText**
**Video Example 2.2**

Teachers of middle and high school students must be especially sensitive to maintaining appropriate boundaries with their students. In this video produced by the Alabama Education Association, a teacher has made a student uncomfortable. As the scenario unfolds, think about what boundaries you will need to set with your own students. https://www.youtube.com/watch?v=rBEo38xAzDM

# 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 enforcing 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, they can refer serious student problems to a school counselor, and they can set aside specific times after school hours for their own 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. 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.

Additional boundaries must be considered for the digital realm and the use of social media because an increasing amount of communication occurs online. Sixty-eight percent of teens between the ages of 13 and 14 have or have access to a smartphone, as do 76% of 15- to 17-year-olds (Pew Research Center, 2015). This permeating student access 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.

# 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 that 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 adolescent–adolesent. 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 exhibit 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. Post your name, class period, and course to help students match this to their schedule.
- 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. From this set, choose items 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 describe some learning difficulty you also had.
- When you share information about yourself, students may ask personal questions that are inappropriate or that you are not comfortable answering (e.g.,

about romantic relationships). Be prepared to set boundaries; for example, you can tell students that the question is too personal. Remember that your students are adolescents who haven't fully developed social skills and that you need to help them learn what is acceptable in general as well as your limits.

- Use student names frequently during the initial class days to help you establish positive early connections. Use seating charts to help with student names.
- Use a get-acquainted activity to set a positive tone and engage students personally. You can find examples of activities appropriate for middle school and high school grades at sites such as *712educators.about.com* and *scholastic.com*.
- Be organized and ready for all activities. This communicates your competence and promotes your influence.
- During the first several days of classes, you will be teaching students your everyday routines and procedures (e.g., hand raising, signals for attention, out-of-seat expectations, work procedures, and so on). Be sure to support students' appropriate behavior by giving recognition and positive feedback to the class as a whole. Be specific: "I appreciate how everyone stayed on task during our practice activity" or "Thank you for raising your hands and waiting to be called on during today's class discussion."
- Use effective body language to create a good 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. Smiles, eye contact, and open body posture will indicate your acceptance and warmth.
- Make eye contact to demonstrate your attention to and interest in students. Scan the class frequently during whole-class activities to monitor and to communicate your awareness. Use group signals such as "Eyes to the front" or "Let me see your eyes" in order to re-establish eye contact and promote group attention during whole-class activities. Maintain balance so that eye contact doesn't move beyond connection to the point of discomfort (e.g., for some Indian, Asian, and African cultures, extended eye contact is regarded as aggressive or rude; Burgoon & Bacue, 2003).

**Pearson eText**
**Video Example 2.3**

Building relationships with and among students begins on the first day of school. Get-acquainted activities can be helpful in building a positive, supportive classroom community. In this video, a teacher introduces you to a first-day activity that can be especially useful for building classroom relationships.
https://www.youtube.com/watch?v=uUG-Tx4Rqng

## Throughout the Year

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

- Keep in touch with the interests of the age level you teach. Learn about the students' preferences for social media, reading, streaming, gaming, music, and YouTube personalities. In addition to being useful for designing lessons,

activities, and assignments that connect with students, such knowledge will help you 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; hosting a tech lunch with small groups of students to share their latest tech interests/apps with you; or attending school athletic events or other performances, school-wide fairs, and other scheduled events.
- Look for opportunities to have conversations with students outside the classroom, such as in hallways and before or after school.
- Help students acquire lifelong skills for working in groups, self-management, and effective communication. Adolescents are still learning social skills, impression management, and politeness norms. Thus, they sometimes say or do things that offend others, especially in conflict situations, when anxious, or under stress. Feedback to individual students about their behavior, especially 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. Such threats include public criticism and ridicule, especially those that run counter to the image a student is trying to protect. You will build trust and improve your relationships with your students when you are sensitive to such concerns. Be aware of the potential for embarrassing a student or causing him or her to lose face in group settings. 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 student 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 you experienced with learning some subject or skill and the hard work it took to overcome the obstacles. Insist that no one should laugh at or think less of someone who has difficulty: "All of us have things that come easily and things we have to work harder to learn. Respect your peers' right to learn and encourage their efforts." 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. Such trust is a foundation for maintaining positive student–teacher relationships.

- 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. Tasks that are overly difficult must be anticipated and broken into doable subtasks in order to foster persistence.
- Maintain a positive perspective when confronting a student about misbehavior and when following through with a consequence. Chapter 11 presents many strategies you can use to address problem behavior. How you handle such events will have an impact on your relationship with students. Remaining calm, making sure the student understands the problem, and enforcing rules consistently are important to maintaining relationships during conflict. You can 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 to set aside the negative emotions produced by the incident and keep 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.

