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Classroom Management in the Urban Setting

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Classroom Management in the Urban Setting

Abstract

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Classroom Management in the Urban Setting 2

Abstract

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Classroom Management in the Urban Setting

Classroom management has been known to have incredible inconsistencies among middle and secondary classrooms but especially in the urban school setting. Some teachers are not prepared for what they are expected to deal with or have the tools for running an organized classroom and they do not have administrative support. The students in an urban setting need to feel respected and have a positive behavior consequence rather than negative, but how is this all possible when lack of funding is another issue that partakes in the urban school districts? Teachers need to recognize that there is diversity among their students and understand that all students react differently and have diverse backgrounds. Students who come from culturally diverse backgrounds need teachers and administrators that can understand their cultural dynamics. Brown states that one key aspect to successful classroom management is building relationships with the students starting with the first day of school. From my interviews and observations, teachers in the urban setting stated that consistency and routines are pertinent to classroom management. Teachers who had classroom management also had organization, expectations and a specific daily class setting. Overall the setting of any classroom should impact the students in a positive way.

Why is classroom management such a difficult task in the urban setting?

During the age of adolescence, a child is going through many social and emotional trials and tribulations. Brown states that these aspects can add to a teacher's struggle for classroom management in the middle and secondary grade levels (as cited in Weiner, 2003, p. 305). Brown states that one key aspect to successful classroom management is building relationships with the students starting with the first day of school. Poverty, crime, violence, student desolation, deterrence, and family insecurity all challenge classroom management in the urban setting. Holliday suggests that school administrators need to recognize that teachers struggle with

classroom management and find ways to support them (as cited in Manning & Bucher, 2005, p.5). Teachers also need to recognize that there is diversity among their students and understand that all students react and have different backgrounds than one another. Teachers that do not respect their students and their values, background and the choices they make in life create a relationship where it is harder for the students to respect the teacher. When teachers are culturally different than their students they have a greater challenge in relating to their students, which could lead to classroom management issues (Weiner, 2003).

Another cause to poor classroom management in the urban setting is the “deficient paradigm” (Weiner, 2003). This is similar to the contributions listed above by Holliday, the paradigm is centralized more to the specific “problems in students, their families, their culture and their communities” (Weiner, 2003, p. 305). In addition to working with students of varying backgrounds, teachers have difficulty understanding how to work with underlying students. City school districts also have the contribution of being under funded, which can attribute to poor classroom management or even deterred teachers and students. Unfortunately when teachers are in an urban setting they usually have time only left for rote learning instead for teaching with meaning, because there is an enormous amount of time spent on social and behavioral aspects in the classroom. Urban school districts have specific characteristics that might be found as difficult to many teachers. However, when teachers identify students as an asset to help with solving classroom management problems rather than seeing the students as the “problem” as to why there are classroom management issues, the process of building a positive classroom environment can occur (Weiner, 2003).

Students who come from a multicultural background need teachers and administrators that can understand their cultural dynamics. Teachers and administrators hold, sometimes unearned “power” that comes with the job. The teachers embrace the key to unlocking the respect of their

students and according to Lisa D. Delpit (as cited in Katzman, Gandhi, Harbour & Larock, 2005), this in turn will help with behaviors and classroom management. There are five aspects of power that teachers need to adhere to, to have a balance of respect in a classroom. The aspects of power include: ["Issues of power are enacted in the classroom, more simply put the power of teachers over students determine the world presented, codes or rules participating in power means the teacher is communicating strategies and has a presentation of self to the class, there is a reflection of the rules of culture or the rules of culture of those who have "power," being told explicitly the rules of that culture make acquiring power easier or more simply, you are not a part of the "culture in power," those of less power are most aware of their existence, more cleanly put, those of "power" cannot admit to the power they own and those who do not have "power" are aware of not owning power" (Katzman, et al., 2005, p.123-4)]. Students especially in an urban school district view their authority figures such as teachers, administrators and school personnel to act with authority and when they do not, students feel that they do not own that authority and position. Middle class teachers, especially those that are white, feel as if teachers should automatically receive authority because they are the teacher. For a white teacher in an urban school district this can cause problems in the classroom especially with behaviors and classroom management. Some teachers even go as far as using their power to "disempower" their own students (Katzman, et al., 2005, p.129-131).

