

Chapter 1

MANAGING THE CONTEMPORARY CLASSROOM

CLASSROOM SCENARIO

It was the first day of teaching for Merrill. He had completed student teaching and had been employed to teach middle school social studies. He was eager to start even though his head was swimming with all the information that had been given at the new teacher orientation sessions. He didn't know there was so much that a teacher had to think about. Last week, he had met the faculty of the school at the beginning-of-the-year faculty meeting. The principal distributed another set of procedures that needed to be followed for everything from ordering materials to contacting parents. These were certainly not things he had learned in student teaching.

He had not slept very well last night, worrying about whether he had all the material he needed to begin and whether he remembered all the things that had to be done the first day. What was he supposed to do if someone was not on his class roster? He had arrived at the school in what he thought was plenty of time. However, distractions started the minute he went to the faculty mailboxes. The school secretary reminded him that he had some forms to complete and another teacher asked him about serving on a committee.

He made his way to the classroom and made sure he had a class roster for each of the classes he was teaching. He quickly checked to make sure he had enough books. He organized the material he needed for the first lesson, and suddenly, the bell rang! Students immediately started entering the classroom. Some were boisterous, some were quiet. A couple of the girls smiled at him. Others were shy and avoided his eyes. He noticed one boy with a sullen look on his face who sank into a desk at the back of

the room. A couple of students were shoving each other and joking around. Then, they were all sitting at their desks and 35 sets of eyes were looking at him expectantly. He knew he needed to do something to get the first day started. However, his mind was blank. He could feel his pulse quicken and his anxiety start to rise. There was no one else to help him or get things started. With a growing sense of panic, he started talking about the first things that came to mind. "I'm Mr. Johnson and I have a dog."



CHAPTER OBJECTIVES

After completing this chapter you should be able to:

- State the importance of good management and discipline
 - Define management and discipline
 - Identify the primary goal of management and discipline
 - Define teacher attitudes that are important in establishing a successful classroom
 - State the elements of classrooms that make them complex environments
 - Define basic principles or recurring themes that should be applied to establishing successful management and discipline in the classroom
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Teaching can be an exciting and rewarding profession. There is no greater feeling than the satisfaction of helping students grow and learn. It is rewarding to see their eyes light up when a concept is understood and the door of comprehension opens. Teaching is also exciting because every day is different. Each student is unique, and each class of students is different. Because of this, every lesson is a new experience. Those who like variety and the challenge of working with impressionable and excitable young people find teaching exciting and rewarding. As one teacher stated, "I can't believe I'm paid to do this!"

However, teaching can also be frustrating and discouraging. Every year, thousands of new teachers enter teaching only to become discouraged and stressed. They soon leave for other occupations. For them, teaching did not meet their expectations, and they felt unfulfilled and even threatened. Some of these teachers find students who are unmotivated, apathetic, and maybe downright hostile. One teacher wrote a letter to the editor of a local newspaper in response to an article on

the teacher shortage. She indicated that she had found students bored and apathetic. Some acted as if they hated her and were hostile. There simply was not enough time to deal with 30 students five periods a day. Teaching was not the noble profession she was expecting, so she chose to “leave the battle of teaching.” Indeed, for some, the classroom is a battlefield where it seems there is constant conflict and teachers suffer emotional disturbances close to what has been labeled “battle fatigue.”

What makes the difference? Are there actions teachers can take to create successful classrooms where both students and teachers want to be? While there are individual challenges resulting from the wide range of education settings across the nation, we believe there are actions teachers can take to help them move toward the goal of a successful and rewarding teaching experience.

As we reflect on Merrill in the opening scenario, we wonder which path his career will take. Will it be rewarding and personally satisfying or will it be threatening and unfulfilling? Is there anything he can do to influence the direction of his career? We believe there is.

