

Chapter 1
The Teacher's Role in Managing the Classroom

Note to faculty: One way to reduce the odds that students will get the T/F answers correct by guessing, have them rewrite any false statement to make it true, making sure their response demonstrates understanding of the concept covered by the question. If you choose to use this option, leave some additional space between all questions; also make clear that simply inserting the word “not” is unacceptable.

Sometimes more than one approach to the rewrite is possible, as in the example below.

T/F Item: A typical class rule is that students should write their name and the date on all papers.

Student Response: False

Acceptable Written Corrections:

- A typical class rule is “Speak at appropriate times in appropriate voices.”
- A typical class procedure is having students write their names and the date on all papers.

True or False. Read each statement. If the statement is accurate, designate it as True. If the statement is inaccurate, designate it as False.

1. In the early development of American classroom management, classroom teachers approached student behavior from an authoritarian “my way or the highway” perspective.
2. Coercive discipline is generally effective at bringing about lasting behavior change.
3. Because of legal rulings about students’ rights, using coercive discipline is prohibited in U.S. Schools.
4. When a student behaves inappropriately, an effective classroom manager analyzes both the behavior and its root cause(s).
5. Classroom management is a form of teaching.
6. Teachers’ classroom management styles are highly varied.
7. Most students behave appropriately most of the time.
8. A highly effective teacher will not have management or disciplinary issues.
9. Teachers who plan and deliver creative, interesting lessons will find that students naturally behave appropriately because they find the content and activities motivating.
10. Students who internalize appropriate behaviors are, generally speaking, more likely to realize their potential than students who don’t.
11. Most students know how to behave appropriately because they have been taught those skills at home.
12. A teacher’s management style develops over time.
13. Misbehavior often reflects an unmet student need.

14. Providing a face, civil, productive learning environment is one of the major goals a teacher should have when developing a classroom management system.
15. Mr. Mendez notices that Kylar is off task and says to the class, “Kylar must think he already knows everything about our topic today.” This is an effective management tactic.
16. A teacher’s behavior provides students with information about how adults manage their responsibilities and interpersonal relationships.
17. Putting students in competition with one another is an effective management strategy.
18. Regardless of their ages, students should have opportunities to practice exercising choice, freedom, and responsibility.
19. Due diligence refers to keeping detailed records of student behavior and growth.
20. A student says, “You have no right to tell me what to do! You’re not my parent.” His statement is accurate.
21. A free and appropriate education is guaranteed in the U.S. Constitution.
22. Teachers have complete autonomy to make management decisions.
23. Expectations of other people will shape a teacher’s management system.
24. The definition of “immoral activities” varies among schools, districts, and states.
25. The federal government established the Code of Ethics adhered to by teachers.
26. Miss Lacey knows that Edwin’s father is known as a strict disciplinarian. One day, she sees that Edwin has what look like burn marks on his arms. When she asks about them, he says, “Err...uh...it’s just...a rash.” Miss Lacey should report her suspicion that Edwin may be the victim of abuse.
27. Mr. Jolley’s students are very well-behaved and rarely disrupt class or fail to meet his expectations. Because they’re so trustworthy, Mr. Jolley feels comfortable leaving them working independently in the classroom while he goes to the library to pick up a book that is being held for him. This is an effective decision.
28. Teachers must think continuously about how, when, and where they interact with their students.
29. Being able to see multiple perspectives is a helpful skill in classroom management.
30. Ms. Hayes receives a card at the end of the year from Lexie’s parents, offering her the use of their beach house for a week as a thank-you for her work with their daughter. Ms. Hayes gratefully accepts. Her decision is in line with the stipulations of the NEA Code of Ethics.
31. The INTASC Standards describe teacher behaviors that correlate with highly effective teaching.
32. A teacher who says, “Dawn, I know it’s tempting to stare out the window instead of working on this next set of problems, but you know, it’s really important for you to keep working on the assignment” is using laconic language.

33. Teachers should generally avoid asking students to explain why they are behaving in a particular way.
34. When Stephen Covey describes *frames of reference*, he's really talking about perspective-taking.
35. Glasser advocates that teachers carefully consider which external controls will work most effectively with students.
36. When she notices that Trey and Kyra are laughing together during the video they're watching, Mrs. Flanders goes and stands silently behind their desks. Fred Jones would agree that this is an effective management tactic.
37. Classroom management is influenced by factors beyond the classroom.
38. A teacher who says, "I don't consider societal issues or student backgrounds in my classroom, because I treat all students the same" is making an effective management decision.
39. Ms. Giordano moves from North Carolina to Virginia. She should be prepared for some changes in the expectations of state and local education agencies.
40. Teachers should come to terms with the idea that a management system that works with this year's students may be less than fully effective with their next class of students.

