CHAPTER 1'S GOAL AND OBJECTIVES

The goal of this chapter is to introduce an advanced organizer that will help you integrate techniques and suggestions presented in Chapters 2 through 12 into your work as a classroom teacher. Specifically, Chapter 1 is designed to lead you to achieve the following objectives:

1. Organize your teaching responsibilities within the Teaching Cycles Model.
2. Examine your personal commitment to gaining and maintaining students' cooperation so that you enjoy satisfying teaching experiences and your students experience optimal learning opportunities.
3. Heighten your awareness of factors that need to be considered when developing classroom management strategies.
4. Distinguish between examples and nonexamples of each of the following: allocated time, transition time, student engagement, on-task behavior, off-task behavior, disruptive behavior, prosocial behavior, and antisocial behavior.

TEACHING EXPERIENCES: SATISFYING OR FRUSTRATING

Some teachers orchestrate smoothly operating classrooms where students cooperatively and efficiently go about the business of learning with relatively few disruptions. Other teachers exhaust themselves struggling with student misbehaviors as they attempt to gain some semblance of classroom order. Those from the latter group who remain in the teaching profession eventually give up the struggle, deciding that today’s students are so unmotivated and out of control that it is futile to attempt anything more than surviving the school day (Cangelosi, 2013; Clancy, 2005; Flannery, 2005). Whether your teaching experiences are satisfying or marked by frustrating struggles to get students to cooperate depends largely on your classroom management strategies and how you apply them. Through the application of such strategies, you are able to meet one of your primary instructional responsibilities: to provide students with a learning environment that is conducive to achievement and free from disruptions, distractions, and threats to their safety and well-being.
Chapter 1. The Complex Art of Teaching

**TEACHING CYCLES**

Before examining classroom management strategies for gaining and maintaining students’ cooperation and effectively confronting discipline problems, briefly examine your role as a teacher. Classroom teaching is not brain surgery; teaching is far more complex. Brain surgery involves—with assistance—(a) studying a patient’s symptoms and determining the need for surgery, (b) specifying what the surgery is to accomplish, (c) planning for the surgical procedure, (d) preparing for the surgery (e.g., sterilizing the tools and scheduling the operating facility), (e) conducting the surgery and monitoring the patient’s progress, and (f) evaluating the outcome of the operation. Your work as a classroom teacher is conducted in cycles that parallel the stages of brain surgery. However, unlike the brain surgeon, you do not have the luxury of working with only one client (i.e., student or patient) at a time. Typically, a teacher deals with about 30 students at a time. Whereas the brain surgeon only engages in one surgery at a time, focusing on one aspect of the patient (e.g., removing an intraaxial neoplastic tumor from the occipital lobe) while others (e.g., an anesthesiologist) monitor variables (e.g., the patient’s respiratory rate), the teacher—usually with no assistance—is expected to concurrently engage in numerous teaching cycles with about 30 students while monitoring myriad variables (e.g., self-image, aptitude, motivation, achievement, attention level, interest in the lesson’s content, progress toward long-range goals, success with moment-to-moment objectives, and on-/off-task behavior).

Teaching is an extremely complex art; consider, for example, Case 1.1.

**CASE 1.1**

Ms. Martinez, an English teacher at Carver High School, believes her students need to improve their abilities to communicate in writing. In her opinion, they should become aware of the different ways readers interpret what they write and be able to edit their own writing to convey their messages as unambiguously as possible. Thus, for one of her classes of 32 students, she designs a process writing unit with the following learning goal: “Students will be aware of the different ways their writing can be interpreted and will edit what they write in light of that awareness.”

For the unit, she plans, prepares, and implements a number of learning activities over a 10-day period. For example, one day she divides the 32 students into five cooperative-learning groups of 6 or 7 each. Within each group, one student reads a paragraph she or he wrote for homework. The other students then discuss the meaning of the paragraph as if the writer were not present. The writer, who is not allowed to enter into the discussion, listens and takes notes on how the classmates interpreted the paragraph. Later, the writer is to modify the paragraph in light of the discussion. This activity continues until all students have had a chance to read their paragraphs and hear them discussed.

Near the end of the 10-day unit, Ms. Martinez uses a posttest to help her evaluate students’ awareness of readers’ interpretations and how effectively students learned to edit what they wrote.