How to create and achieve a positive classroom environment

Starting with the first day of school, the teacher needs to set up disciplinary policies right away. The teacher will establish rules and the students will try to "test" the teacher to see what the teacher will accept and what they will not tolerate in their classrooms. Once a teacher gives their students flexibility on a behavior it is not possible to get the control back. After a long vacation

from school, the teacher should use the time wisely to reestablish the “behavior and classroom management” procedures (Grubaugh & Houston, 2009).

Some basic ideas of constructing a positive classroom environment are simple but sometimes not thought of by a new or tenured teacher. As a teacher you need to teach how to complete a task and sometimes because the task at hand seems simple to us, we might not realize that it is not that easy for a student. Teach the proper steps of how to complete a task. After you set guidelines for activities and daily procedures make sure as a class you practice those steps and the transitioning process from one activity to the next. Find out what interests your “tough” students that you have difficulty connecting with and use them to your advantage by engaging them into helping others. Always remember to pick your battles, some teachers sweat the small stuff and this will let your students know they can take up as much time as they want away from instruction. Make sure you as the teacher let them know they have to own up to their behavior and be responsible to explain that to their guardians when you call home (“NeatToday” 2009). Jana Dean, a Middle school teacher from Olympia, Washington states, “The classroom is a place for growth, and as a class this needs to happen and as the teacher you are their guidance to that progress” (“NeatToday,” 2009, p. 41).

The setting of any classroom should impact the students in a positive way. The arrangement of the desks, the opportunity for students to use learning centers and an organized and colorful eye-catching room attracts the students into learning. Seating arrangements can vary and they should be used to the teachers advantage like, arranging the desks in groups or clusters for discussion led classes, grouping by interest or ability, or grouping by learning responsibilities and closeness to the teacher. Students should not be grouped by IQ, grade point average or ethnicity. Students who sit in rows are more prone to become off task and disruptive. The room should contain, if possible, electronics to captivate students’ day and age with technology, many

posters which relate to the subject area and to the many cultures and diversity of the students. The students can see if the teacher is unorganized with record keeping and making sure students are following the rules. These rules should be posted somewhere in the room so students can easily view them daily. The teachers' desk should never be removed from the students because this will show a lack of interest in their students. The mood and pace of the classroom also affects how the behavior is in the classroom. Teachers could also help with the classroom environment by gaining the acceptance of the "student leaders" and this can minimize inappropriate behavior by these leaders, which will lead to classroom management becoming more sufficient. The teachers' appearance plays a big role in the student's perception and respect for their teacher (Grubaugh & Houston, 2009). "Grossnickle completed research that indicates teachers who dress better have students that work harder and longer" (as cited in Grubaugh & Houston, 1990, p. 368).

Specific programs are comprised to specifically cater to a positive classroom environment. It is the responsibility of the teacher to focus on what could be put in place in his/her classroom. Consistency needs to be stable in the classroom and the students will expect these procedures when they enter into the classroom every day. Before procedures can be set in the classroom, the teacher needs to identify the problem at hand. First, "identify problem behaviors and describe them in neutral terms. Second, explain the current explanation for behavior and how to attempt to correct it, and the results. Third, generate alternative explanations for the behavior. Fourth, act on one or more of the new, positive explanations. Lastly, do not refer to the problem behavior, even by comparing new, positive behaviors to the old behavior as reinforcement" (Weiner, 2003).

The Positive Alternative Learning Supports Program (PALS) was "an action research program that was designed from a need to improve student outcomes, an awareness of best practices in behavior management, data based decision making, and administrative support and collaboration of interdisciplinary team members willing to implement change" (Arter p.38, 2007).

For the research study, the program was completed in an urban middle school for grades six through eight. During the study it was found that when negative consequences are given without the teacher addressing what the student accomplishes by engaging in the misbehavior, this would fail and might even lead to aggravate the misbehavior. With the findings of using the PALS program, the team recognized that with additional support like adult mentoring, counseling, behavior, academics and social skills training, this would increase student success and motivation to attend school. The PALS program also promoted appropriate replacement behaviors within the classroom and increased grade point averages (GPA's). With academic support students will take school more seriously as well as focus in class. Therefore study skills improved along with test strategies, organization, homework and project completion, and participating in class. Ways to implement these findings into practice could consist of the urban schools offering more support by adults for at risk students, teachers receiving more training in positive behavioral programs, and the schools need to focus on academic achievement and the association of behavior (Arter, p.46, 2007).