Years of experience, as well as summaries of research, indicate that one of the key components in achieving a successful and productive classroom is management and discipline. Experienced teachers identify the establishment of good management and discipline as one of the major goals that needs to be accomplished in the first weeks of the year. Beginning teachers cite management and discipline as one of their most serious challenges. School administrators indicate poor management and discipline is a major reason for low evaluations as well as a primary reason why teachers are not rehired (Good & Brophy, 2003). They note that if teachers cannot manage the classroom and exercise control, learning cannot take place. Surveys of public attitudes toward education indicate that the public views student discipline as one of the most serious problems facing education.

Effective management and discipline are crucial to teachers’ sense of satisfaction and well-being. Management and discipline problems lead to increased teacher reports of stress and anxiety (Good & Brophy, 2003). The inability to resolve the challenges posed by these anxieties is a major cause of job dissatisfaction and teacher burnout (Evertson & Weinstein, 2006). Many of these teachers eventually leave teaching. However, the more tragic story might be those who stay on in the classroom because they feel trapped. Their continued presence does harm to themselves and to the students they teach.

Given the importance of management and discipline, one might expect that the management and discipline domain would receive considerable attention in teacher preparation programs and in research. However, this is not the case.

Classroom management and discipline tends to receive minor emphasis in teacher preparation programs. For example, one survey found that only 37% of education professors thought that it was absolutely essential to prepare teachers to handle management and discipline problems in the classroom (Farkas & Johnson, 1997). What explains this neglect?

One major reason is that management and discipline has been poorly defined. Although there are numerous books and articles that contain tips and insights, few have attempted to clearly define the management and discipline domain in a systematic way. As a result, many higher education professors view management and discipline as little more than the passing on of “conventional wisdom and myths.” Lacking a clearly defined field of study, and with an absence of solid evidence, many professors have little to say other than “This is what I did” (Good & Brophy, 2003).

Some examples of the simplistic conventional wisdom and myths include advice to “love and trust” the students and the problems will disappear. Others urge students of teaching to be “tough,” “show the students you are the boss,” and “don’t smile until Christmas.” These myths have great appeal to many because they have an element of reality and appear to be believable. For example, teachers who do enjoy and respect students have fewer problems than those who do not, and it is important to establish teacher authority in the classroom. However, these well-intentioned bits of advice certainly do not address the complexity of the classroom environment or provide guidance for identifying why things go wrong and what can be done about it. Even those who really like students discover that students still may not respond in desired ways. Those who attempt to be tough discover that they are engaged in constant power struggles with students. Table 1.1 lists some conventional wisdom that is often provided to new teachers.

Although some of the conventional wisdom contains excellent advice, it needs to be submitted to critical appraisal. It is only then that these bits of advice can be

Table 1.1 Conventional Wisdom About Management and Discipline

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- Just communicate to the students that you care about them. That will prevent problems.
 - Keep the students busy so that they do not have time to misbehave.
 - Start the first day by showing them that you are the boss and you will not tolerate inappropriate behavior.
 - Don’t smile until Christmas.
 - Remember that you are the teacher, not a friend.
 - Overplan and overprepare. Avoid times when students have nothing to do.
 - Begin the first day by establishing the rules and regulations. Keep your rules simple and focus on what they should be doing rather than what they should not be doing.
 - Be consistent and follow through. Do what you say you will do.
 - Be assertive from the first day and let them know you expect to be treated with respect.
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put into a proper perspective and become useful in actually managing a classroom. The sobering fact is that there is no “quick fix” to management and discipline problems. If there were, this would not be such a source of frustration for beginning and seasoned educators alike.

Another contributing factor in the lack of emphasis on management and discipline has been the view that success in management and discipline is basically related to the personality of the teacher and therefore cannot be taught. Again, there is an element of reality to this perception. For, example, Hoover and Kindsvetter (1997) claim that teacher personality is probably the most important factor in determining success in classroom management and discipline. Some individuals do have personality variables that predispose them to work with students in ways that facilitate success. However, although certain personality traits may be useful, they are not the whole story. A number of variables help all teachers achieve success, even those who possess undesirable personality traits.