- If your district has a grade-reporting website for parents to check their middle- or high-school student's work, be sure to keep the data current.
- 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 can be 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, you will be interested in giving parents an overview of classroom

activities, a glimpse of what their student's life is like in your classroom, your willingness to help them find areas of strength and interest, and your overall management plan. You also should plan time to interact with individual parents about particular concerns they might have for their student. To gain parent participation for low-participation schools, consider offering door prizes (e.g., school spirit items) and publicize this with students prior to the evening.

- 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, for good citizenship, improved performance, contributions to the class, and other desirable behaviors. Students appreciate 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 suitable for different grade/age levels at many teacher websites (e.g., *teachervision.com/awards/resource6076.html, scholastic.com*, and others).
- Parents may come from very different backgrounds. Differences in language, country of origin, and socioeconomic status may be pronounced. These differences may lead to a variety of expectations, resources, attitudes, and beliefs that can hinder or help their adolescents in school. Communicating clearly (without jargon) is very important. Likewise, your attitude of valuing and accepting differences will reassure parents who may be uncertain about how welcome they are and whether their students will be well-cared for in your classroom.
- 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 to take to parents whose Internet access is limited.
- Teacher–parent conferences offer excellent opportunities for sharing information. Begin with a description of some of the student's strengths 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 adolescents' attitudes, interests, and behavior outside of school that may be relevant. Parents who assist with 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 student completes the work, giving encouragement and showing interest). Discussing ways to promote learning and identifying appropriate support for that learning at home will contribute to a successful conference.

**Pearson eText**
**Video Example 2.4**

Careful consideration of how to foster positive relationships is particularly important when conferencing with parents. In this video, a teacher gives five important tips to make having a parent conference a positive experience.
https://www.youtube.com/watch?v=oejA7D0sQBI

- Some parents may be in a position to volunteer for different classroom activities, such as tutoring, 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 to help with specific activities or you can ask parents if they have special talents or interests to share. Parent volunteers are often the foundation of successful clubs and school events.
- 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 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 you support them and their adolescent, so it's important to assure the parents of your mutual interests. Stick to behavior descriptions, avoid character judgments, and practice good communication skills. Describe your attempts to manage the problem and ask for the parent's suggestions. Keep the tone positive by mentioning some good features of the student's behavior. If a strategy is discussed, identify a timeline to evaluate whether it works and make a plan to follow up with the parent.

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.). All districts have policies 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, grammar, and appropriateness of expression.
- 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 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.**

Nylah is a junior in her second semester of high school. She is a responsible, gifted, highly respected student who serves as a leader with multiple organizations in the school, including the French Honor Society and Student Government Association. She is fully aware that her second-semester grades and extracurricular involvement are key to the early-decision application she plans to submit to her top-choice college. Because of a significant measles outbreak in the local area, school district officials have instituted an exclusionary period policy in response to cited exposures at district schools. Any student who is not fully vaccinated is prohibited from campus for 21 days following a reported exposure in order to limit the

(*Continued*)

*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.

spread of the virus. Shortly after announcing this policy, the high school community is notified by intercom announcement, social media and text blasts, an official letter for students to take home, district website, and local news media coverage that the exclusionary period policy is being put into effect immediately and any under/unvaccinated students will not be allowed on campus for 21 days.

Nylah is one of the students impacted by the policy. Nylah's immediate shock is recognizing she will be missing important planning meetings for prom and the French Honor Society banquet for which she has leadership roles. Another significant challenge, Nylah realizes, is that her AP History class is in the midst of small-group work for presentations on the Civil War and Reconstruction. Thirty percent of students' grades for this semester are dependent on their preparatory work and presentation, which are scheduled in 4 weeks.

Instructions from the school district are for all affected students to gather any needed school materials for the duration of the policy, including their one-to-one tablets and chargers, before leaving campus.

### Pause and Consider

- How might Nylah's extended absence impact her relationships with teachers and with peers? With her plans for college? What are some immediate ideas you have for ways Nylah's teachers could keep her engaged with her classes and friends?

While Nylah and her other impacted peers are an atypical case, many students are served by homebound services. Homebound services are the "publicly supported special education services generally provided on a case-by-case basis, in a setting other than school" (Petit & Patterson, 2014, p. 37), typically in the student's home, but can also take place in the hospital or other 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 major 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.