Multiple Choice. Choose the letter of the best answer.

1. All of the following were discussed in the chapter as obligations teachers owe their students EXCEPT:
 - a) giving multiple warnings to students before administering a consequence.
 - b) being sensitive to students' personalities and individual needs.
 - c) making learning interesting and meaningful.
 - d) teaching students how to behave and helping them strive for excellence.
2. When the teacher is out of the room making copies, LeeAnn and Elizabeth get into a physical altercation. In this case, the teacher:
 - a) should not be held responsible, as he was not in the classroom when the disagreement occurred.
 - b) is likely to be charged with *in loco parentis*.
 - c) could not have anticipated the situation, so shouldn't be reprimanded.
 - d) would likely be guilty of breach of duty.
3. Ethical teacher behavior includes all of the following EXCEPT:
 - a) treating students and colleagues fairly.
 - b) being honest in all school interactions.
 - c) being kind to all members of the school community.
 - d) attempting to please students in all instances.
4. Stephen Covey says when you exchange views with another person you first should:
 - a) state your opinion clearly.
 - b) try to understand the other's opinion.
 - c) discuss a "calmer" topic such as the weather.
 - d) don't give opinions at all.

5. Covey refers to the kind of listening he advocates as:
 - a) congruent listening.
 - b) perceptive listening.
 - c) empathic listening.
 - d) frame of reference listening.
6. According to Ginott, teachers at their best *do not*:
 - a) confer dignity.
 - b) ask students to explain why they misbehaved.
 - c) address situations directly.
 - d) use I-messages.
7. All of the following belong on William Glasser's list of connecting habits EXCEPT:
 - a) rewarding.
 - b) contributing.
 - c) trusting.
 - d) befriending.
8. Fred Jones's work primarily addresses the classroom teacher's use of:
 - a) relaxation techniques.
 - b) tangible rewards.
 - c) body language.
 - d) rigorous consequences.
9. The first consideration in developing a personalized approach to discipline is to ask yourself:
 - a) "How can I use my charisma to influence students?"
 - b) "What do I believe about discipline?"
 - c) "How will I reduce the chances that students will misbehave in my class?"
 - d) "What will I do if a student refuses to do what I ask of him?"
10. Glasser's view on using external controls on students is that teachers should:
 - a) use them for rules only.
 - b) use them judiciously.
 - c) explain to students why you use them.
 - d) not use them.
11. Students whose sense of dignity has been damaged can be helped by making learning attractive and ensuring they experience genuine:
 - a) success.
 - b) affection.
 - c) prestige.
 - d) correction.
12. As a factor that brings stress to teachers, how does classroom misbehavior rate?
 - a) low
 - b) moderate
 - c) high
 - d) inconsequential
13. Student misbehavior is best defined as that which is:
 - a) disruptive.

- b) ill-mannered.
 - c) inappropriate for the setting.
 - d) bad-intended.
14. This chapter implies that the single most effective discipline tactic is:
- a) enforcing class rules.
 - b) talking with students individually.
 - c) calling students' parents.
 - d) dealing with causes of misbehavior.
15. Of the following, which usually appeals most to students?
- a) teacher charisma.
 - b) a clear-cut discipline program.
 - c) a highly organized class.
 - d) high school-wide standards of behavior.
16. Ten desirable outcomes of teacher education have been set forth by:
- a) the Praxis tests.
 - b) the National Education Association.
 - c) INTASC.
 - d) Haim Ginott
17. Due diligence is most closely related to:
- a) teacher professionalism.
 - b) teacher recruitment.
 - c) teacher education.
 - d) teacher job retention.
18. About which of the following should you be most cautious?
- a) touching students.
 - b) winking at students.
 - c) smiling at students.
 - d) pointing at students.
19. Teacher professionalism stresses:
- a) universal law.
 - b) pledging allegiance.
 - c) displaying ethical conduct.
 - d) becoming close friends with students.
20. The term *in loco parentis* refers to:
- a) neighborhoods where parents live.
 - b) dysfunctional parents.
 - c) parents who have lost touch with reality.
 - d) acting like responsible parents would.
21. Being in charge of students legally requires:
- a) high professionalism.
 - b) due diligence.
 - c) identification of problem areas.
 - d) close cooperation with parents.