A third perception that has hindered the development of a systematic and realistic approach to management and discipline is the view that learning to control the classroom can be learned only through experience and the school of “hard knocks.” Although experience is important and does make a difference, this view condemns many teachers to failure while the lessons of “experience” are learned. In addition, experience is much more effective when there is a framework within which that experience can be placed and interpreted.

This text will provide a framework for the management and discipline domain. This framework can help teachers identify the relationship between different dimensions that can be addressed in creating a successful and rewarding classroom.

This framework includes two major components: (a) the prevention of problems and (b) responses when problems do occur. Research indicates that one of the key variables in successful classrooms is an emphasis on preventive, rather than reactive, management techniques (Emmer & Stough, 2001). Many new teachers want to know what they should do when faced with a problem, but they would be better served to consider what to do to prevent the problem in the first place. However, even with the best prevention, problems will occur in the classroom because students (and teachers) are simply imperfect human beings who sometimes make poor choices.

DEFINING MANAGEMENT AND DISCIPLINE

Over the years, teachers have attached different definitions to the terms *management* and *discipline*. What you view as appropriate practice is related to how you define

Schools are complex and diverse environments.



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these two terms. To give us some common ground for discussion throughout the book, we offer the following definitions. These can assist us in our recommendations for professional practice.

Management

Management refers to your role as a teacher in creating a classroom environment where success is possible. It refers to how order is established and maintained in the classroom. Bringing order to complex classrooms includes arranging the physical environment, organizing lessons that have a logical flow, making productive use of time, motivating students to strive toward educational goals, and establishing teacher leadership and authority.

Classroom management is the prevention dimension. Attending to good principles of classroom management helps prevent many problems. Some teachers, when asked about discipline problems in their classroom, respond that they have few discipline problems. This is generally an indication that the teacher has applied good classroom management techniques.

Some educators have been troubled by the term *management* because they define it as an autocratic power relationship between teacher and students in which the teacher is the “boss” and the students are to follow with unquestioned obedience. This is certainly not the definition of management we hold. In fact, this concept of management has even been rejected by much of the business community as ineffective. They now focus more on collaborative, humane, and democratic models of management.

Glasser (1990) defines the type of management we support as that of *lead management*, a management style where the teacher is the leader rather than the “boss” in the classroom. In lead management, power among classroom participants is shared and teacher power is used in service to others rather than as something to enhance one’s status. Glasser (1990) identifies the following characteristics of lead management:

- The teacher involves the students and gets their input in discussions of what needs to be done and under what conditions.
- The teacher communicates expectations clearly and models successful performance. Student input is continuously solicited.
- Students evaluate their own work and the teacher is willing to listen to students and accept that they do know a good deal about how to produce high-quality work.
- The teacher facilitates student work and provides students with assistance that is noncoercive and nonadversarial (pp. 31–32).

This idea of lead management has some important implications in the way power is defined and used in the classroom. In more traditional management styles, where the teacher is portrayed as “the boss,” there is a constant struggle for power and status in the classroom. These teachers perceive power as a fixed-sum commodity. Therefore, if one person gains power, then someone else must lose power. If the teacher gives power to the students, the teacher’s power and authority will be diminished.

However, teachers who understand the teacher as leader and “lead” management ideas have a different perspective on the nature and use of power in the classroom. They understand that power is not a fixed sum but is more like an expandable pie. The more everyone in the classroom feels a sense of power and influence, the greater their investment in the classroom, the greater their commitment to success, and the stronger their attachment to the teacher. This means that by sharing power with the students, the teacher actually gains power and influence. This concept was expressed by a business executive in the corporate world. He stated, “I had to give up power to gain power” (Kouzes & Posner, 1987, p. 164).

Discipline

Some individuals define *discipline* as a synonym for punishment. However, we define discipline differently. Discipline is defined as actions that facilitate the development of self-control, responsibility, and character. This definition indicates that discipline is more than a response to misbehavior in order to efficiently deliver the curriculum. This definition recognizes that the development of self-control is a major goal of education and one that is achieved through democratic and humane management and discipline. This definition provides clear guidance when responding to student behavior. When choosing a response, the teacher should ask, “What action will be the best choice in helping the student move toward self-control?” The outcomes of discipline are not fear of authority and intimidation but, rather, productive and satisfying patterns of living in harmony with those around us.