Another study that was completed by Sinclair & Fraser (2002), who researched classroom management was called the Inventory of Classroom Environment (ICE), which takes little time to administer and can be scored quickly. "This study was completed with three main objectives in mind; one, to understand students' perceptions of perceived and preferred classroom environments. Two, to describe the classroom setting and within classroom gender differences and lastly, using feedback from their students' perceptions" (Sinclair & Fraser, 2002, p. 303-4). There are five scales to the ICE survey that were incorporated for students in primary and middle school levels. They are: cooperation, teacher support, task orientation, involvement and equity. The study was completed by using six Caucasian females, three Caucasian males, and one Hispanic female. The teachers that partook in the study taught middle school from grades six to

eight mostly in the content area of science. To start the process of the inventory, students took the survey that was separated by, “student perceived and student preferred versions.” From the survey, the results indicated that students within the same class had perceived the classroom similarly to one another. Students who participated in the survey stated that “class activities” were only “the fun things to do in school.” Females seemed to perceive their classroom environment as a more positive environment than males. One teacher that participated in the ICE study used daily checklists to make sure all her students were asking questions and participating in class. As cited in Fraser, Fisher and Yarrow, 1997, described the following method used in this phase of the study for changing classroom management: [“assessing the students’ perceived and preferred classroom environments, providing the results to the teachers and assisting them in making action plans, collecting data from the students, holding weekly individual meetings with the teachers to discuss techniques to change the classroom environment, and lastly reassessing the students’ perceived environments”(p. 303).] In conclusion, this study supports that classroom environments can be altered by teachers who receive appropriate support and training; however these attempts for support need to involve different approaches to interventions (as cited in Sinclair & Fraser, 2002, p. 303-23).

Looking at the demographics of your school and the surrounding area of where your students live will only help with understanding how to approach behavior management situations at your school. The Teaching Quality Assessment (TQA) and Research Assessment Exercise (RAE) refer to school personnel looking at their demographics and students to try to make the learning environment suitable for learning. Teaching Quality Assessment has the purpose of centering attention to improving the quality of course instruction and increase student experience. Some of the outcomes that are specified to TQA are reducing teachers to the student ratio, ‘modernisation’ of curriculum, student placements and smaller class sizes. Research Assessment Exercise (RAE)

produces the quality of teaching and research but is only possible with lessons learned from TAQ process (Robinson, 1999).

Specific classroom management strategies for elementary teachers.

It is important for elementary teachers to establish certain classroom management tools and strategies for students to have a basic understanding of how to control their behavior and act while in a classroom. With these skills taught, it is easier on middle and high school teachers to establish positive classroom environments because students already have the skills necessary to become successful. Urban school districts unfortunately are categorized with the following issue: “higher rates of mobility, difficulty hiring teachers, and a greater percentage of students evidencing classroom discipline problems” (Lannie & McCurdy, 2007, p. 86). That is why it is pertinent for teachers in the urban setting to have a knowledge background on behavior management and pedagogy.

“The Good Behavior Game” is a game that centers key tasks on monitoring student behavior in the urban setting within grades one through six. This game is important to this review because students that have a background on good behavior prior to middle and high school are more successful in the latter part of their education. The game along with teacher praise is proven to decrease disruptive behavior and improve appropriate behavior. The three different types of teacher praise that accompany the Good Behavior Game are: positive praise, neutral praise (not specifically positive or negative), and a negative response. The teacher has to be trained by an “experimenter” in regards to the rules of the game, recording occurrences of “disruptive behavior,” and identifying winning teams. In the research study the game was put into practice during math for thirty minutes and an observation was completed for ten minutes by the teacher. The teacher made tally marks during the game of off task behavior, and when finished, tally marks for each team were counted to determine which team was off task more often during the game. The

winning team would get a reward. Therefore when students were watched specifically for their behavior and good behavior was recognized, the disruptive behavior then decreased. From the observations the teacher would “divide the number of agreements by the number of agreements plus disagreements and multiplied by one hundred” (Lannie & McCurdy, 2007, p. 91).