22. The NEA Code of Ethics condemns all but which of the following?
- failing to promote student learning.
 - misrepresenting one's qualifications.
 - discriminating against students.
 - dressing in an unprofessional manner.
23. Teachers who naturally seem to respond disrespectfully or unkindly to students probably are doing so because of:
- failed due diligence.
 - absence of "loco parentis".
 - poor habits.
 - reverse psychology.
24. This chapter suggests that the easiest way to deal with misbehavior is to:
- work to prevent it.
 - establish firm standards.
 - prevent its occurrence.
 - learn better discipline tactics.
25. A first step in becoming able to promote proper behavior is considering:
- one's own best and worst teachers.
 - one's personal beliefs about classroom management.
 - whether one wants to be the students' friend or not.
 - what problems and challenges the students experience in their home lives.

Constructed Response.

- Stephen R. Covey (empathetic listening), Haim Ginott (congruent communication) and William Glasser (connecting habits) all wrote about how people can communicate or relate more effectively with each other,
 - Select two of the three (Covey, Ginott, Glasser). Explain the similarities and differences between their two approaches.
 - Indicate which of the two you selected seems to be most valuable to your thinking and explain why, with examples.
- Explain the meaning, purpose, and importance of professionalism in teaching.
- Explain factors that may affect the decisions a teacher makes about their classroom management system.
- Discuss the main objectives of a classroom management system and describe two teacher actions/behaviors that help accomplish these objectives.
- You become aware that several members of your class are picking on Trina – teasing her, excluding her from the group, and breaking the class rule about treating others with respect. Using information gleaned from this chapter, answer these two questions:
 - What teacher behaviors are likely to be helpful in diffusing this situation?
 - What might your goals be for moving forward once the initial situation has been resolved?

Chapter 1 Answers
The Teacher's Role in Managing the Classroom

True/False	Multiple Choice	Constructed Response
1. T	1. A	1a. Covey says to do what you can to understand the other person's view of the world, or frame of reference. Then examine your own. Insofar as you can, move from your frame of reference into theirs and communicate from that perspective. Seek first to understand the other person and then to be understood. Ginott advocates <i>congruent communication</i>, which addresses <i>situations</i> rather than students' character and is harmonious with students' feelings about situations and themselves. Ginott says that <i>teachers at their best</i> do not preach, moralize, impose guilt, or demand promises. Instead, they <i>confer dignity</i> on their students by treating them as social equals capable of making decisions for themselves. Contrarily, <i>teachers at their worst</i> label students, belittle them, or denigrate their character. Glasser advocates using <i>seven connecting habits: caring, listening, supporting, contributing, encouraging, trusting, and befriending</i>. Glasser believes if students are to do competent work, they must be helped to connect strongly with their teachers, on a personal level. The connecting habits facilitate their doing so. 1b. Look for persuasive explanations of which of the selected two seems more valuable. Look for supportive examples. 2. Look for the following: <i>The nature of professionalism</i>—including its components, their manifestations, the purposes they serve, and the importance of teacher influence and modeling. 3. Look for the following and other reasonable factors: Personal beliefs; federal, local, state, district, and school regulations and expectations; administrative expectations; INTASC Standards; NEA Code of Ethics; societal trends and issues; school context and student characteristics 4. • To establish a safe and positive environment where high-quality teaching and learning can occur • To promote civil, responsible, cooperative, appropriate behavior • To help students develop and use inner motivation and self-control Teacher behaviors will vary; refer to pp. 9-13. 5. Answers will vary, but should focus on using communication skills, insisting on respectful interaction, building community among students, preserving all students' dignity, considering frames of reference, etc.
2. F	2. D	
3. F	3. D	
4. T	4. B	
5. T	5. C	
6. T	6. B	
7. T	7. A	
8. F	8. C	
9. F	9. B	
10. T	10. D	
11. F	11. A	
12. T	12. C	
13. T	13. C	
14. T	14. D	
15. F	15. A	
16. T	16. C	
17. F	17. A	
18. T	18. A	
19. F	19. C	
20. F	20. D	
21. F	21. B	
22. F	22. D	
23. T	23. C	
24. T	24. A	
25. F	25. B	
26. T		3. Look for the following and other reasonable factors: Personal beliefs; federal, local, state, district, and school regulations and expectations; administrative expectations; INTASC Standards; NEA Code of Ethics; societal trends and issues; school context and student characteristics 4. • To establish a safe and positive environment where high-quality teaching and learning can occur • To promote civil, responsible, cooperative, appropriate behavior • To help students develop and use inner motivation and self-control Teacher behaviors will vary; refer to pp. 9-13. 5. Answers will vary, but should focus on using communication skills, insisting on respectful interaction, building community among students, preserving all students' dignity, considering frames of reference, etc.
27. F		
28. T		
29. T		
30. F		
31. T		
32. F		
33. T		
34. T		
35. F		
36. T		
37. T		
38. F		
39. T		
40. T		