As a student identified as gifted, Nylah is included in the district's special education services and has an IEP to meet her need for extended challenges. Although the district is likely dealing with multiple crises as part of the measles outbreak, it is responsible for each student's learning, including meeting any specifications on a student's IEP. Nylah's AP History teacher is already using the district-provided one-to-one tablets

for small-group collaboration and project design. With the homebound instruction department's assistance, Nylah and her small group will have access to the district's subscription to Zoom® so they can share a hybrid space to continue their presentation work. The Zoom meeting access will also enable Nylah to attend and participate in her extracurricular activity planning meetings and other classes, thus helping to maintain her existing relationships.

## Chapter Summary

Developing good relationships is a key component 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 extends the contents to homebound settings.


**Pearson eText**
**Classroom Management Simulation 2.1: Developing Positive Teacher Student Relationships with All Students**

As you work through this simulation, think about which options are most likely to build healthy classroom relationships.

## Explorations

Aultman, L. P., Williams-Johnson, M. R., & Schutz, P. A. (2009). Boundary dilemmas in teacher–student relationships: Struggling with "the line." *Teaching and Teacher Education*, *25*, 636–646.

*Teachers were interviewed to determine the extent of "boundary" issues in teaching. Such issues are common and occur in a number of areas as teachers attempt to balance their caring for students with the need to manage behavior and cope with the many demands of teaching.*

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.

*The authors of this article provide guidance specifically for working with immigrant students and their families. Their descriptions, questions, charts, examples, recommendations, and vignettes can help teachers 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.*

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.

*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 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 Mr. Sahedi and Mrs. Harrison at the beginning of the chapter. What evidence do you have from these vignettes to identify the teachers as high or low on 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 his or her student?
3. Read Mehta and Fine's article describing their 6-year journey across the United States to identify what made great classrooms great places to learn (nytimes.com/2019/03/30/opinion/sunday/fix-high-school-education.html). Discuss with a peer your responses to the following questions: What differences did the authors identify in great classrooms that made them stand out? How do you think teacher–student relationships played a role in the success of these classrooms?
4. Consider one episode of a TV 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. Describe to a peer any personal biases you might have as part of your identity (e.g., your race, ethnicity, nationality, religion) and direct experiences. Identify ways these biases might (1) positively affect your classroom management practices and (2) negatively affect your interactions with students from a different culture or background.
6. Interview one or more secondary teachers. Find out what specific actions they take at the beginning of the year and as the year progresses to build productive relationships with students, their families, and colleagues or other staff members.


Dan Forer/Corbis Documentary/Getty Images

## 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** Describe potential challenges when teaching across multiple classrooms along with strategies to address these challenges.

**3.4** 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 planning because it is a task that all teachers face before the school year begins. Furthermore, 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 their classroom will be organized.

Effective room arrangement can help you cope with the complex demands of teaching 25–30 or more students at a time for five or more periods a day. During any given period, students will come and go; many activities will occur; and you and your class will use a variety of materials, texts, media, equipment, and supplies. Appropriate room preparation and arrangement of materials help activities proceed smoothly and conserve class time for learning, whereas inadequate planning may interfere with instruction by causing interruptions, delays, and dead time.

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, windows, group centers)? Which students will need screening or distance from these areas?
- How much movement around the room will be necessary during the period? What areas of the room will be involved? When will students get their own materials, and will you distribute them?
- What technology will be involved (e.g., smartboard, tablets)? How will these be powered/charged? Who needs simultaneous access?
- How flexible or permanent will the arrangement be? Will you have to change it during a single day, for each new unit, or will it stay the same for months? Do you share your classroom with any other teachers?

Your room arrangement communicates to students how you expect them to participate in your class. Desks arranged in groups imply that interaction and collaboration among students are expected during class activities; desks in rows indicate a centralized focus (e.g., on a presenter, screen, or demonstration). Alternatively, a poor arrangement could suggest to students they are not welcome (e.g., seated away from the rest of the class), that there are no boundaries (e.g., haphazard arrangement, cluttered spaces), or that instruction isn't the focus (e.g., seating doesn't lend itself to viewing a main instructional area).

This chapter helps you make good decisions about room arrangement, equipment, and basic supplies. Each component is described, and guidelines and examples will help you plan.

**Pearson eText**
**Video Example 3.1**

Middle and high school teachers should consider the keys to good room arrangement as they design seating in their classrooms. In this video, a high school English teacher talks through her thinking about her classroom setup. As you engage with the video, consider how she addresses the key recommendations.
https://www.youtube.com/watch?v=apEP5RFPOck

# Five Keys to Good Room Arrangement

**Learning Outcome 3.1** **Identify the five keys for an effective classroom arrangement.**

The classroom is the learning environment for both you and your students. Although they may hold as many as 30 or more students each period, secondary classrooms are not usually very large spaces. Your students will be participating in a variety of activities and using different areas of the room, and they will need to enter and leave the room rapidly when classes change. You will get better results if you arrange your classroom to permit orderly movement, few distractions, and efficient use of available space. The following five keys will be helpful as guidelines when you make decisions about arranging your room.