The idea for Ms. Martinez’s unit grew from her belief that her students needed to improve their writing and editing abilities. Deciding to do something about that need, she determined a learning goal. To help her students achieve that goal, she designed learning activities and then prepared for them (e.g., rearranging her classroom to accommodate five groups working independently). The term learning activity refers to what a teacher plans for students to experience to help them achieve a learning goal. When Ms. Martinez’s students were writing paragraphs, reading them in their groups, listening...
to others read, discussing what was read, taking notes, and rewriting paragraphs, those students were engaged in learning activities, and Ms. Martinez was conducting learning activities. Finally, Ms. Martinez evaluated how successfully her students achieved the unit’s goal.

You, like Ms. Martinez, design and conduct teaching units by effecting the six stages of what is referred to throughout this textbook as a teaching cycle:

1. Determine needs of students.
2. Determine learning goal.
3. Design learning activities.
4. Prepare for the learning activities.
5. Conduct the learning activities.
6. Determine how well students have achieved the learning goal.

Not only is each individual teaching cycle filled with complex decisions for you to make, but you must also concurrently operate various stages of multiple teaching cycles as you teach. Two of the many concurrent teaching cycles Mr. Chacone operates are apparent in Case 1.2 (adapted from Cangelosi, 2000, pp. 2–4).

CASE 1.2

While designing one of the mathematics units for his class of 26 second graders, Mr. Chacone thinks to himself, “For mathematics to be meaningful and useful to my students, they need to connect some key concepts to their own everyday lives. This unit involves some fundamental geometry. Circle is one of the key concepts with which this unit should deal. I don’t want them only to remember that a circle is something that’s round. They need to construct the concept of circle for themselves—internalizing the attributes of a circle and understanding how round is different from straight. Okay, if I think of some point as the center of my circle and some distance from that point as my radius, then my circle is made up of all the points in a plane that are that same distance from the center point. (See Figure 1.1.) At this time in their school lives, they don’t need a formal definition of circle with technical words like radius, equidistant, and plane until they’ve conceptualized circles.

Mr. Chacone decides to include the following among the objectives for the unit he is planning:

1. Students construct the concept of circle.

He then designs the lesson for the objective. Several days later, Mr. Chacone is with his students outside in the schoolyard engaging them in the lesson he designed. He places a soccer ball on the ground and marks a straight line about 15 meters from the ball. He directs the students to stand side by side on the line as shown in Figure 1.2 and explains the rules of a game they are about to play.

In the game, Mr. Chacone calls out two students’ names in rapid succession. Upon hearing their names, those students race from their places on the line and, without contacting one another, try to kick the ball before the other. After each race, the ball is replaced and another pair of names is called. As Rosita waits for her name to be called following the second race, she shoves her way from an outside position on the line to one closer to the middle of the line. Mr. Chacone thinks, “It’s good that Rosita has figured out that she gains an advantage by being nearer the middle of the line—that’s going to help her discover the attributes of a circle. But she also needs to comply with my directions and behave politely. To get her to learn to follow the rules and cooperate, I’ll intervene by applying the principle of negative reinforcement.” (Note that negative reinforcement is a principle that is explained in Chapter 2 of this text.) He calmly signals Rosita to come stand by him. After the third race, he tells her, “Rosita, you may rejoin the game as soon as you make...
Given a distance $r$, a circle with radius $r$ is the set of all the points in a plane that are $r$ from its center. Thus, the following figure is a circle with radius approximately equal to 2.1 inches. Its center, $C$, and the broken line segments indicating the length of the radius are not part of the circle.

Figure 1.1. The Concept of Circle Mr. Chacone Wants His Second Graders to Construct for Themselves

Figure 1.2. Early in Mr. Chacone’s Mathematics Lesson
up your mind to keep your place in line and respect your classmates’ rights.” Rosita: “But it’s not fair; Jamie is closer to the ball than me!” Mr. Chacone: “Yes, I know. You may rejoin the game as soon as you make up your mind to keep your place in line and respect your classmates’ rights.” After the fourth race, Rosita jogs over to her original place on the line. Through the next two races, Mr. Chacone observes her waiting to hear her name in compliance with the rules. To positively reinforce this on-task behavior, Mr. Chacone calls out her name along with a student’s who is located even farther from the ball than Rosita.

