Elementary Classroom Management

LESSONS FROM RESEARCH AND PRACTICE

Eighth Edition

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Mc Graw Hill

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

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ABOUT THE AUTHORS

Molly Romano/McGraw Hill

Molly Romano received a bachelor's degree in Elementary Education and worked as an elementary school teacher for 10 years. After receiving a master's and doctoral degree in Teaching and Teacher Education from the University of Arizona, she worked for 16 years in the department of Teaching, Learning, and Sociocultural Studies at the university. Dr. Romano has conducted research on "bumpy moments" (a term she coined to describe episodes during the practice of teaching that require additional reflection before acting) with both practicing and preservice teachers. This led to an interest in the successes and struggles of teachers, particularly during the first year of practice. Dr. Romano found that many of the "bumpy moments" and struggles of teaching identified, for both preservice and practicing teachers, were concerns about classroom management. She also served as project director for an NSF grant for the preparation of math and science teachers. After the grant was completed, Dr. Romano returned to the classroom, and is currently teaching in the Tanque Verde School District.


Carol Simon Weinstein/McGraw Hill

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

DEDICATION

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

BRIEF CONTENTS

CONTENTS

PREFACE

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

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

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

ORGANIZATION OF THE TEXT

As the subtitle of this book indicates, we have integrated what research has to say about effective classroom management with knowledge culled from practice. We do this by highlighting the thinking and the actual management practices of five real teachers:

Courtney Bell (kindergarten), Randy Cueto (first and second grade), Garnetta Chain (third grade), Barbara Broggi (fourth grade), and Ken Kowalski (fifth grade). These teachers not only teach different grade levels but also work in school districts that differ substantially in terms of race, ethnicity, and socioeconomic status. Moreover, Courtney is a first-year teacher, whereas the others are all quite experienced. Readers will come to know these five teachers—to hear their thinking on various aspects of classroom management and to see the ways they interact with students. Their stories provide real-life illustrations of the concepts and principles derived from research.

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

The goal of *Elementary Classroom Management* is to provide clear, practical guidance based on research and the wisdom of practice. We have tried to balance the need to provide breadth and depth of coverage with the need for a book that is accessible, engaging, and reasonable in length. Finally, for the sake of readability, we consistently use "we" and "us" even when describing incidents that involved only one of the authors.

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

This edition retains several pedagogical features that instructors and students have found useful. Because many teacher education programs now require prospective teachers to demonstrate that they possess the knowledge and skills that teachers need to be effective, we continue to include a table showing the competencies addressed in each chapter (constructed from the framework created by Danielson, 2007). Further, in almost every chapter, readers can find the following:

- *Pause and Reflect* features to promote engagement and comprehension.
- *Activities for Skill Building and Reflection* that are divided into three sections: "In Class, "On Your Own," and "For Your Portfolio."
- An annotated list of books and articles in *For Further Reading.*
- A list of *Organizational Resources* describing agencies that can provide additional information.
- *Practical Tips* features that contain useful classroom management strategies.
- Marginal icons that alert readers to content focusing on cultural diversity.

This new edition also includes the following changes:

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

MIDDLE AND SECONDARY CLASSROOM MANAGEMENT: A COMPANION TEXT

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

ACKNOWLEDGMENTS

Once again, we express our gratitude to the teachers featured in this book. They allowed us to observe in their classrooms and shared their wisdom, frustrations, and celebrations during countless hours of interviews. In the interest of full disclosure, two points about the structure of the book need to be made. First, the portraits of all five teachers are composites derived from material that was collected over a number of years. In other words, we have created a portrait of each teacher by describing incidents that occurred in different years with different students as though they had all occurred in the same academic year with the same class. Second, some of our teachers have retired or moved on to new positions within their school or district. However, the examples from their teaching practices remain relevant to teachers in schools today.

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

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

If there are any errors or misstatements, the fault is entirely our own.

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

Molly Romano

Carol Simon Weinstein

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

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

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

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

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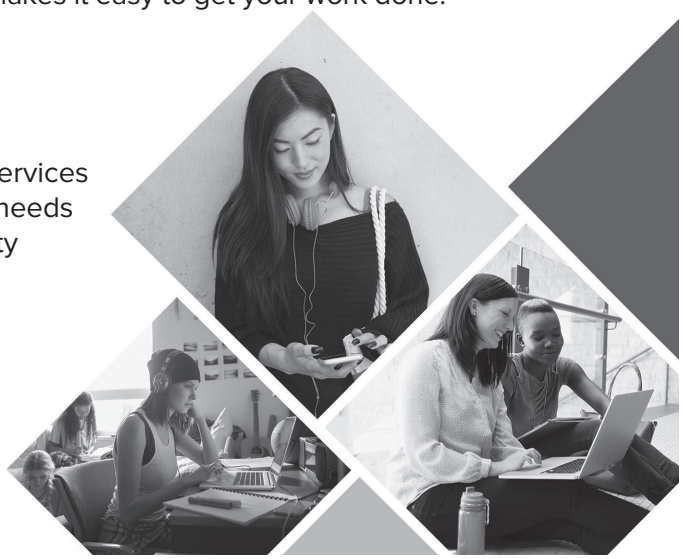


PART I

Introduction

What does it mean to be a really good teacher?

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

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

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

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

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

1 CHAPTER

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

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

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

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

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

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

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

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

Finally, over the course of the academic year, classes construct a joint *history.* This sixth characteristic means that classes, like families, remember past events—both positive

and negative. They remember who got yelled at, who was chosen to be the paper monitor, and what the teacher said about homework assignments. They remember who was going to have only "one more chance"—and if the teacher didn't follow through, they remember that too. The class memory means that teachers must work to shape a history that will support, rather than frustrate, future activities.

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

Past experiences with children may also mislead beginning teachers. For example, you may have tutored an individual student who was having academic difficulties, or perhaps you have been a camp counselor. Although these are valuable experiences, they are very different from teaching in classrooms. Teachers do not work one-on-one with students in a private room; they seldom lead recreational activities that children have themselves selected. Teachers do not even work with youngsters who have chosen to be present. Instead, *teachers work with captive groups of students, on academic agendas that students have not always helped to set, in a crowded, public setting.*

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

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

DEFINITION, FRAMEWORK, AND GUIDING PRINCIPLES

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

- Teacher A thinks that the most important aspect of classroom management is to create a warm classroom environment so that students will enjoy school and feel they are valued. He tries to be sensitive, empathetic, and caring. He makes few academic or behavioral demands on students, believing that they

should have the autonomy to make their own decisions. He says, "I realize that students sometimes think I'm a pushover, but I believe that giving them a lot of freedom will help them develop a sense of responsibility for their own learning and behavior."

- Teacher B believes in running a tight ship where students know exactly how they're supposed to behave and what the consequences will be if they act inappropriately. She holds her students to high standards of academic performance and behavior and thinks it's important to be in absolute control. She shows little warmth or affection for her students, reprimands them in front of their peers, and frequently hands out punishments. She's proud of being a "no-nonsense teacher." She says, "I'm not here to be their friend. I'm here to teach. My students may think I'm strict, even mean, but one day they'll thank me for this."
- Teacher C believes in creating a warm, caring environment in which students feel comfortable, connected, and valued. She tries to enhance students' sense of autonomy by providing opportunities for them to participate in decision making. She wants her students to behave not out of fear of punishment but out of a sense of personal responsibility. On the other hand, she also holds high expectations for student learning and behavior and thinks there must be consequences for inappropriate behavior. She takes the time to provide rationales for classroom rules and never humiliates students in front of their peers.