This definition is consistent with the highest purposes of education. It is an essential component of living in a democratic society and recognizes that the goal of education is to develop good people as well as good students. If society becomes one where individuals do not exercise self-control or accept responsibility, then our entire way of life is threatened.

Although achievement of academic goals is important, it is instructive to note that citizenship outcomes have long been a major focus of education. Citizenship requires that individuals work cooperatively with others and have respect for laws and the dignity of others. However, it is not unquestioned obedience to the will of the authorities. In contemporary society, there is much emphasis on the importance of creativity and change in order for our nation to remain competitive with others. Creativity and change is certainly not facilitated by unquestioned conformity.

Development of self-control and the acceptance of responsibility are outcomes that are facilitated by caring teachers interacting with students in ways that help them understand the consequences of their choices. In this context, discipline is not an unfortunate by-product of the exercise of power, it is an opportunity to help individuals achieve one of the most important goals of education, the development of self-control and the acceptance of responsibility. Thus discipline is an essential component of everyone’s education and absolutely critical to the development of healthy individuals. Table 1.2 compares the characteristics of management and discipline.

ACHIEVING THE GOAL OF IMPROVED SELF-CONTROL

Improving self-control means that individuals learn to choose and act in ways that are consistent with self-chosen beliefs and principles. They demonstrate

Table 1.2 Comparing Management and Discipline

<i>Management The Prevention Component</i>	<i>Discipline The Reaction Component</i>
Organizing the environment for success	Responding to misbehavior in order to teach self-control
Keeping the students engaged	Stopping misbehavior quickly
Eliciting the cooperation of students	Respecting the dignity of students
Sharing power and authority	Helping students learn to accept responsibility for their actions

responsibility and accept the consequences of their choices. Glasser (1965) defines responsibility as fulfilling our needs without interfering with the ability of others to fulfill their needs. Therefore, responsibility has a social component that also considers the needs and values of others.

How is self-control learned? Individuals learn self-control by being allowed to make choices and reflect on the consequences of their choices. Individuals who are constantly shielded from the consequences of their actions are deprived of the opportunity to reflect on their actions and consider their impact on others. They are hindered in their development of self-control. Individuals must learn to ask themselves, “What will happen if I make this choice? Is that what I want to happen?”

Helping students develop self-control requires teachers to do something more than implementing a method or a set of actions when misbehavior occurs. Rather, it is incorporating a set of teacher attitudes (Good & Brophy, 2003). Those attitudes include the following:

- Liking students and respecting them as individuals
- Holding high but realistic expectations
- Enjoying teaching
- Possessing a concern for the individual welfare of students
- Believing that students can be trusted with responsibility

Teachers who hold these attitudes develop classrooms where student input and choice is allowed, peer cooperation is emphasized, and classroom management and discipline is viewed as a process of creating and maintaining a healthy learning environment rather than as a means of asserting teacher authority and power.

The peer group is an important influence on behavior.



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BASIC PRINCIPLES

We have organized this text around several basic themes or principles. These ideas will be applied in different ways throughout the chapters. Keeping these principles in mind will assist you in developing your individual philosophy and approach to classroom management and discipline.

The goal of management and discipline is growth in self-control and acceptance of responsibility. Education has goals beyond the acquisition of content knowledge. There are goals related to the social and moral dimensions. How we respond to students affects their social and moral growth. Specifically, the social and moral dimensions relate to the development of self-control and the acceptance of responsibility. Our contention is that these dimensions of learning are just as important as the knowledge outcomes.