Although students aren’t shoving one another or getting out of line, they are squeezing closer to the middle of the line in anticipation of their names being called. As the races continue, they grumble about the game not being fair. Mr. Chacone calls a halt to the proceedings and engages them in a discussion to explain why they think the game isn’t fair. They agree that everyone should be “just as close to the ball.” Mr. Chacone directs them to change the rules so they are fair to everyone, but insists that they don’t shorten the distance between the starting line and the ball because everyone needs the exercise. The students discuss the problem and decide that everyone would have the same distance to run if they lined up around the ball. They arrange themselves as shown in Figure 1.3 and continue the game under the revised rules.

The following day, Mr. Chacone continues the lesson in the classroom with the students describing and illustrating why and how they revised the game. Aware students knew the word “circle” prior to the lesson, he writes it on the board and has students list those things that make circles special. The list includes “Circles are round and smooth,” “Circles are around something, always the same amount away,” “Circles are flat, unless you stand them up, which is when they’re skinny,” “Circles have a huge hole in the middle,” “A circle is like the outside of a hole that has been dug real even,” and “Circles don’t have any wiggles in them.” Such comments help Mr. Chacone to judge that most students are achieving the objective of the lesson.

As you work with students, you will orchestrate many interrelated teaching cycles. Engage in Activity 1.1.
In Case 1.2, Mr. Chacone executed one teaching cycle by designing and conducting the lesson on circles. Using Figure 1.4 as a guideline, identify what he did for each of the six stages.

**ACTIVITY 1.1**

1. He recognized a student need when he decided, “For mathematics to be meaningful and useful to my students, they need to connect some key concepts to their own everyday lives. They need to construct the concept of circle for themselves—internalizing the attributes of a circle and understanding how round is different from straight.”

2. He determined an objective that addressed the need by deciding to lead students to construct the concept of circle.

3. He decided how to lead students to achieve the objective by designing the lesson involving the racing game with the soccer ball.

4. Among other things, he obtained the soccer ball, reserved the playing field, and marked the field with the straight line.

5. He implemented the plan by engaging the students in the lesson that included the racing game with the soccer ball.

6. After observing students’ activities and listening to their comments near the end of the lesson, he determined how well students achieved the objective by judging that most were in the process of learning.

Case 1.2 also relates another teaching cycle involving Mr. Chacone teaching Rosita to cooperate. Identify what he did for each of the six stages of that cycle.

**Figure 1.4. The Teaching Cycles Model**

Compare what you identified to the following:

1. He recognized a student need when he decided Rosita needed to comply with his directions and behave politely.

2. He determined an objective that addressed the need when he decided to lead Rosita to follow the rules and cooperate.

3. He decided how to lead a student to achieve the objective by planning to use the principle of negative reinforcement.

4. Case 1.2 doesn’t indicate Mr. Chacone specifically doing anything in preparation for implementing his plan.

5. He implemented the plan by signaling Rosita to stand by him and interacting with her as described in Case 1.2.

6. He determined how well Rosita achieved the objective after observing her waiting at her place in compliance with the rules.

Note that Mr. Chacone’s judgment that Rosita achieved the classroom management objective influenced him to initiate another teaching cycle—one with the objective of positively reinforcing Rosita’s cooperation. Of course, Mr. Chacone was also in the process of orchestrating another teaching cycle by designing and implementing the teaching unit of which the lesson on circles was a part. The Teaching Cycles Model will serve as an advanced organizer for systematically teaching students to supplant uncooperative behaviors with cooperative ones.
ALLOCATED TIME AND TRANSITION TIME

The third stage of a teaching cycle requires you to design and plan your students’ learning activities. Suppose that the learning activities you plan for one school period call for a group of students to (a) read a passage from a book, (b) discuss what they read, (c) listen to you give a brief lecture, (d) respond individually in writing to questions on a worksheet, and (e) read another passage and write a brief essay for homework. The intervals in that day when you intend to have your students engaged in these learning activities are referred to as allocated times. Obviously, allocated time cannot take up an entire school period. On the day you conduct the five learning activities, time must also be devoted to, among other things, (a) getting your students assembled and attentive, (b) assigning the reading and directing them to begin, (c) calling students’ attention away from the reading and to the lecture, (d) after the lecture, distributing the worksheets and directing students to answer the questions, and (e) calling a halt to the worksheet activity and assigning the homework. The time intervals to take care of such tasks before and after scheduled learning activities (i.e., between allocated times) are referred to as transition times.