Borrowing terminology from the literature on parenting (Baumrind, 1978), we can characterize Teacher A as *permissive:* he provides a lot of warmth and affection but little, if any, leadership, and he makes few demands on his students. In contrast, Teacher B is *authoritarian:* she is very demanding—even dictatorial—and exhibits little warmth, sensitivity, or responsiveness to students' needs. Teacher C is *authoritative,* combining the best of both Teachers A and B: she is not only warm, empathetic, and supportive but also insists that her students work hard, adhere to classroom norms, and treat one another respectfully. Authoritative teachers can also be considered *"warm demanders"* (Bondy & Ross, 2008; Davis, Gabelman, & Wingfield, 2011; Ware, 2006). Figure 1.1 is a graphic representation of these three types of teachers. Note that we have not discussed teachers who are low in demandingness and low in warmth (lower-left quadrant) because it is unlikely that they have a coherent perspective on classroom management.

Research has indicated that warm-demanding, authoritative teachers are most likely to achieve positive teacher-student relationships, respectful classroom climates, and better academic and social-emotional outcomes for students (McLean, Sparapani, Connor, & Day, 2020; Walker, 2008, 2009; Wubbels, Brekelmans, den Brok, & van Tartwijk, 2006) and have lower suspension rates (Gregory, Cornell, & Fan, 2011). For this reason, a warm-demanding approach to classroom management provides the framework for *Elementary Classroom Management* along with the following six principles. (These are summarized in Table 1.1.)

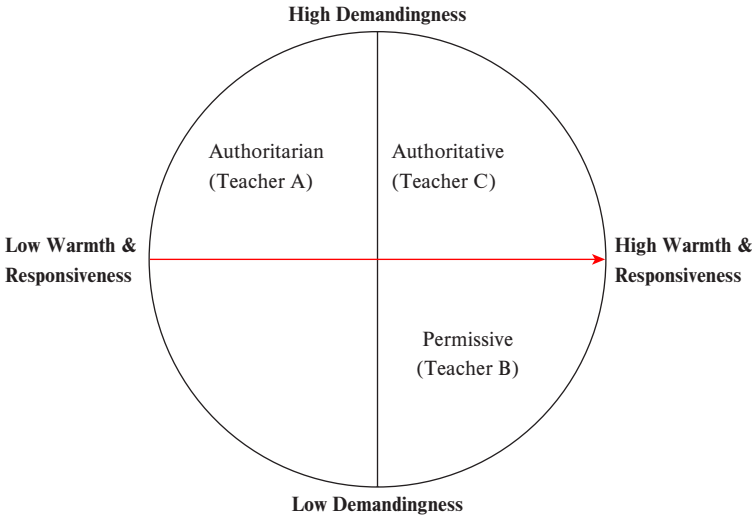


FIGURE 1.1 Three Approaches to Classroom Management

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

TABLE 1.1 Six Guiding Principles about Classroom Management

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

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

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

Our fourth principle is that *managing today's diverse classrooms requires the knowledge, skills, and predispositions to work with students from diverse racial, ethnic, language, and social class backgrounds. In other words, teachers must become "culturally responsive classroom managers"* (Weinstein, Curran, & Tomlinson-Clarke, 2003; Weinstein, Tomlinson-Clarke, & Curran, 2004). Sometimes, a desire to treat students fairly leads teachers to strive for "color-blindness" (Nieto & Bode, 2008), and educators are often reluctant to talk about cultural characteristics for fear of stereotyping. But definitions and expectations of appropriate behavior are culturally influenced, and conflicts are likely to occur if we ignore our students' cultural backgrounds. Geneva Gay (2006) provides a telling example of what can happen when there is a "cultural gap" between teachers and students. She notes that African Americans frequently use "evocative vocabulary" and "inject high energy, exuberance, and passion" into their verbal communication (p. 355). European American teachers may interpret such speech as rude or vulgar and feel compelled to chastise the students or even impose a punishment. Because the students see nothing wrong with what they said, they may resent and resist the teacher's response. As Gay notes, "The result is a cultural conflict that can quickly escalate into disciplinary sanctions in the classroom or referrals for administrative action" (p. 355).

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

The fifth principle is that becoming an *effective classroom manager requires social-emotional competence* (SEC). If teachers are to promote students' ability to be empathetic, interact in cooperative and respectful ways, control their impulses, resolve conflicts peacefully, and make responsible decisions, they themselves must have a high degree of SEC (Jennings & Greenberg, 2009). Socially and emotionally competent teachers are aware of their emotions and understand their emotional strengths and weaknesses. They also have the capacity to perceive and understand the emotions of others and to recognize the dynamics of classroom situations. When students behave in ways that provoke strong, negative reactions such as anger and despair, teachers with SEC know how to manage their emotions and their behavior so they can deal with the situations constructively and can preserve their relationships with students. In sum, social-emotional competence underlies a teacher's ability to develop positive relationships with students and to create a caring, respectful classroom environment (Valente, Montiero, & Laurenco, 2019).

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

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

thoughtful decisions, but it is only in the complex setting of the classroom that you will learn to do this in "real time."

LESSONS FROM RESEARCH AND PRACTICE

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

TABLE 1.2 Featured Teachers and Their School Districts

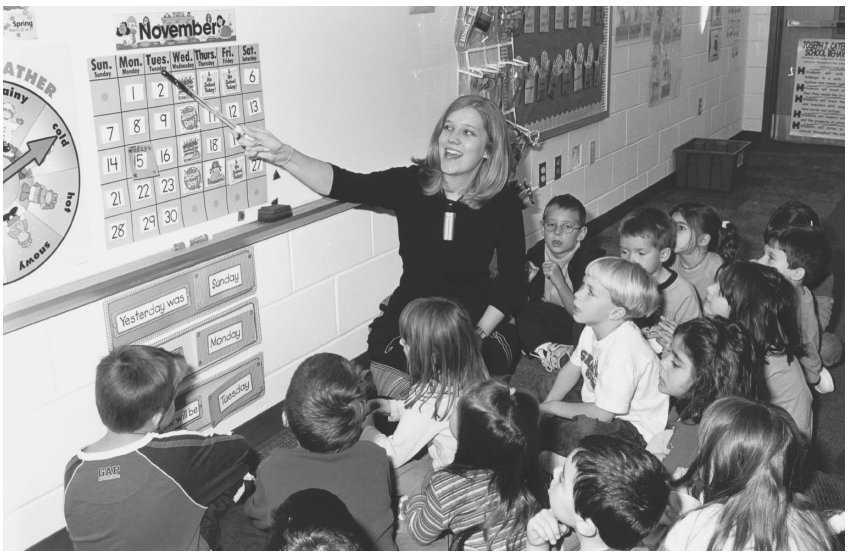
Teacher's Name	Grade Level	District Size (students)	Students Qualified for Free or Reduced-Price Lunch (district)	District Ethnic/ Racial Diversity
Courtney Bell	K	4,605	4%	85% European American 7% Asian American 5% Latino 3% African American
Randy Cueto	1 and 2	52,000	72%	61% Latino 24% European American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

Courtney Bell: Kindergarten

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

Courtney did her student teaching in a kindergarten that strived to integrate children's social-emotional learning with their academic learning. (See Charney, 2002; see also "Organizational Resources" listed at the end of the chapter.) She found this experience extremely rewarding, so she looked for a job in a district that would allow her to implement elements of this approach. She found one in a middle- to upper-middle-class suburban district comprising five elementary schools and two middle schools. The population of the town is relatively homogeneous in terms of race and socioeconomic status: Of the district's 4,605 pre-K to eighth-grade students, 3 percent are African American, 5 percent are Latino, 7 percent are Asian American, and 85 percent are European American. Only 4 percent of the students qualify for the free or reduced-price lunch program. The district is known to be progressive and high achieving. Full-day kindergarten was started in 2004.

