

The cornerstone of good rapport is respect: respect for self, respect for the service you provide in your role as a teacher, and respect for those you provide that service to.

—Gabriel “Asheru” Benn, p. 20

Fewer than 40 percent of teachers report that they are asked to be involved in establishing student discipline policies.

—Randy Sprick and Jim Knight, p. 48

Let’s call out the practice of behavior charts for what it really is: public shaming of children into compliance.

—Lee Ann Jung and
Dominique Smith, p. 12

Classroom Management from All Angles

Group work should lead to a product that reflects the full integration of participants’ diverse skill sets.

—Larissa Pahomov, p. 34

Expecting students to behave a certain way in the classroom without delineating these expectations is like giving them a test they didn’t have a chance to study for.

—Amy Murphy and Brian Van Brunt, p. 66

Common language provides a pathway for consistent expectations throughout a school, allowing students to practice the same positive behaviors in every class, every day, at every grade level.

—Vanessa Scanfeld, LaShonda Davis,
Leah Weintraub, and Vincent Dotoli, p. 54

Consequences are tough. On the one hand, they help set clear boundaries and keep students and teachers safe, so that challenging behaviors don’t spiral out of control. At the same time, we must not over-rely on them, because they have limited power to teach positive behaviors.

—Mike Anderson, p. 26