STUDENT BEHAVIORS

On-Task, Engaged, Off-Task, and Disruptive

Consider the behaviors of the students in the following three cases:

CASE 1.3

Ms. Isaac directs Buster and Elysia, two of his 28 first graders, to put on their aprons and remove their paints from their supply boxes in preparation for a learning activity. Buster puts on his apron, takes out his paints, and waits for directions. Elysia picks up a bottle of yellow paint and throws it across the room, splattering several students.

CASE 1.4

Ms. Saunders, a high school history teacher, is in the midst of conducting a class discussion on why the U.S. Congress rescinded prohibition in 1933. Lia listens intently to the discussion, occasionally expressing her thoughts on the causes. Amy quietly sits at her desk daydreaming about riding horses.

CASE 1.5

Coach Murphy directs 18 of his football players to take two laps around the field. Hewitt begins running while Ricky hides behind the blocking sled until the others have completed the exercise.

Buster’s, Lia’s, and Hewitt’s behaviors, as described in Cases 1.3 to 1.5, are cooperative. These three students were acting as their teachers had planned. Because they were attempting to follow their teachers’ directions, their behaviors were on-task. Buster was on-task during transition time. Lia, during the time that Ms. Saunders had allocated for discussing why Congress had rescinded prohibition, seemed to be involved in the discussion. Hewitt, like Lia, became engaged in a learning activity by
being on-task during allocated time. In general, students who are cooperating with a teacher and doing what the teacher planned for them to do are displaying on-task behavior. If on-task behavior occurs during a period of allocated time, the behavior is also referred to as student engagement in a learning activity. On-task behavior can occur during either allocated time or transition time. Engagement can occur only during allocated time. Elysia’s, Amy’s, and Ricky’s behaviors in the cases were uncooperative. Elysia was off-task because she was not attempting to follow Mr. Isaac’s directions. Amy’s behavior was not disruptive like Elysia’s, but Amy was still off-task because she was neither listening nor contributing to the discussion, as Ms. Saunders had directed. Unlike Elysia’s, Amy’s off-task behavior occurred during allocated time; thus, Amy was disengaged from a learning activity. Similarly, Ricky was off-task and not engaged in Coach Murphy’s planned learning activity.

When Elysia flung her paint across Mr. Isaac’s room, she was not only displaying off-task behavior, but her behavior also prevented or discouraged other students from being on-task. Amy’s quiet daydreaming, however, probably did not disturb any of the other students or interfere with their chances of being on-task. The off-task behavior that Elysia exhibited is referred to as disruptive; Amy’s off-task behavior was not disruptive. Off-task behaviors such as students talking to one another during times allocated for listening to a presentation, interrupting a speaker, being generally discourteous, clowning, and acting out violently are usually disruptive. Off-task behaviors such as students allowing their minds to wander from the topic at hand, daydreaming, being quietly inattentive because of the effects of drugs, failing to complete homework assignments, skipping class, and cheating on tests are usually nondisruptive. In general, a student’s behavior is disruptive when it interferes with other students being on-task.

Fear of disruptive behaviors is a major source of teacher stress (Obenchain & Taylor, 2005). Teachers who are considered by their supervisors and others to have poor classroom control and discipline problems are teachers whose students display high levels of disruptive behaviors. You have little choice but to deal one way or another with student disruptions. But unless you also deal effectively with nondisruptive off-task behaviors, (a) transition times will be inefficient, thus robbing you of allocated time, (b) disengaged students will fail to achieve your learning goals, and (c) nondisruptive off-task behaviors are likely to escalate into disruptions.

**ACTIVITY 1.2**

With a colleague, reexamine Case 1.2 and respond to the following prompts about Rosita’s behavior:

1. Identify one example in which Rosita’s behavior was engaged.
2. Identify one example in which Rosita’s behavior was on-task.
3. Although Case 1.2 does not specify an explicit example in which Rosita’s behavior was on-task but not engaged, you can infer that at some point during the time in which Case 1.2 took place, Rosita did display such behavior. Describe an example that is consistent within the context of Case 1.2 in which Rosita is on-task but not engaged.
4. Identify an example in which Rosita’s behavior is off-task.
5. Identify an example in which Rosita’s behavior is disruptive.