Courtney has 21 students in her class; 2 are Indian and the rest are European American. They vary tremendously in size: A girl who turned five right before the beginning of school is tiny, and a boy about to turn six looks like a third-grader. One child has been retained in order to give him another year in which to mature,



Courtney Bell
Suzanne Karp Krebs

and another child was diagnosed with Asperger syndrome during the school year. Courtney also has a student with diabetes who must leave the classroom several times a day to visit the nurse's office.

A few days before the first day of school, Courtney spoke about her desire to create a safe, joyful classroom environment:

This is my students' first public school experience, and I want to make learning exciting and fun for them. At the same time, I want to create a warm environment where they feel they can express themselves both academically and socially. Children should feel free to take academic risks and should know they will not be ridiculed if they do not succeed. I also want all students to feel successful in my classroom. I believe that even something as small as a smile and the excitement in my voice as I praise a child for a job well done can make them feel good about the hard work they put into accomplishing something.

As part of her commitment to building a warm, welcoming environment, Courtney starts each day with a group gathering on the floor of the meeting area. In addition to the kindergarten traditions of calendar and weather, Courtney's morning meeting usually includes a greeting (during which every member of the circle is greeted by name), a song or community-building activity, and a morning message that alerts students about the day's activities and serves as a vehicle for discussing letters, sounds, and punctuation.

On a typical day, Courtney moves from the morning meeting to a "read-aloud," clearly a favorite activity. After a snack and some sort of gross motor activity (on the playground or in the multipurpose room), Courtney conducts writing workshop. Then there is lunch, followed by a rest and quiet literacy activities, during which children can curl up on the carpet with pillows and books. Math and "related arts" (such as music, art, library, and gym) are scheduled in the afternoon, and the day ends with half an hour of "choice time" in the various learning centers located around the room.

As a novice teacher, Courtney is excited and optimistic about the coming year. Nonetheless, she recognizes that this will be a year of learning:

The stressful part of never having done this before is that I have no idea of what will work. For me everything is an experiment. Everything is new. It's hard to have confidence. I mean, I'm confident that I had good training and that a lot of what I'm going to do is going to work out, but I can't be confident about everything. I guess we'll just have to see.

Randy Cueto: First and Second Grade

Randy Cueto, or "Mr. Randy" as he is known to staff, parents, and students, teaches in a sprawling, urban district with 97 schools. Of the approximately 52,000 students in this district, 61 percent are Latino, 24 percent are European American, 6 percent are African American, 4 percent are Native American, 2 percent are Asian American, and the rest are of mixed race/ethnicity. Many of the district's students come from poor or low-income families, evidenced by the fact that about 72 percent qualify for the

federal free or reduced-price lunch program. Randy's school is on the outskirts of the downtown area. It enrolls approximately 400 students in grades kindergarten through fifth grade.

When we first met Randy, a father of two, he was in his seventh year of teaching first grade. Of the 10 girls and 13 boys in his class, 19 were Hispanic, 3 were European American, and 1 was African American. Five of the students were English language learners. The class was quite heterogeneous in terms of academic achievement. Some children had come in reading at a pre-kindergarten level, and others were able to read second-grade materials. Three children received speech and language therapy, and one of these also received occupational therapy. The following year, Randy moved to second grade with this first-grade class, a practice known as "looping."

Randy didn't start out wanting to be a teacher. After graduating with a BFA in Fine Arts, he worked for 16 years as a graphic designer. Eventually, he sought a career that would have a deeper meaning for him and decided to pursue a master's degree in elementary education. Of this decision he says, "I thought about how I had always loved school. I still remember the smell of the tempera paint and making stuffed animals and how school was always a happy, safe place for me."

A few years ago, Randy's school was designated a "Technology Initiative School," which gave the teachers access to more hardware and software than is typical. Teachers at the school are expected to integrate technology into their teaching, and Randy certainly does that with a literacy program that emphasizes digital storytelling. From the very beginning of the school year, students take home digital cameras to photograph their families, places they visit, and things they do. They upload the photographs to a computer, print them out on the color printer, and then write stories about the images.

Randy Cueto
Suzanne Karp Krebs

Eventually, these images are edited and turned into short movies that the children narrate, even adding music to accompany the story. Reflecting on this approach to literacy, Randy comments:

Students love to talk and write about themselves, and this allows them to bring their world into the classroom. They become engaged in what they're writing about and take ownership of what they're working on. They don't see it as reading and writing. They just see it as making movies.

Randy believes that his use of digital storytelling helps to build a community where everyone is valued, no one is good at everything, and it's all right to make mistakes. His goal is to help his students be independent, curious, imaginative, and self-directed. Although he acknowledges that it's not easy to create this kind of community in this era of high-stakes testing and annual progress goals, Randy is enthusiastic about having found his "true calling":

I need to enjoy being at school. If I don't, then the kids won't enjoy being here either. They feed off my energy. It's important for them to see me laugh. We need to laugh *together,* to take joy in seeing each other. These days, so much of teaching is about numbers and data. Teachers walk around with spreadsheets of student data, and it's so easy to lose sight of the individual child. But I need to get a sense of who my students are, what they're thinking and what they're feeling. I try to look for the humanity in each child.

Garnetta Chain: Third Grade

Garnetta Chain is a third-grade teacher in an urban district with ten schools. Of the 6,500 students in this district, 54 percent are Latino and 41 percent are African American. Many of the children come from poor or low-income families; 80 percent of the students qualify for the federal free or reduced-price lunch program. Garnetta's school is on the outskirts of the city, surrounded by low-income housing projects and worn-looking factories.

Inside the school, however, a different picture emerges. Garnetta's classroom is in a brand-new addition to the building, and her classroom belies the stereotype of the urban school. The blue-gray carpeting that covers two-thirds of the classroom creates a feeling of warmth and homeyness, and the linoleum on the other third provides a suitable flooring for messy activities. From the back wall, next to the sink, juts a peninsula of shelving and cabinets. Two cages holding long-haired guinea pigs sit on the Formica countertop, and math manipulatives of all sizes and colors fill the shelves. Brightly colored posters suggest the topics the class will be studying—the solar system, "exploring emotions," measurement.