Researchers from this implementation have found that the result of the negative impact of poorly managed urban school environments have a great effect towards the behavior of students at risk with the act of aggression. Kellam (as cited in Lannie & McCurdy, 2007) has found from his research “that there is a link between poorly managed first grade classroom to the continuation of severe aggression and related academic problems in middle school among boys who were aggressive at school entry” (Lannie & McCurdy, 2007, p. 93-94). Students who demonstrate overt behavior are likely to have a reoccurrence of a teacher response, there should be more increased teacher response to on task student behavior and it requires direct feedback by the teacher. This could include self-evaluations, goal setting and student recruitment. The variety of instructional activities can have a significant affect on student behavior. The way the teacher responds to student behavior, shows great correspondence to behavior and management in the urban classroom.

There is a great affect on students whether the teacher is male or female when it comes to disruptive behavior in the classroom. The way teachers decide to discipline his/her students according to their students’ gender and the gender of the teacher shows great connections between the two. Males teachers seem to have a more aggressive disciplinary approach towards their male students and female teachers are a little more consistent with their disciplinary approaches towards their male and female students. The way discipline is approached in any classroom and in any grade needs to be consistent among male and female teachers alike. Teachers and administrators need to have proper training in understanding and later implementing

proper forms of discipline for students. Lasonen states that “Teachers and administrators might need retraining in more gender-equitable teaching and in the awareness of their nonverbal behavior that can contribute to less gender-biased schools and workplaces” (as cited in Rodriguez, 2002, p. 6).

Some teachers might have specific styles of disciplining in their classroom but they might use more non-verbal cues for managing behavior. In the survey done in this article, two elementary schools were observed from grades kindergarten through six in The Bronx, NY. Studies were completed on numerous teachers to see how they responded to gender specific children. The following information was shown as a result: neither male nor female teachers used “yell at the student when responding to girls in class,” but male teachers selected this as their disciplinary policy five percent of the time. Another form of discipline while responding to female students among male and female teachers was “do not acknowledge the behavior” and continue with their lesson. A fifty percent selection for this response was chosen between both genders of teacher when responding to male students. Ten percent of male teachers chose the disciplinary action of “physically restraining the student” toward male students, however female and male teachers did not choose this selection when referring to female students. None of the female teachers selected “yelling at the student or physically restraining the student” as a form of discipline. “More female students were disciplined by separating them from others than male students were by both female and male teachers” (Rodriguez, 2002, p. 12-13). Through the data it could be concluded that male students’ behavior was not dealt with as quickly and efficiently as female students’ behavior was and was prolonged by the teacher until the behavior was aggressive (Rodriguez, 2002).

How to Handle Discipline Problems.

Some teachers believe that calling home will help with discipline problems but, Dr. William Glasser of “The Quality School-Managing Students without Coercion” (1992) states that calling home shows students that the school cannot handle the situation and need to involve the student’s parents and use punishment from the parents as a consequence for the students’ actions at school. Most often students from single parent households unfortunately have their father not present in their lives and this is usually the case for students in an urban setting. Male relatives should spend time with these students especially if the students are male. When it comes time to disciplining in the classroom, teachers need to make it clear that they are there to help students when they are trying to solve problems in the classroom.

Although the teacher is not there to punish the student they should not have a disruption continue in their classroom. After 20 seconds if a student can not calm down and find the motivation in them to speak with the teacher to discuss a solution to the problem, the student should be removed from the classroom. The teacher needs to still approach the problem and find a solution to it even if the student did leave the classroom. To cause fewer disruptions in the classroom, the teacher needs to focus attention on finding situations and solutions to those situations not finding faults in students. On the other hand, help students with learning to advocate for themselves when it comes time to solving problems in school. Teachers need to focus on following through with checking progress of students in and after situations occur. Like mentioned previously, if students need to be removed from the classroom they need to go to a room that is a “time out” temporary room. In this room a counselor needs to be available to students for helping them discuss solutions to their problems. If the teacher argues with a student during a situation of disruption, it only make matters worse for the teacher in the long run. The length of time a student is to stay in the temporary time out room is up to the student and their problem solving skills. If the

student can not solve the problem after leaving the classroom the student should receive a home tutor for three days with appropriate work to stay on task with the rest of the students in his or her classes. There should not be a limit to how many times a student would complete this cycle a year and the student should see the support that the school is giving him or her. This is all extremely difficult for teachers to accomplish in the classroom especially without the support out of the classroom from administrators. Administrators need to be watchful and present over situations before they start. Disorder is the number one action that should not be accepted in a “problem solving” or “Quality School” (Glasser, 1992, p. 282).