Compare your responses to the following ones:

1. Among the possible examples in which Rosita displayed engaged behavior is the following: During the fifth and sixth races, she waits to hear her name; she races toward the ball in response to her name being called for the seventh race.
2. Engaged behavior is also on-task. Thus, Rosita was on-task in the example listed under “1” above.

3. Had Rosita cooperatively followed Mr. Chacon’s procedure for moving with her classmates from the playing field back to the classroom, she would have been on-task during transition time. Thus, her behavior would be on-task but not engaged.

4. Rosita’s behavior was off-task when she shoved her way toward the middle of the line following the second race.

5. Rosita’s off-task behavior in the example listed under “4” above was also disruptive because it likely disturbed the on-task behaviors of other students.

Prosocial and Antisocial

Students’ on-task, engaged, off-task, and disruptive behaviors directly affect the success of learning activities and, thus, lessons. However, because teaching is such a complex art, you cannot only focus your attention on individual lessons. You are also in charge of establishing and orchestrating a learning community whose long-range success depends on its members routinely conducting themselves in a civil, safe, and cooperative manner. Social behaviors that are cooperative, peaceful, and mutually reciprocal among people are prosocial. Leading students to exhibit prosocial behaviors is, of course, a major reason for applying classroom management strategies. In Case 1.6 Ben demonstrates prosocial behavior:

CASE 1.6

Ms. Greene has organized her class of 33 sixth graders into six collaborative teams; each examines a different aspect of the U.S. Patriot Act as extended by Congress in 2011. Ben and Teshawn are assigned to the same team, but Teshawn is absent the day their team plans its report for the rest of the class. Without any prompting from Ms. Greene, Ben phones Teshawn that night to tell him about their team’s discussion; Ben then e-mails Teshawn the plans for the report.

The next day, Tamra nervously prefaces her report to the class with, “This assignment just confused me. I wish Ms. Greene would just tell us if the Patriot Act is good or not. It’s too hard for us to decide! Okay, what we—” Katrina, a member of Tamra’s team, suddenly grabs the paper from Tamra’s hand and yells, “You’re such a wimp! Here I’ll give the report.” Ms. Greene intervenes, “Katrina, I need Tamra to present the report.” Katrina throws the paper in Tamra’s face, knocks over her team’s display board, and yells, “Whatever, let the wimp do it!” Ben calmly rights the display board as Ms. Greene deals with Katrina’s disruptive behavior.

The antithesis of prosocial behavior is antisocial behavior. Behavior is antisocial if it is hostile to the well-being of a community, is aversive to others, and deviates from accepted standards of civility. Katrina’s behavior in Case 1.6 is not only disruptive to Ms. Greene’s learning activity, but it is also antisocial. Tamra complained about Ms. Greene’s collaborative group assignment, but she was only expressing her opinion, not threatening the well-being of the classroom community. Thus, Tamra’s complaint shouldn’t be considered antisocial.

Developing strategies for leading students toward prosocial, on-task, and engaged behaviors and away from antisocial, off-task, and disruptive behaviors is the major focus of the remainder of this text.
Chapter 1. The Complex Art of Teaching

Taking Charge in Your Classroom

Considering the complexities of classroom and school communities, it’s no surprise that behavior management and student discipline problems (e.g., lack of control and fighting) in schools continues to be, as it has been for at least the past 40 years, the number one concern of students, teachers, parents, and school administrators (Kumarakulasingam & Harrington, 2006). For typical classrooms, research studies suggest that the time allocated to learning activities averages about 60% of the time that students spend at school, and on the average, students are actually engaged in learning activities for about half that allocated time (Charles, 2005, p. 58; Weinstein & Mignano, 1993). Thus, the average amount of time in typical classroom situations that students spend actively engaged in learning activities is about 30% of the time they are at school. Why do students spend what appears to be an inordinate share of their time either off-task or in transition between learning activities? Shouldn’t they be engaged in learning activities for a larger portion of the school day?