Garnetta, a mother of three children, has been teaching for 25 years. Although she began college intending to become a biochemist, she soon realized that she'd much rather work with children and changed her major to education. Garnetta eventually received a master's degree in elementary education; she has taught third grade for the last 13 years. This year her class is small, only 15 students; 3 are Latino and 12 are

Garnetta Chain
Suzanne Karp Krebs

African American. It's quite a change from last year, when she had a class of 39 children and had to teach in the library because no classroom was large enough!

Garnetta strongly believes in the value of students working together on "hands-on" activities. When they study liquid measurement, she gives them water and containers for pouring and measuring. When they begin the fearsome topic of long division, they work with Unifix cubes, and it's suddenly not so scary. When they read about bread baking in their reading books, they make bread in class.

Garnetta speaks candidly of the difficulties her students face. Many of them have been victims of physical and sexual abuse. Drugs, teenage pregnancy, and violence plague the community in which they live. It is no wonder that Garnetta feels that she is there not only to provide her students with a firm academic foundation but also to offer a secure and safe environment. Class rules are clearly posted in her room. Garnetta feels that her children live with so much uncertainty in their lives that they need to know there is one place where they can count on consistency. She tells us, "They need to know that a no or yes answer will remain that way, whether it's Monday or Friday. They have to have limits; there need to be consequences for their behaviors so that they'll develop responsibility for their actions."

Along with limits, Garnetta provides praise and affection. We watch her calm an angry child with a soft word and prevent a disruption with a hand on a shoulder, and it's easy to see why her students come to respect and trust her. It's not unusual for students to return to her classroom years after they've moved on, just to chat or discuss a problem.

When we asked Garnetta how she maintains her optimism and enthusiasm for teaching, she replied:

I always hope that there's somebody out there that I will reach and that I'll make a difference. I know society has a strong hold on my students and I may fail, but if someone makes something of themselves, and I've had a role in making a difference, then it's all worthwhile. I have to believe this.

Barbara Broggi: Fourth Grade

Barbara Broggi teaches in a small community that is extremely diverse in terms of race, ethnicity, and socioeconomic status. The district's three schools serve children who live in expensive homes as well as those from low-income apartment complexes. The student population of 1,650 is 53 percent European American, 17 percent African American, 14 percent Latino, and 16 percent Asian American. About 26 percent of the children qualify for the federal free or reduced-price lunch program.

A mother of three children, Barbara is a product of the school system in which she now teaches fourth grade. Her school houses 450 students in grades 3–6. This year, Barbara has 25 students. Like the town itself, her class is diverse in terms of racial/ethnic composition: 16 of her students are European American, 4 are African American, 3 are Latino, and 2 are Asian American. The class is also heterogeneous in terms of academic ability and achievement: Six students qualify for enrichment; three students have been classified as having learning disabilities; and three children receive extra "basic skills instruction." In addition, one boy has autism, and another is classified as emotionally disturbed; both of them have "child-specific aides" who stay with them all day.

Barbara never thought of becoming anything but a teacher. Her mother taught high school in the same district, and Barbara grew up with an insider's view of the profession. She was present when students dropped by to talk with her mother or to ask for

Barbara Broggi
Suzanne Karp Krebs

extra help, and it was this close personal connection with people that first attracted Barbara to teaching. Even now, after 23 years in the classroom, it's the relationship with students that means the most to her:

Everyday contact with my students is what makes teaching so special for me. I want to get to know them as people—not just names on a seating chart. I want them to know me, to see that I'm a person with strengths and needs just like them. If I cry when I'm reading them a sad passage from a novel, they see that I have feelings and that I'm not afraid to express them. And they learn that it's okay to express their feelings as well. I tell my students, "We're in this together. We're going to learn, work, and play together. And our common goal is to get the most out of every single day."

Barbara's classroom reflects her belief in the importance of creative expression and active participation. Students' work covers the walls and hangs from the ceiling. Science experiments are always in progress, and illustrations of novels enliven a bulletin board. Three computers remain on all day so students can write and edit and do research. As an avid supporter of literature-based reading instruction, Barbara selects novels that she thinks will be meaningful to her students. She uses these as a springboard for teaching vocabulary, grammar, writing, and spelling.

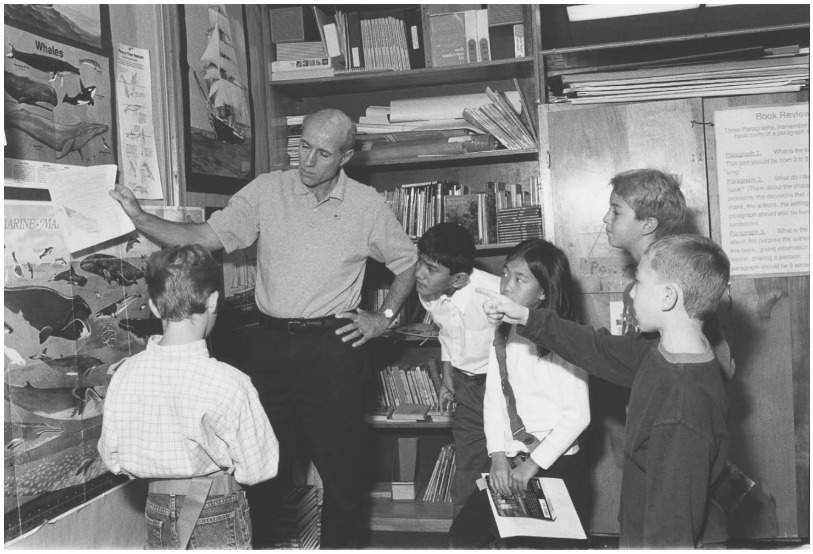
Each afternoon when the dismissal bell has sounded, students of all ages cluster around the door to Barbara's classroom. They come to share some news, to complain about a perceived injustice, or simply to see what's going on in her room. It was the promise of close personal relationships with children that lured Barbara into teaching. Now, as we watch Barbara surrounded by her present and former students, it's clear that the promise has been realized.

Ken Kowalski: Fifth Grade

The district in which Ken Kowalski teaches has a reputation for innovation. This well-regarded suburban school district currently has about 7,500 students and is gaining more than 400 a year. The student population is becoming increasingly diverse; it is now 64 percent European American, 20 percent Asian American, 10 percent African American, and 6 percent Latino. More than 50 different first languages are spoken—in particular, Spanish, Gujarati, Hindi, Cantonese, and Arabic—and the socioeconomic range is striking. Although many people think of the community as middle to upper-middle class, a sizable number of its children live in low-cost mobile home parks. About 12 percent are eligible for the federal free or reduced-price lunch program.

Ken's school serves 502 students from kindergarten through fifth grade. An "open space" building, the main instructional area is a huge space that can accommodate at least ten "classrooms." There are few permanent interior walls; instead classroom boundaries are delineated by folding walls, file cabinets, bulletin boards, shelves, and cubbies.

Ken, a father of one child, is a fifth-grade teacher. He came to teaching in a roundabout way. After graduating from college with a degree in sociology, he became a writer and began working in an after-school program to supplement his income. As he came to



Ken Kowalski
Suzanne Karp Krebs

know the children in his charge, he realized that they needed more than arts and crafts, but he wasn't sure how to help them:

I had gone to a parochial school as a kid, and there were 50 to 60 students in a class. The nuns were just overwhelmed by that many students; they had little time for individuals. I couldn't draw on my own personal experiences to help "my kids," and I didn't know intuitively what to do. If teaching is an art, then I came into it with no colors on my palette.