Understanding that management and discipline has some specific goals other than covering the curriculum provides a framework for making decisions about your actions, for understanding the developmental level of the student, and for evaluating your discipline plan. What this means is that, as you make choices about how to organize your classroom, the rules and procedures you establish, and

how to respond to behavioral incidents, you should be asking how your actions impact the growth of self-control and the acceptance of responsibility.

In addition, when you are making decisions relating to specific students, you should consider the developmental level of the student. How much self-control has the student demonstrated? What would be an appropriate response given the developmental level of the student?

Finally, teachers need to be reflective. We all grow professionally when we reflect on our actions and grow from our mistakes. The focus of reflection on the management and discipline dimension should be the growth of students in the area of self-control. As the year progresses, are students demonstrating more self-control? Are they accepting responsibility for their own actions? If they are not, there is reason to reflect on one's management and discipline style.

Positive relationships are essential for good classroom management and discipline. Teachers cannot expect to be successful in creating a rewarding learning environment if they are constantly engaged in power struggles and adversarial relationships with students. Successful classrooms are those where the teacher and the students are working together rather than working against each other. This means that a primary task of the teacher is that of establishing positive relationships with students. This involves gaining the respect of the students, treating students with dignity and respect, and demonstrating an interest in the welfare of the students. Surveys of students consistently indicate that good teachers care about the students.

Establishing positive relationships with students is far more important than establishing a set of procedures to follow or actions to be taken when problems occur. There have been numerous approaches to discipline problems that prescribe specific steps to be followed. The promise is that these steps will solve all (or at least most) of your discipline problems. Time after time, these specific sets of steps have been found wanting. Specific actions will have little or no impact on the classroom behavior if there is not a positive relationship between the teacher and the students. Developing positive relationships and gaining the respect of the students is not something that just happens. It must be earned.

Establishing positive relationships in the classroom does not mean that there are no limits or demands. The difference is that the limits and demands are reasonable ones that are understood and accepted by the students. Teachers who arbitrarily establish classroom rules and who seem more interested in their power than the welfare of the students have difficulty establishing a positive classroom environment. The term *warm demander* is sometimes used to describe the role of the teacher in establishing a positive classroom environment. A warm demander is someone who is warm, responsive, and caring. However, he or she is also demanding and insists that students make responsible choices and holds them accountable for the choices they do make.

Your goal as a teacher should be to establish a warm yet businesslike classroom environment. You need to establish a classroom where students feel safe from both physical and psychological intimidation. They need to believe that the teacher cares about them but also holds high expectations.

Teaching is decision making. In an age of accountability with a search for “what works” in classrooms, there is a tendency to move toward highly prescribed classroom procedures. There are even some curriculum programs that provide a “script” for teachers to follow. However, the bottom line is that good teaching requires decision making. Thus, good teachers are good decision-makers. In the area of management and discipline, there are numerous decisions that must be made every day. The bracing truth is that there are no easy answers. If there were, the area of management and discipline would not be such a major area of concern.

You will need to make decisions based on the needs and attitudes of the students, their developmental level, your needs as a teacher, and the nature of the problem. These choices cannot be prescribed. You can learn some concepts and ideas that will help you prevent many problems, you can develop knowledge about what to consider when making a decision, and you can be given some alternatives to choose from when taking an action. However, in the final analysis, the decisions will be yours as you work with a unique group of students in a unique and rapidly changing environment. One of our purposes of this book is to assist you in becoming informed decision-makers who understand alternatives and the possible consequences of different alternatives.

Teachers must create predictable, consistent, and success-oriented environments. All of us need a high degree of predictability in our lives. For example, if we work or live in environments that are highly unpredictable, we develop high levels of anxiety. When students enter a classroom, they should have a high degree of certainty regarding the rules, procedures, and expectations. This does not mean that there is no creativity or change in the daily classroom routines. That would certainly lead to boredom and a lack of motivation. However, students need to be able to predict what will be happening in the classroom, how the teacher is likely to respond to situations, and what the expectations are for them.