When the proportion of allocated time that students spend engaged in learning activities is increased, students’ achievement of learning goals increases (Fisher et al., 1980; Woolfolk, 1993, pp. 402–406). Some reports suggest that both the school year and the school day should be lengthened to accommodate more allocated time (Patall, Cooper, & Allen, 2012). Others, however, clearly show that through effective planning and organization teachers can increase allocated time without lengthening either the school day or year, by minimizing transition time (Jones & Jones, 2004, pp. 282–298; Patall et al., 2012; Struyk, 1990). Furthermore, by applying fundamental classroom management and discipline techniques, teachers can lead students to be engaged in learning activities for more than 90% of allocated time (Cangelosi, 1990, pp. 13–20; Evertson, 1989; Fisher et al., 1980; Jones, 1979).

Major influences on how much of your students’ time is spent cooperatively engaged in learning activities are (a) the goals you establish for your students to achieve; (b) the way you plan, prepare for, and conduct learning activities; (c) how you evaluate your students’ achievements; (d) the way you organize and manage the classroom setting; and (e) the manner in which you communicate with students and their parents. Of course, other factors—many of which are out of your control—will also influence how well your students cooperate. Unsympathetic school administrators, uncaring parents, lack of needed supplies and facilities, too many students for one teacher, students with behavior disorders, the politics of high-stakes testing, and more work than is possible in 24-hour days are major culprits. But dwelling on causes outside your control will not be an efficient means for you to begin building productive learning communities in which students spend most of their time engaged in meaningful lessons. Instead, address this question: “What can I, the teacher in charge of students, do?” If you are willing to do what you can to gain and maintain your students’ cooperation, then you are ready to work your way through the remainder of this text.

Synthesis Activities for Chapter 1

The synthesis activities for each chapter are intended to (a) help you bring together the various ideas in the chapter, (b) reinforce and extend what you learned, and (c) assess what you gained from the chapter so that you can identify your areas of proficiency
and the topics you need to review. Another purpose is to encourage you to articulate your thoughts about classroom management strategies in both writing and discussion. Understanding is enhanced through such activities (Knipper & Duggan, 2006; Paul & Elder, 2005; VanDeWeghe, 2005).

Here are the synthesis activities for Chapter 1:

I. Examine Case 1.7, and respond to the lettered prompts that follow in light of what you read.

CASE 1.7

Because Ms. Kobayashi believes that most of her 33 home economics students do not adequately practice comparison shopping, she decides to conduct a learning unit designed to improve students’ abilities to assess the cost-benefit value of products sold in stores. During one of the unit’s learning activities, which involves students cutting ads out of newspapers, Corine and Gordon toss balled-up newspaper scraps at one another. Ms. Kobayashi decides to put a stop to their activity by speaking to them privately and directing them to clean up the area during the time when the rest of the class is taste-testing the fruit salad made during another learning activity. Both Corine and Gordon cooperatively clean up and do not disturb the class during subsequent lessons in the unit. Thus, Ms. Kobayashi concludes that they will be less likely to clown around in future class sessions. At the end of the unit, a test is given. Ms. Kobayashi decides that 11 of the 13 students who scored markedly higher than the test average are proficient at assessing the cost-benefit value of products.

A. In Case 1.7, Ms. Kobayashi completed two teaching cycles. One dealt with assessing cost-benefit values; the other dealt with a discipline problem. List what she did for each of the six stages of the cycle by answering the following questions:

1. Ms. Kobayashi implemented the first stage of a cycle when she decided what? She implemented the second stage when she decided what? What did she decide when she implemented the third stage? What are some of the things she might have done while implementing the fourth stage? What are some of the things she probably did in carrying out the fifth stage? What did she decide when implementing the sixth stage?

2. Ms. Kobayashi implemented the first stage of a cycle when she decided what? She implemented the second stage when she decided what? What did she decide when she implemented the third stage? What are some of the things she might have done while implementing the fourth stage? What are some of the things she probably did in carrying out the fifth stage? What did she decide when implementing the sixth stage?

B. A number of instances of allocated time occurred in Case 1.7. What was one?

C. A number of instances of transition time were implied. What was one?

II. Compare your responses to Synthesis Activity I’s prompts to those of a colleague; discuss similarities and differences. Because the questions posed by the prompts are open-ended, an exact answer key cannot be provided. Nevertheless, evaluate your responses in light of the following comments and sample responses.