Ken decided to enroll in a teacher certification program so he could learn how to assist his at-risk students. His commitment to professional development has continued throughout his career. He received two master's degrees, one in reading and one in computer education, and regularly takes in-service courses. He constantly questions what he does in the classroom, searching for the best ways to help his students grow.

This year, Ken has 23 students in his class; there are 3 Asian Americans, 1 African American, and 19 European Americans. One student has a bilateral moderate hearing loss, and another has a learning disability and is pulled out of class to receive special services. A number of Ken's students were in his fourth-grade class the year before, so the relationship between them is easy and familiar from the very beginning. Because he knows many of his students, Ken can "pick up" from the previous year and develop plans that he knows will be intellectually challenging. In addition, Ken is very concerned about his students' social and emotional development and works hard to create an atmosphere of understanding, responsibility, and mutual respect. This past summer, he attended an institute on creating a responsive

classroom, and he is eager to put some of the ideas he learned into practice. As Ken puts it:

Geometry is an exciting, necessary lesson, but to say that geometry is more important than sitting with kids and dealing with issues like teasing and humiliation is a mistake. If the kids sit there feeling miserable, then school is a sham—a place to come and feel terrible while you're trying to learn. School should be a place where you come to deal with the most important problems—which are how do you deal with people—and then you're ready to learn some geometry.

Now that you've met the teachers, take a minute to think about their personalities and approaches to classroom management. Do you feel a special kinship with any of the five teachers? If your answer is yes, why do you feel this way? Next, reflect on your own elementary school experiences. Were there any teachers that you would characterize as especially effective classroom managers? What did they do that made them especially effective? Are there any similarities between these teachers and the teachers you've just read about?

WHAT DO THE STUDENTS SAY?

While working on this chapter, we became curious about the perceptions of students in the classrooms of our five teachers. In particular, we were interested in their reasons for cooperating with their teachers. In each class, we met with students individually or in small groups, either in a corner of the room or out in the hallway. We asked them to explain "why the kids in this class behave." They answered with disarming honesty, and within each class, students demonstrated extraordinary consistency.

Courtney's kindergartners first responded by saying that the children behaved well because "the kids in here are good listeners." When we probed and asked *why* they were good listeners, they told us that they listened to Courtney "because she's a teacher and you're supposed to listen." (One child added that "we listen 'cause she's bigger than us.") We commented that "kids don't always listen to teachers, even if they're supposed to," and they agreed that this was so. After thinking for a few more minutes, several children talked about the fact that Ms. Bell was a "nice teacher" and they "all really like her." One child explained that "she lets us have lots of play time," and another reported that "she gives us choices." They also talked about how "she teaches us to be good," although they were unable to explain exactly what she did. One unusually articulate child concluded the discussion by telling us, "Since she is nice to us, we have to respect her."

Randy's first-graders gave very similar answers when asked why the children in his class behave. Students repeatedly responded with comments like "He's my teacher and I'm supposed to listen to my teacher" and "Because I like to listen to teachers and never want to be bad." One girl was explicit about the difficulty our question presented:

INTERVIEWER: "Why do you behave in here?"
STUDENT: "So I don't get in trouble. If you get in trouble you can get sent to the office."
STUDENT: "We've never seen anyone get sent to the office."
STUDENT: "Some kids get sent to the office, but not in this class."

INTERVIEWER: "Why not in this class?"
STUDENT: "Because we behave with Mr. Randy."
INTERVIEWER: "But why?"
STUDENT: "Um . . . [long silence]. This is a hard question."

When we followed up by asking if there was "anything special that Mr. Randy does that *makes* you want to listen," students began to talk about the "fun things" they got to do if they did their work: "He teaches us music and lets us play outside and sit on the monkey bars," "We got to make pinch pots and we're going to paint them," "We have slide shows that we've made and we get to watch them." They also stressed the fact that Mr. Randy "helps us learn better and helps us with math" and that "we know what we have to work on." But when we asked if there was anything special that Mr. Randy did to help them work well, one girl was quiet for a long time and then said, "We just do it."

In contrast, Garnetta's third-graders had no difficulty understanding our question. They talked enthusiastically about the stickers they receive for good behavior. They also told us about the candy they sometimes get when they've been "especially good" and about the pizza parties that they've earned. In addition, they emphasized that "Ms. Chain is real nice." We heard several variations on this theme: "Ms. Chain doesn't yell." "Ms. Chain cares about us." "Ms. Chain treats us real good. If we ask her to go somewhere, like the bathroom, she let's us go. Other teachers say wait until the other kids go." Students also described some of the projects they do, claiming that "in this room, we get interesting stuff to do." One girl reported that "a story in our reading book was about making bread, so she let us do that. And she's going to let us make cupcakes, and she let us go with her to get fish for the bazaar." Finally, students described some of the "consequences" that they received if they broke the rules.

In Barbara's class, the students also stressed how "nice" their teacher was, how "she doesn't yell," and how "she makes things fun, even things we don't like." They talked about their science experiments, the arts and crafts activities they had done, the books they read, and the journals they kept. They were appreciative of the fact that they were allowed to work with other students and that they were given choices. They talked about the way Barbara gives them free time and how she plays board games with them ("not like *mothers,* who never play games with kids"). One child commented, "She gives us what *we* want, so we give her what *she* wants." Finally, students made it clear that they knew their teacher's limits: "She's strict—she doesn't let us run all over her, like some teachers—but she's not mean."

We heard the same themes in Ken's class. These fifth-grade students talked about how "he makes work fun" and how "nice" he is—how he jokes, how he cares about kids, and how he really listens. One girl liked the way "we can tell him about our problems. We have journals and if we have a problem, we can write it down and tell him and he'll write back (like if you don't want to sit next to somebody or if you want to be in another reading group)." Students also mentioned the occasional use of rewards ("we get to play an extra game outside if we do a lot of good stuff") and penalties ("we have to stay in for recess and discuss what we did wrong"). The main theme, however, was the fact that "in Mr. K's class kids get to make decisions." Repeatedly, students talked about the options they were given (e.g., "we get to decide what order to do the work in"). They proudly pointed out the Students' Bill of Rights and the Student of the Week program. One boy earnestly described the difference

between Mr. K and "other teachers": "In here, kids make up the class rules. Some teachers don't care what kids think about what the rules should be. They come in the first day, hand out a paper with rules on it, and say, 'These are the rules.' But in here, we can say what we think the rules should be."

We can see that students' responses largely reflect three themes—*relating to students with caring and respect, teaching in a way that is motivating and interesting, and setting limits and enforcing them.* These themes were also evident in the behavior that we saw during our observations. We were repeatedly struck by the caring and sensitivity teachers showed to students, by their efforts to stimulate students' interest and engagement in lessons, and by their authoritative, "no-nonsense" attitudes. We will address these themes in the sections of the book that follow.

After listening to these students discuss the characteristics of effective classroom managers—caring and respect, teaching in a way that is motivating and engaging, and firmness (the ability to set and enforce limits)—take a moment to reflect on your own strengths and weaknesses in these three areas. What do you think will be your greatest challenge?