One of the key elements of a successful classroom is teacher consistency. Teacher consistency comprises several elements. One of those elements is consistency in enforcing rules. If something is against the rules on Monday, it should be the same for the rest of the week. If students are unaware of the limits due to inconsistency, they will be constantly testing to try to establish what is acceptable.

Another element of teacher consistency is that of being consistent across all students. This is a major concern of secondary students. They lose respect for teachers and become upset if they believe that some students are being treated unfairly.

Because a student is a “good” student doesn’t mean that he or she should not be held accountable if his or her behavior is inappropriate. Just because a student has a “bad” reputation doesn’t mean that he or she should be the focus of attention every time there is a problem.

A third element of consistency in creating a constant and predictable classroom is teacher follow-through. Students need to know that if something is promised, it will be delivered. This means that you need to be careful what you promise. You should not promise an action that you cannot deliver.

The causes of behavior need to be identified and addressed. An important part of professional growth is becoming a reflective teacher. Reflective teachers are those who reflect on what is happening in the classroom and what might be the causes of their successes and failures. Reflection is important if a teacher is to engage in professional growth. Part of reflection is identifying the causes of behavior in the classroom.

Suggestions for dealing with discipline problems in the classroom often focus on how to stop a behavior. Although this might be effective for the short term, if long-term solutions are to be found, then the causes of the behavior need to be identified and addressed. Rather than just deciding whether the lesson was or was not a success or that students were or were not on task or that they misbehaved, the question needs to be asked, “Why was it successful or unsuccessful?” “Why were students on task or why did they misbehave?”

Asking these questions may lead to uncomfortable conclusions that the teaching methods might have been one of the causes of failure or misbehavior. However, it is necessary if teachers are to learn from their experiences and continue to move toward the goal of a rewarding and successful classroom. The KWL chart in Table 1.3 gives you an opportunity to reflect on your concerns. Consider those principles you already know and then add to the chart as you learn new ones.

Table 1.3 What Are Your Concerns?

Directions: When preparing to learn something new, it is useful to reflect on what you already know and what you think you need to learn. Take a piece of paper and divide it into four columns. Label the columns as shown below. Take the time to give each column some serious thought. Keep this chart in a convenient locale so that you can review it from time to time. Add concerns as they occur to you and add information to the “What do I already know?” column as you learn new ideas and concepts.

	<i>What are my concerns and what do I want to learn?</i>	<i>Where can I learn what I need to know?</i>	<i>How can I evaluate the value of what I learn?</i>
<i>What do I already know?</i>			

TEACHERS AND STRESS

Stress is a normal part of being a teacher. Teaching is especially stressful because classrooms are complex environments with interaction between an educated adult and a number of young individuals who are in need of knowledge and socialization. Teachers do not have the luxury of working with students on an individual basis as might be true of other helping professions. In addition, the students are generally in the classroom because they have to be there rather than because they want to be there. Teaching is a very personal activity. When individuals teach, they put their knowledge, their personality, their skill, and their values on display for everyone to observe. Each lesson is a reflection and an extension of the teacher. When teaching is not successful, it is taken as a personal failure. As one teacher stated, “When you have an unsuccessful lesson, it is like someone telling you that you have an ugly baby!”

Not only is teaching personal, it is very public. Numerous individuals, including students, administrators, and parents, observe every statement and every action of the teacher. Every failure is open for all to see. Being on stage all the time and knowing that numerous individuals are evaluating every move and every statement is extremely stressful. Teaching is one of the few professions where success and satisfaction every day are dependent on the cooperation and the good will of others. Students can be a pleasure and are one of the primary reasons why individuals enjoy teaching. However, students are immature, are trying to satisfy their own needs, are seeking their own identity, and are often insensitive to the feelings of others. Teachers need to have a healthy self-concept and sufficient confidence to help them weather the ups and downs of students.

Individuals who choose teaching generally have high aspirations. Many consider teaching a personal calling that is of critical importance in the preservation of society (Sarason, 1999). As a part of the role of teaching, they desire to be an important figure who has an impact on students and who is a role model. They want respect and gratitude, and they desire to be viewed by students, parents, and administrators as a respected professional. However, if these aspirations are not realized, individuals become stressed and may experience burnout (Friedman, 2006).