In Case 1.7, Ms. Kobayashi followed the Teaching Cycles Model in planning and conducting her unit on comparison shopping and also followed it to teach Corine and Gordon to be on-task. Applying the model to discipline goals in the same way that it is applied to academic learning goals may be a strange idea to many. But as Chapter 8 suggests, if you treat student displays of off-task behavior as indications that students need
to learn something, you are more likely to deal effectively with discipline problems when they arise.

With respect to the cost-benefit unit, Ms. Kobayashi implemented the first stage when she decided that most of her students needed to be able to practice comparison shopping. The second was implemented when she set the goal for them to be able to assess cost-benefit values. The principal difference between the first and second stages is that a teacher who only determines that students have a particular need has not yet decided to do something about that need. As a teacher, you identify many needs that your students have that never lead to learning goals. You cannot, nor do you have the right or responsibility to, take care of all your students' needs. The student needs that fall within your responsibilities as a teacher and with which you are reasonably capable of dealing lead to learning goals. Ms. Kobayashi could have decided that other needs should take priority over learning to comparison shop, and she could have chosen not to move to the second stage. In this example, however, she decided to act on her recognition of that particular need. She implemented the third stage by planning to have students cut out newspaper ads and carry out other activities not given in the case. What she did to carry out the fourth stage (i.e., preparing for learning activities) is not described in Case 1.7. Try to imagine what she might have done. For example, she may have collected particular editions of newspapers with some especially helpful advertisements, distributed the papers and scissors, and grouped the students in a way that would benefit the smooth operation of the lesson. For the fifth stage, she explained what they were to do with the ads and supervised the cutting-out activities. In the sixth stage, she decided, probably among other things, that 11 of the 13 students who scored markedly higher than the test average were proficient at assessing the cost-benefit value of products.

With respect to the way she dealt with the discipline problem, it appears that Ms. Kobayashi decided, in the first stage of the second teaching cycle, that Corine’s and Gordon’s disruptive behavior should cease. There are times when a teacher may identify a need (e.g., that some off-task behavior should cease) and wisely choose not to deal with that need. Dealing with the unwanted behavior may itself create more disruption. But Ms. Kobayashi chose to deal with Corine’s and Gordon’s disruption and thus went on to the second stage of the model by deciding to get them to stop tossing paper balls. The third stage was implemented by deciding to speak to them privately and directing them to the clean-up task. You really have to use your imagination to fill in a fourth stage. Possibly, she saw to it that the rest of the class was able to remain busy while she directed Corine and Gordon to a private spot for the conversation. The fifth stage was, of course, speaking to them and directing them to clean up. Her evaluation that they had been adequately discouraged from repeating such behavior provided the sixth stage.

Regarding Prompts I-B and I-C, there are many examples you could have given. The time that Ms. Kobayashi planned to spend with students cutting out ads was an example of allocated time. Time spent directing the students from their newspaper-cutting activities to their salad-tasting activities was an example of transition time.

III. Following are some brief descriptions of student behaviors. Label each according to an appropriate combination of the following: (1) on-task, (2) off-task, (3) engaged, or (4) disruptive:

A. Ms. Romano directs her first graders to complete seven mathematics exercises on a task sheet. After working on only one or two of the exercises, several students begin doodling and drawing pictures.

B. Mr. Finegan tells his third graders that it is time for them to put away the materials with which they have been working at learning centers and get to their reading groups
for the next lesson. Dale puts away the center materials and immediately goes to his reading group area and waits. Adonis places some of the colored rods from the learning center on Mary’s head. Mary yells at Adonis, and the two begin arguing.

C. Charlene, Marion, and Rufus are eleventh graders engaging in a lively conversation as they wait for Mr. Bench to enter the classroom and begin chemistry class. Mr. Bench arrives, asks for silence, and asks Marion to demonstrate an experiment that had been tried for homework. Marion begins the demonstration. Except for Charlene and Rufus, who continue to socialize, class members watch and listen to the demonstration.