CONCLUDING COMMENTS

Courtney, Randy, Garnetta, Barbara, and Ken teach in very different settings. Grade levels range from Courtney's kindergarten to Ken's fifth grade. The five classes also differ in terms of racial/ethnic composition and the percentage of children who are eligible for the free or reduced-price lunch program. In order to be effective, our five teachers must be sensitive and responsive to these differences. Nonetheless, Courtney, Randy, Garnetta, Barbara, and Ken are alike in many ways. Obvious similarities emerge when they talk about the tasks of classroom management. Interestingly, these five teachers rarely use the words *discipline* or *punishment, confrontation* or *penalty.* Instead, they stress the need to develop a "caring community" in which all children are contributing, valued members (Schaps, 2003; Watson & Battistich, 2006); they speak about involving students and helping them to achieve; they talk about the importance of being organized and well prepared.

It's important to remember that our five teachers are real human beings working in the complex, uncertain environment of the elementary classroom. Courtney is a first-year teacher, and as she herself admits, she is uncertain about "what will work." Randy, Garnetta, Barbara, and Ken are experienced, skillful teachers who are extremely effective at preventing misbehavior, but even their classrooms are not free of problems. (Chapter 12 focuses specifically on the ways in which they deal with misbehavior.) Like all of us, they make mistakes; they become frustrated and impatient; they sometimes fail to live up to their image of the "ideal" teacher. By their own testimony, they are all still learning how to run more effective classrooms.

It is also important to remember that these five teachers do not follow recipes or prescriptions for classroom management, so their ways of interacting with children often look very different. Nonetheless, *they can all be characterized as warm demanders and, underlying the differences in behavior, we often detected the same guiding principles.* In the chapters that follow, we will try to convey the ways these five teachers tailor the principles to fit their own particular contexts.

SUMMARY

This chapter examined some of the contradictions and special characteristics of classrooms. It argued that effective management requires an understanding of the unique features of the classroom environment and stressed the fact that teachers work with captive groups of students on academic agendas that students have not always helped to set. Within this peculiar setting, teachers must work to create a caring, orderly environment that fosters students' learning and their social/emotional growth.

Contradictions of the Classroom Environment

- Classrooms are crowded, yet students are often not allowed to interact.
- Children are expected to work together harmoniously, yet they may not know or like each other.
- Students are urged to cooperate, yet they often work in individual or competitive situations.
- Students are encouraged to be independent, yet they are also expected to conform to the teacher's dictates.

Characteristics of the Classroom Environment

- Multidimensionality
- Simultaneity
- Immediacy
- Unpredictability
- Lack of privacy
- History

Three Approaches to Classroom Management

- Permissive (low demandingness/high warmth)
- Authoritarian (high demandingness/low warmth)
- Authoritative or Warm Demanding (high demandingness/high warmth)

Guiding Principles of the Book

- Most problems of disorder can be avoided if teachers foster positive relationships with students, implement engaging instruction, and use good preventive management strategies.
- The need for order must not supersede the need for meaningful instruction.
- Teachers must be "culturally responsive classroom managers."
- Becoming an effective classroom manager requires social-emotional competence.
- Becoming an effective classroom manager requires knowledge, reflection, hard work, and classroom experience.

Lessons from Research and Practice

This chapter introduced the five teachers whose thinking and experiences will be described throughout the rest of the book. (See Table 1.2 for a summary.)

- Courtney Bell (kindergarten)
- Randy Cueto (first/second grade)
- Garnetta Chain (third grade)
- Barbara Broggi (fourth grade)
- Ken Kowalski (fifth grade)

Although these five teachers teach different grade levels in very different settings, they are alike in many ways. In particular, they speak about classroom management in very similar terms: they emphasize the prevention of behavior problems, mutual respect, involving students in learning activities, and the importance of being organized and well prepared.

What Do the Students Say?

When asked why they behave well in certain classes but not in others, students consistently voiced three themes: relating to students with caring and respect, teaching in a way that is motivating and interesting, and setting limits and enforcing them. We will return to these three themes in subsequent chapters.

ACTIVITIES FOR SKILL BUILDING AND REFLECTION

In Class

1. In a small group, discuss the six characteristics of classroom environments and share your ideas about how these characteristics will affect you as a classroom teacher.
2. As a class, read *Miss Nelson Is Missing* by Harry Allard and James Marshall (1977). This classic children's book is about a fictitious group of students—"the worst-behaved class in the whole school"—and their teacher, gentle Miss Nelson. One day Miss Nelson doesn't come to school, and in her place is Miss Viola Swamp, a substitute who soon makes the children long for the days when Miss Nelson was their teacher. Using the three styles of classroom management introduced in this chapter, characterize the approach used by each teacher and reflect on what is needed to create an orderly but respectful environment.
3. In a small group, discuss the three approaches to classroom management (permissive, authoritarian, and authoritative/warm demander). Think about teachers you have had who exemplify these three different approaches. What were your reactions to these teachers?
4. Review the biographies of all the teachers. Identify three to four major ways in which the teachers are similar.

On Your Own

1. If you are a novice or preservice teacher, are you feeling the same sense of uncertainty that Courtney is expressing? Think about what some of your concerns might be. Talk to a teacher who has been teaching for two or three years and share your thoughts. Find out how that person dealt with his or her concerns.
2. Reflect on your past experiences with children (e.g., tutoring, being a camp counselor). What did you learn from those experiences that might help you in the classroom?

For Your Portfolio

Pretend you are a teacher being featured in this book. What is *your* story? Think about what motivated you to choose a career in teaching and what your goals are. Write down some of the key points you would want included in your own introduction. (This can be a useful document to review before interviewing and can serve as inspiration during the often difficult first year of teaching.)

FOR FURTHER READING

Burant, T., Christensen, L., Salas, K. D., & Walters, S. (Eds.) (2010). *The new teacher book: Finding purpose, balance, and hope during your first years in the classroom.* Milwaukee, WI: Rethinking Schools, Ltd.

This book was written to inspire new teachers to hold on to the reasons that they became teachers: a deep caring for students, the opportunity to spark student growth and development, and the desire to be involved in work that matters.

Sell, S. (2013). Tech4CM. Retrieved from http://tech4cm.wikispaces.com/.

This site provides links to technology tools for classroom management. The sections in the site correspond to many of the chapters in this text.

Walker, J. M. T. (Ed.) (2009). Authoritative classroom management: How control and nurturance work together. *Theory Into Practice, 48*(2), 122–129.

This article draws from the research on parenting and child development to describe the three approaches to classroom management presented in this chapter.

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The articles in this special theme issue of *TIP* address different aspects of classroom management in a diverse society, but they all reflect the idea that the fundamental task of classroom management is to create an inclusive, supportive, and caring environment.

ORGANIZATIONAL RESOURCES

REACH Center, www.reachctr.org. The REACH center has developed school curricula to promote multicultural and global awareness for elementary, middle, and high school classrooms.

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PART II

Establishing an Environment for Learning

"Don't smile until Christmas."

When the two of us went through our respective teacher education programs, that bit of folk advice was all we learned about preventing inappropriate behavior. The idea was to refrain from smiling during the first few months of school so that students would perceive you as stern and serious. Then, according to this way of thinking, they wouldn't dare act up.