The “zero tolerance” policy is one that has been increasingly used in our school systems today. Peggy Daniels (2009) suggests that the first step to having a successful discipline policy is to first have one that is fair and that school administrators carry it out throughout their schools. Like stated before by Glasser, Daniels has also found research that parents and teachers agree that there needs to be certain schools in place for students that misbehave and cannot handle a regular school environment. Parents and teachers also agree that schools should teach their students how to follow rules for the prospect of one day becoming a productive citizen in society. They both also state that students would learn more and teachers would accomplish more without disruptive students. In a national study, “student behavior was most often the biggest problem in schools” (Daniels, 2009, p. 12). Teachers feel that they do not receive proper support with discipline behaviors. Teachers also felt that parents fail to teach their children proper discipline, and schools and classrooms are overcrowded. When teachers and parents can come to agreements on what’s best for their students and what needs to change in schools it is up to those who are in “power” to take initiative with parents and teachers and start these changes for bettering the education of our young students (Daniels, 2009, p. 13-14).

“Studies across the board demonstrate that between 3 to 10% of school-age populations show problem behaviors that strictly require ongoing services. These difficulties could stem from: genetic predisposition, temperament and social learning interactions with environmental variables playing the most significant roles.” These counterproductive behavior problems could result in many different outcomes such as: students hurting themselves, families and societies. If these problems are not approached, they could result in many issues down the road like: “school failure, social rejection, low self esteem, depression, antisocial behavior, delinquency, substance abuse, adult adjustment behavior, unemployment, and institutionalization”. Research also supports that if these difficulties are not approached at an early age they can be related to chronic medical conditions similar to cerebral palsy or diabetes. Additionally these conditions require long term services. Specific students with these problems described above need early and intensive interventions that may not be available in traditional general education classroom and schools (Sorrrells, Rieth & Sinclar, 2004, p. 154). This requires all school personnel to believe in advocating and clearly classifying students to make sure if need be they are put in a school that accompanies them as a learner. Some behavior strategies for teachers looking to enhance positive behavior management in their classrooms could focus on “behavioral self control” and “self-determinism”. These concepts use cognitive approaches such as, “self monitoring, social problem solving, modeling, environmental planning, behavioral research, self-instruction, mnemonic training, and cognitive strategy training” (Sorrrells, et al., 2004, p. 172-3).

Classroom Management can be tremendously difficult in the urban setting especially if there are no discipline policies that are set by the district. School personnel like, administrators, teachers, and counselors all need to be consistent when it comes to disciplining their students. The teacher needs to start in his/her classroom by having fair and concise problem solving solutions with taking into account his/her culture of population of students. Teachers need to have

fair and consistent policies within the gender of their students. Teachers need to also communicate concerns to the proper school administrators and parents/guardians of their students. If teachers are not properly trained in ways to handle classroom disruptions and situations this makes for a difficult environment for students to learn in. Administrators also need to support their teachers and state fair and consistent discipline policies that work. With taking all these considerations into account, teachers will adjust to every type of student in their classroom, and it will make for a fair and consistently managed classroom, meeting the needs of an urban school setting.

Methods Section

The data collected on the topic of classroom management was structured into the following categories; organization, expectations, class size, and class seating. These categories were pertinent in classroom settings that were well managed and controlled. The settings that the data was derived from were in regular and special education classrooms. Teachers were from the demographics of an urban setting. Routine is important to have organization in the classroom. In order for students to understand how the day's routine will work, daily procedures need to be put in place beginning with the first week of class. With all five teachers classrooms observed directly, all had specific daily routines in common.

Data Section

All teachers had specific routines in their classroom, however they were not all completed or outlined to the class in the exact same manner. All teachers included the daily procedures of; bell work as soon as the students enter the room (they must continue this during and after the bell rings, until finished), an agenda posted for the day so students know what is expected out of them, and procedures for handing in items and etc. are carried out the same way every class. The expectations of the students in all classes were set including; materials for the class, promptness to class, completion of assignments and responsibilities as a student. Some teachers specified more specific classroom expectations than others, while some teachers followed the schools'

expectations. Class size played a big factor in how strictly monitored a teacher needs to be in their own classroom. Regular education classrooms included around, 18-22 students which a special education classroom setting consisting of 3-12 students varied on student attendance. This does play a role in management and sometimes how difficult it could be in the classroom. Class seating also plays a factor in how distracted students might become in the classroom. Whether the class size is small or large it is up to the teacher to decide if assigned seating is necessary or not.