IV. Compare your responses to Synthesis Activity III’s prompts to those of a colleague. Resolve differences. Evaluate your responses in light of the following comments:

Ms. Romano’s students who doodled during time allocated for the mathematics exercises displayed off-task behavior. Doodling is usually not disruptive. The Mr. Finegan example involved transitional time rather than allocated time, so there was no opportunity for students to be engaged in learning activities as was the case in the Ms. Romano example. Dale’s behavior appeared to be on-task, while Adonis’s and Mary’s seemed both off-task and disruptive. During the transitional time before Mr. Bench asked Marion to demonstrate the experiment, Charlene, Marion, and Rufus’s talking did not seem inappropriate. When Marion began the demonstration, however, Charlene and Rufus’s conversation became off-task and may have been disruptive, depending on whether or not others were distracted. Marion and those students who paid attention were displaying on-task, engaged behaviors during the demonstration.

V. Spend about an hour observing in an elementary, middle, or secondary school classroom. During that time, select a transitional time period and a period of allocated time to complete the following tasks:

A. Answer the following questions about the transition period:
   a. For about how long did the transition period last?
   b. What happened immediately before the transition period began?
   c. What did the teacher do to get the students into the transition period?
   d. What happened during the transition period?
   e. What did the teacher do to get the students out of the transition period?
   f. What happened immediately after the transition period?

B. Note one student, if there were any at all, who appeared to be on-task during the transition period and then complete the following task:
   a. Describe those aspects of the student’s behavior that led you to believe that she or he was on-task during the transition.
   b. Describe the teacher’s response to the student’s apparent on-task behavior.

C. Note one student, if there were any at all, who appeared to be off-task during the transition period and then complete the following task:
   a. Describe those aspects of the student’s behavior that led you to believe that she or he was off-task during the transition.
   b. Describe the teacher’s response to the student’s apparent off-task behavior.
Chapter 1. The Complex Art of Teaching

D. Answer the following questions about the allocated period:
   a. For about how long did the allocated time period last?
   b. What happened immediately before the allocated time period began?
   c. What did the teacher do to get the students into the allocated time period?
   d. What happened during the allocated time period?
   e. What did the teacher do to get the students out of the allocated time period?
   f. What happened immediately after the allocated time period?

E. Note one student, if there were any at all, who appeared to be engaged in the learning activities of that allocated time period and then complete the following task:
   a. Describe those aspects of the student’s behavior that led you to believe that she or he was engaged in the learning activities.
   b. Describe the teacher’s response to the student’s apparent engaged behavior.

F. Note one student, if there were any at all, who appeared to be off-task during the allocated time period and then complete the following task:
   a. Describe those aspects of the student’s behavior that led you to believe that she or he was disengaged from the learning activities during the allocated time period.
   b. Describe the teacher’s response to the student’s apparent off-task behavior.

G. If you observed an example of prosocial behavior by a student, describe it and explain why you classified the behavior as prosocial.

H. If you observed an example of antisocial behavior by a student, describe it and explain why you classified the behavior as antisocial.

VI. Share, compare, and discuss your responses to Synthesis Activity V’s prompts with those of colleagues. Make sure that as you discuss in-school observations that you do not violate professional confidences. Do not identify individual students by name; describe what you observed without making judgmental comments about the work of teachers.

TRANSITIONAL ACTIVITY FROM CHAPTER 1 TO CHAPTER 2

The transitional activity from one chapter to the next is designed to set the stage for your work in the subsequent chapter. In preparation for your work in Chapter 2, collaboratively respond to the following prompts with two or more colleagues:

I. Call to mind a child, preadolescent, or adolescent who is the age of a grade level you anticipate teaching and with whom you are familiar. Rank each of the following activities from 1st to 14th regarding your student’s natural inclination to engage in that activity:
   A. Play a computer game of her or his choice
   B. Complete an arithmetic computation using a pencil and paper
   C. Sit quietly in a desk and take notes as you present a lecture
   D. Talk to one of her or his good friends
   E. Read a textbook
Transitional Activity from Chapter 1 to Chapter 2

F. Read a magazine about popular musicians
G. Play basketball
H. Daydream
I. Write responses to worksheet prompts about physical science
J. Write a note to a friend
K. Shop for clothes
L. Write a report on a short story assigned by a teacher
M. Sleep
N. Use a computer to respond to prompts from a computer-based language-arts learning program

With your colleagues, discuss your respective rankings. Classify each activity according to whether or not it is typically associated with student engagement in classrooms.

II. Address the following question: What are some of the academic areas of study that provide the research findings that are the bases for sound classroom management strategies?

III. Compare and discuss two very different classroom management styles you experienced from teachers you’ve had during your years in elementary, middle, and secondary schools.