Actually, our programs didn't talk much about student behavior at all; the overwhelming focus was on what to teach (curriculum) and how to teach it (instructional methods). On those rare occasions when we did discuss students' behavior, it was always in terms of *discipline*—what to do to individuals *after* an instance of misbehavior had occurred. When we graduated from our programs and entered teaching, our ability to create respectful, productive learning environments was more a matter of good instincts and luck than of any real knowledge.

Fortunately, the situation has changed a great deal over the last 35 years. Teacher education students can now learn research-based principles, concepts, and practices for creating orderly classrooms—and smiling is definitely encouraged. The emphasis has shifted from what to do *after misbehavior occurs* (discipline) to how to *prevent it in the first place.* Discipline is still important because prevention sometimes fails, but educators now talk about the much broader concept of *classroom management* (of which discipline is only one part). As we discussed in Chapter 1, we define *classroom management* as *the tasks teachers must carry out to establish a learning environment that is caring, inclusive, and productive.*

This section of the book addresses "beginning-of-the-year" tasks. Because most teachers are immediately faced with arranging classroom furniture, Chapter 2 focuses on the physical environment. The chapter is intended to help you design a classroom setting that is safe, functional, and compatible with your academic and social goals. In Chapter 3, we examine ways to develop positive teacher-student relationships so that students feel respected and cared for. Chapter 4 focuses on the importance of promoting positive peer relationships and creating a sense of community. Chapter 5 turns to the task of establishing and teaching expectations for behavior. We stress the fact that shared behavioral expectations are essential if classrooms are to be orderly, productive environments. In Chapter 6, we discuss the importance of getting to know your students—understanding and appreciating the characteristics they all share as well as their individual, unique needs. Chapter 7 explores the benefits that accrue when teachers and families work together and suggests strategies for reaching out to families. Finally, Chapter 8 looks at the amount of time available for instruction and discusses ways to make sure you aren't wasting this precious resource. Throughout these chapters, we learn about the beliefs and practices of our five teachers as well as what research has to say on the topics discussed.

2 CHAPTER

Designing the Physical Environment

You have probably spent more than 13,000 hours as a student in elementary and secondary classrooms. Undoubtedly, some of these rooms were much more attractive and comfortable than others. Think about what made them that way. For example, was it the bulletin boards? The presence of plants? The arrangement of furniture? The lighting? Jot down the specific characteristics that made these rooms pleasant environments in which to learn, and then reflect on which ones are under the teacher's control. Keep these characteristics in mind as you read this chapter.

Discussions of organization and management often neglect the physical characteristics of the classroom. Unless it becomes too hot, too cold, too crowded, or too noisy, we tend to think of the classroom setting as merely a backdrop for interaction. Yet this setting can *influence the way teachers and students feel, think, and behave.* Careful planning of the physical environment is an integral part of good classroom management. Moreover, *creating a comfortable, functional classroom is one way to show your students that you care about them.*

Environmental psychologists point out that the effects of the classroom environment can be both *direct* and *indirect* (Wannarka & Ruhl, 2008). For example, if students seated in straight rows are unable to carry on

a class discussion because they can't hear one another, the environment is *directly hindering their participation.* Students may also be affected *indirectly* if they infer from the seating arrangement that the teacher does not really want them to interact. In this case, the arrangement of the desks is sending a message to the students about how they are supposed to behave. Their reading of this message would be accurate if the teacher had deliberately arranged the seats to inhibit discussion. More likely, however, the teacher genuinely desires class participation but simply has not thought about the link between classroom environment and student behavior.

This chapter is intended to help you develop *environmental competence* (Martin, 2002; Steele, 1973)—awareness of the physical environment and its impact and the ability to use that environment to meet your goals. Teachers who are environmentally competent can plan spatial arrangements that support their instructional plans. They are sensitive to the messages communicated by the physical setting. They know how to evaluate the effectiveness of a classroom environment. They are alert to instances when physical factors might be contributing to behavioral problems, and they can modify the classroom environment when the need arises.

As you read this chapter, remember that classroom management is not simply a matter of dealing with misbehavior. As we stressed in Chapter 1, successful managers *promote students' involvement in educational activities, prevent disruption, and relate to students with care and respect.* Our discussion of the classroom environment reflects this perspective: We are concerned not only with reducing distraction or minimizing congestion through good environmental design but also with ways in which the environment can foster children's security, increase their comfort, and stimulate their interest in learning tasks. Throughout this chapter, we will illustrate our major points with examples from the classrooms of the teachers you met in Chapter 1.

SIX FUNCTIONS OF THE CLASSROOM SETTING

All physical settings serve *six basic functions:* security and shelter, social contact, symbolic identification, task instrumentality, pleasure, and growth (Steele, 1973). These six functions provide a useful framework for thinking about the physical environment of the elementary classroom.

Security and Shelter

This is the most fundamental function of all built environments. Like homes, office buildings, and stores, classrooms should provide protection from bad weather, noise, extreme heat or cold, and noxious odors. Sadly, even this most basic function is sometimes not fulfilled, and teachers and students must battle highway noise, broken windows, and leaky roofs. In situations like this, it is difficult for any of the other functions to be met. Physical security is a *precondition* that must be satisfied, at least to some extent, before the environment can serve students' and teachers' other, higher-level needs.

Physical security is a particularly important issue when it comes to science and art, where students may come into contact with potentially dangerous supplies and equipment. It is essential that teachers know which materials are safe, especially if

you are teaching young children who may not always follow instructions for proper use and may inhale or ingest potentially toxic compounds. Look for products bearing the approved product (AP) seal of the Art and Creative Materials Institute (ACMI), a nonprofit association that certifies and labels materials as either nontoxic and safe or toxic and potentially harmful.

Physical security is also a matter of special concern if you have students who use wheelchairs, leg braces, or crutches or who have unsteady gaits. Navigating through crowded classrooms can be a formidable and dangerous task. Be sensitive to the need for wide aisles and space to store walkers and crutches when they are not in use. The physical or occupational therapists working in your school can provide consultation and advice.

Often, schools provide *physical* security but fail to offer *psychological* security—the feeling that this is a safe, comfortable place to be. Psychological security is especially crucial for children who live in impoverished, unstable, or unsafe home environments. Psychological security is also particularly important in open space settings, such as Ken's, where background noise and large interior spaces can be unsettling.

One way to enhance psychological security is to make sure your classroom contains some "softness." With their linoleum floors, concrete block walls, and formica desks, classrooms tend to be "hard" places. But children (and adults) feel more secure and comfortable in environments that contain items that are soft or responsive to their touch. In Garnetta's classroom, we find plants, fish tanks, and beanbag chairs in which to relax; Randy has purchased large rugs to cover two areas of his classroom where students gather on the floor for instruction and meetings; and in Courtney's classroom, pillows are available for times when students want to curl up and read on the floor. One concern about upholstered furniture and fabric-covered pillows is the possibility of spreading lice (Clayton & Forton, 2001)—and in fact, the parent of one of Courtney's students did call to express her concern:

She said (very nicely) that she wasn't sure it was a good idea to have pillows in the classroom because she thought that it might spread disease as well as lice. I explained I had the pillows to create a comfortable, cozy environment when kids are looking at books on the floor but that I would make sure her child didn't use the pillows. I talked to my mentor about it and she mentioned that she has beanbag chairs that are vinyl. I'm thinking that next year, I'll do that too, or I'll get pillows with removable covers that can be washed regularly.