The consensus among researchers is that the most common sources of stress among teachers stem from relationships with students. The most important issue in the teacher–student relationship relates to classroom management and discipline (Friedman, 2006). Students have keen observational skills and are aware of behaviors that stress teachers. They generally identify three main types of behavior that teachers find stressful. Those are (a) not listening to the teacher, (b) demonstrating a lack of motivation, and (c) displaying misbehavior. These behaviors all interfere with teaching success and contribute toward the labeling of the teacher as a failure.

The fact that students are very aware of what causes teacher stress means that students have the ability to influence teachers and their feelings of stress, frustration, and failure. In addition, students perceive that their academic failure is actually teacher failure (Friedman, 2006). Therefore, students have the perspective that they can stress the teacher and give the teacher feelings of failure by simply failing to learn!

The implication of students' awareness of how to cause the teacher stress and frustration is that a major ingredient to success in teaching is in establishing constructive relationships with students. This means that teachers must earn the respect of the students and must have effective classroom and management skills. There simply is no other choice. The intent of this book is to assist teachers in obtaining the knowledge and skills necessary for successful management and discipline so that they can reduce stress and achieve the great satisfactions that can be obtained from teaching.

REVIEW OF MAIN IDEAS

1. Success in managing the classroom and establishing control is key in achieving success in teaching.
2. There are two major components to this important domain of teaching. These two components are prevention and response.
3. Management refers to the prevention dimension. It is defined as how order is established and maintained in the classroom.
4. The style of management that is needed is warm, collaborative, humane, and democratic. In this management style, the teacher is the leader in the classroom, not the "boss." Teacher power is used for the benefit of others rather than just for self.
5. Discipline refers to the response dimension. The purpose of discipline is not just the development of unquestioned obedience. Rather, the goals of discipline are advancing the social and moral goals of education. Specifically, discipline refers to the actions that are taken to promote the goals of increased self-control and acceptance of responsibility.
6. Self-control is learned when individuals make choices, experience the consequences of their choices, and reflect on the link between their actions and the consequences.
7. Helping students develop self-control requires more than a set of actions applied routinely across all students. It requires teacher attitudes that include respecting and caring about students, trusting students, enjoying teaching, and holding high expectations.

8. There are several basic principles or recurring themes that will be encountered throughout this text. Those include the following:
 - Self-control and acceptance of responsibility are the major goals of management and discipline.
 - Positive relationships between the teacher and students are essential.
 - Teaching is decision making, and teachers need to accept the challenge of making informed decisions.
 - Classroom environments need to be developed that are predictable, consistent, and success oriented.
 - Causes of behavior need to be identified and addressed. Unless the causes of behavior are identified, problems will continue to disrupt the classroom.
9. Teaching is inherently stressful, and students are keenly aware of what causes teacher stress. They will play an important role in either creating stress or helping to reduce stress. Therefore, teachers must implement management and discipline procedures that have the probability of capturing student support.



APPLICATION AND ENRICHMENT

1. Interview a teacher on the topic of classroom management and discipline. How serious is the problem in his or her school? What does he or she see as the most important challenges for teachers? What advice does he or she have for someone entering teaching? How does his or her perspective compare with those expressed in this chapter?
2. Interview students at the age level you expect to teach. How serious do they view the problem of discipline in their school? What do they think is the cause of behavioral problems? What are some things that good teachers do to manage the classroom? What are some things that poor teachers do that cause problems?
3. Think of teachers that you have had that you consider good teachers. What did they do that made them effective? Think of a teacher that you did not consider effective. What did they do that interfered with their effectiveness?
4. Based on the data you gathered from these interviews and from the content of the chapter, begin to develop your own personal philosophy of classroom management

and discipline. Begin to write down the questions and concerns that you have. Identify what you think you need to learn in this domain. Begin writing down some principles that you will follow as a teacher.



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