1. **Use a room arrangement consistent with your instructional goals and activities.** You will need to think about the main types of instructional activities that will take place in your classes and then organize the seating, materials, and equipment compatibly. Thus, if your main activities will be teacher-led discussions, demonstrations, and presentations, students should be seated so that they can easily see the main instructional area, and you will need nearby storage space and surfaces for materials. If you plan to use small work groups and project-based activities, you will need to arrange student seating and access to supplies differently than if your main instructional activities will be in a whole-class format.
2. **Keep high-traffic areas free of congestion.** These areas include group-work areas, the space around the pencil sharpener and wastebasket, doorways, computers, high-use bookshelves and supply areas, student desks, and the teacher's

desk. If students will be working in various parts of the room during a single lesson, make sure they can move easily from place to place. High-traffic areas should be separated and easily accessible. Be mindful of the traffic hazards that extension cords and surge protectors can pose, and follow regulations set by the local fire marshal.

3. **Be sure students can be seen easily by the teacher.** Monitoring of students is a major management task. If the teacher cannot see all students, it will be difficult to determine when a student needs assistance or to prevent task avoidance or disruption. Therefore, clear lines of sight must be maintained between areas of the room that the teacher will frequent and student work areas. Be especially conscious of the placement of bookcases, file cabinets, and other pieces of furniture and equipment that can block your line of vision. Stand in different parts of the room and check for blind spots.
4. **Keep frequently used teaching materials and student supplies readily accessible.** Easy access to and efficient storage of materials and supplies will aid classroom management by allowing activities to begin and end promptly and by minimizing time spent getting ready and cleaning up. If you or your students must stop to locate needed materials and supplies, you run the risk of losing student attention and engagement as well as instructional time and lesson flow (see Chapter 7).
5. **Be certain students can easily see instructional presentations and displays.** When you plan the location for whole-group presentation or discussion, check that the seating arrangements will allow all students to participate without moving their chairs, turning their desks around, or craning their necks. Don't plan to conduct these activities in an area away from a substantial number of students. Such conditions do not encourage students to pay attention, and they make it more difficult for students to take notes. Double-check how well your students can see by sitting for a moment at desks in different parts of the room.


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Applying the five keys will help you design workable room arrangements. Some specific suggestions for achieving this goal are described in the next section. By attending to these areas, you will address important aspects of room preparation.

**Pearson eText**
**Video Example 3.2**

Engage with the first five minutes of this video to take a tour of a high school classroom. Note elements of room arrangement and organization that you want to remember for your own classroom.
https://www.youtube.com/watch?v=76Ae81EUfUo

# Suggestions for Arranging Your Classroom

**Learning Outcome 3.2** **Identify appropriate arrangements for specific areas of a classroom.**

## Wall Space

Wall space, including bulletin boards, provide areas to display student work, instructionally relevant material, decorative items, assignments, rules, schedules, a clock, and other items of interest. Ceiling space can be used to hang mobiles and other decorations. The following points should be considered when preparing these areas.

1. At the start of school, you should have at least the following displays for walls and boards: a decorative display to catch your students' interest such as a bulletin board with a "Welcome Back to School" motif or a display organized around a school-spirit theme ("Go Hippos!"), a place to list daily assignments, a calendar, and posted emergency escape routes (usually near the door).
2. If you are teaching in a middle school or if you are teaching ninth-graders in a high school, you should reserve some wall or bulletin board space for posting classroom rules. (At higher grade levels, you might post rules or you might handle the communication of expectations orally and/or via a handout; see Chapters 4 and 6.)
3. Other displays that many teachers find useful include an example of the correct paper heading to be used in your class and a content-relevant display such as one highlighting a topic that will soon be taught.
4. Covering large bulletin board areas with colored paper is an easy way to brighten your classroom. This paper comes on large rolls and is often kept in the school office or in a supply room. You can also trim the bulletin boards with an edging or border of corrugated paper. If you can't find these items in your supply room, they are usually available at a school supply center or variety store. You can also find books of bulletin board ideas as well as posters, cardboard punch-out letters, stencils, and other graphics for sale at such stores.
5. If you need ideas for decorating your room or for setting up displays, look in other classrooms, ask other teachers, or go online to a teacher site. Also, your departmental supply room may contain instructionally relevant display material. Ask your department chairperson for assistance, if necessary.