Other soft elements that teachers can use are stuffed, feathered, or furry animals—but make sure that none of your students are allergic to them. Warm colors, bright accents, and varying textures (such as burlap, wood, and felt) can also help create an atmosphere of security and comfort.

Another way to increase psychological security is to arrange classroom space so that students have as much freedom from interference as possible. In the crowded environment of the classroom, it is easy to become distracted. You need to make sure that students' desks are not too near areas of heavy traffic (e.g., the pencil sharpener, the sink, a learning center) and that noisy activities are separated from quiet ones (e.g., block play from the literacy center).

You can create areas in your classroom for specific activities, such as painting.
antoniodiaz/Shutterstock

It's also helpful to create spaces where students can retreat when things get too hectic. Low partitions allow children to feel separated and private, but they still enable you to see what's going on. In addition, you might set up a few study carrels or "private offices" where children who want more enclosure can work alone, or you might provide folding cardboard dividers (three pieces of heavy cardboard bound together) that they can place on their desks. All of us need to "get away from it all" at times, but research suggests that opportunities for privacy are particularly important for children who are distractible and for those who have difficulty relating to their peers (Weinstein, 1982). Barbara recognizes this need for privacy:

I always arrange the desks in clusters because I use a lot of small group activities, but I've had kids who ask to sit all alone, and I allow them that opportunity. He or she can move a desk to a corner or find a little enclosed place on the floor. I've never permanently put a child by himself or herself, because then that child can't be part of the group activities I plan. I want the kid to be part of the cluster, but to have the right to buy out when he or she can't handle it.

Freedom from distraction is especially crucial for children with attention-deficit/hyperactivity disorder (ADHD), a neurobiological disability that interferes with an individual's ability to sustain attention. (See Chapter 6 for more information on ADHD.) You can help children with ADHD by seating them away from noisy areas, near well-focused students, and as close to you as possible so that it's easy to make eye contact (Carbone, 2001). For these children, study carrels, folding dividers, and retreat spaces are especially important.

Social Contact

INTERACTION AMONG STUDENTS

As you plan the arrangement of students' desks, you need to think very carefully about how much interaction among students you want because different arrangements facilitate different amounts of contact (Whitmore & Laurich, 2010). Clusters of desks promote social contact because children are close together and can have direct eye contact with those across from them. In clusters, children can work together on activities, share materials, have small group discussions, and help each other with assignments. The proximity is particularly helpful for facilitating interaction among children from different linguistic and cultural backgrounds and among children with disabilities and their peers who are not disabled.

On the other hand, horizontal rows of desks make it easier for children to concentrate on individual assignments (Bonus & Riordan, 1998; Wannarka & Ruhl, 2008). (See Figure 2.1) This seems to be particularly true for children with ADHD (Carbone, 2001) and for students who have behavior and learning problems. In one particular study, when a primary class was moved from groups to rows, there was a marked increase in students' average time on-task. (Hastings & Schwieso, 1995). The improvement was even more dramatic for three particularly distractible, disruptive students, whose average time on-task went from 16 percent to 91 percent–an increase of 75 percentage points!

It is clear that clusters of desks are most appropriate if you plan to emphasize small group work and cooperative learning–and, in fact, research indicates that the use of clusters is now widespread in grades K through 5 (Gremmen, van den Berg, Segers, & Cillessen, 2016; Patton, Snell, Knight, & Gerken, 2001). *But it is unwise and inconsistent to seat children in clusters and then give them individual tasks and tell them not to talk.* If you do that, students receive two contradictory messages: The seating arrangement is communicating that it's all right to interact, but your verbal message is just the opposite. Still another option, advocated by Fredric Jones and others (2007), is shown in Figure 2.2. Here, "an interior loop" allows you to "work the crowd with the fewest steps" (p. 34).

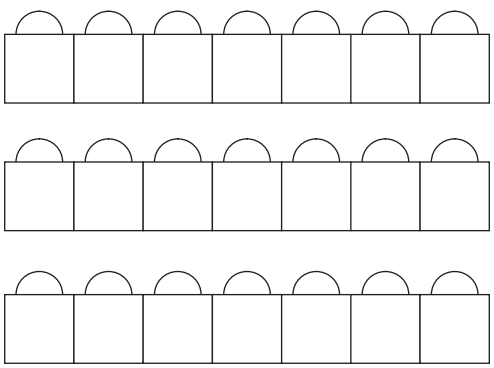

FIGURE 2.1 A Horizontal Arrangement

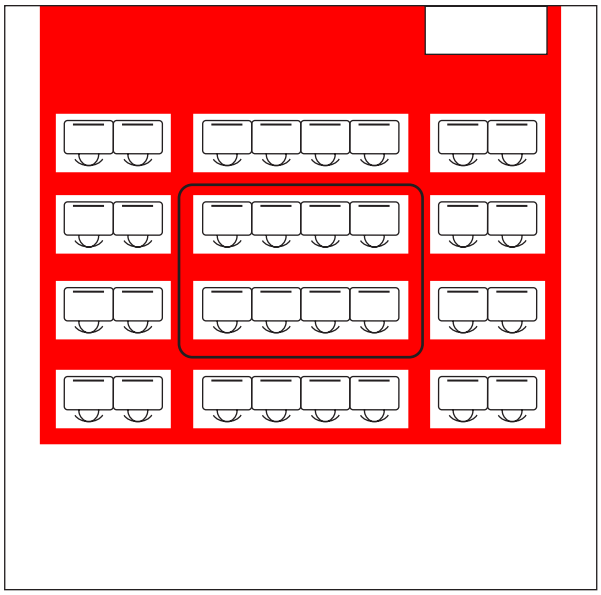

FIGURE 2.2 Fredric Jones's Interior Loop Arrangement
Source: Jones, F. H. et al. (2007). *Tools for teaching*. Santa Cruz, CA: Fredric H. Jones & Associates.

Courtney, Barbara, Garnetta, and Ken all arrange their students' desk in clusters, reflecting the value they place on collaboration. (See Figures 2.3 and 2.4 for maps of Courtney's and Barbara's classrooms.) Courtney also had to consider the amount of interaction she wanted when children were seated on the floor for morning meetings, read-alouds, and other activities. She eventually put tape on the floor to indicate two different configurations. A bright yellow oval is for morning meetings (when she encourages interaction) and during math instruction (when she wants everyone to see the manipulatives she uses for demonstrations). Four parallel rows of white tape indicate where students are to sit for read-alouds, calendar time, and literacy instruction.

In contrast to the other teachers, Randy has opted to have rectangular tables instead of desks. (See Figure 2.5.) Like clusters, the tables reflect Randy's emphasis on collaboration. But he thinks tables also offer other advantages:

Tables provide a big work space where students can easily spread out their materials, something that's especially important when kids are working on their digital storybooks. Having tables also avoids the problem of kids' hoarding papers and materials in the "secret worlds" of their desks. My kids all have cubbies (where they store their math book and the books they're reading), so there's no problem with kids sitting at other kids' desks and touching their "stuff." Paper work gets checked right away and then goes right into their backpacks. It's much more likely to get home than if kids just shoved the papers into the dark recesses of their desks.