Results & Discussion

In my first classroom observation, the situation consisted of a Special Education, 12-1-1 setting. This teacher taught a 12-1-1 class of Math and English. The classroom teacher had the classroom rules posted, but did not have the districts' policies posted in the room. The students are aware of what is expected out of them in the classroom including, bell work, agenda for the day, and where to retrieve materials for the day. Students are also aware that they need to show all work when in math class and completing assignments. The students do pick their seats due to more desks than students usually being in the room. The students receive participation points for being prepared for the day. The students are from separate schools within the building therefore if a student is late the teacher follows the rules of the specific school, meaning the student might be sent out if they do not have a "late pass." The students' comprehension is checked throughout class by class work and participation at the smart board for class discussion. If students are late, they need to go to the "make-up" bin where papers and assignments are located. During the interview with this specific teacher, the teacher suggests that even though the districts' rules are not posted they do follow the rules of no hats, cell phones, or foul language. The students need to demonstrate respect towards one another as well as the teacher and teacher aide in the room. The students are made aware of this policy on the first day of school. The teacher will call home to check in with parents once during every marking period. A letter is also sent home regarding

homework, discipline issues and /or absenteeism according to the districts' policy this occurs when a student is absent three days from a marking period. The teacher also contacts administrators (of Special Education) in their building, one a month.

The second classroom that was observed was an 8-1-1 English classroom. In this classroom, the teacher focused on classroom "expectations" in the room instead of "rules." These align with the school districts' policies. Students in this inner city high school have expectations of what to wear, and no use of mp3 players and electronics. Students in this English classroom can pick their seats however these seats need to be their "assigned seats" for the rest of the year. Students are told by the first day of school that everyday they need to get their proper materials from within the room and be ready by the start of class. Students are not usually late to class so the teacher does not have a legitimate "late policy." Students' knowledge is checked throughout class by their students participating in the smart board activities, questions, discussions and Jigsaw work. When students are absent they can receive their absent work from the make-up bin. Students receive an incentive system based on numbers for how well they participate and work in each class everyday. This incentive system makes students feel they can work towards a goal every class. By giving them incentive "tickets" according to how well they did in each class everyday, students can save their tickets and purchase items at their school store.

The third classroom observation that I experienced was a 12-1-1 English and Math classroom. In this classroom the teacher posted classroom "expectations" in the room. The school districts' policies are not posted in this classroom. When the students enter the classroom, they are aware of what is expected out of them like, bell work, the agenda for the day, etc. The first day of school the students pick their seats and that will be their assigned seat for the year. Students in both the Math and English classes need to take out their proper materials and homework before the start of class. When students are later to class they need to get a pass if they do not already

have one. This is especially important because students in this class come from different parts of the school (the school is split into four different schools). The student can receive a pass either from the last teacher they were with or the attendance office or administrator. The students interaction with the teacher and the rest of the class is done the same with the start of every class, by the teacher using the smart board. For English for example the teacher puts up journal entries for the students to respond to for their bell work at the start of every class. When students are absent they are expected to retrieve their make-up work from the “make-up” bin to look in their specified folder with their work in it, when they are absent. They have ten days from the day it was assigned to make up the assignment. The students are aware of what is expected out of them during work time in class, for example, the bell work that they have at the start of every class is timed, once the timer goes off they are expected to have completed their bell work. When students also complete their bell work on time, homework and are present to class the teacher rewards them with a “Positive Behavior Ticket.” Each ticket is colored coded according to the task they completed. With these tickets, every Friday the students can pick a prize from the box according to the color ticket they received from the week.

The fourth and fifth classrooms that I observed were Inclusion education settings. In the English classroom, the teacher uses a very structured and strict setting. The classroom rules are posted as well the schools districts’ rules in the classroom. The students have assigned seating. The bell work, agenda and directions for the day are ready as soon as the students enter the classroom as well as they are expected to have their materials and any homework that they were assigned the night before at the beginning of each class or they will receive points off of their participation grade for that marking period. If the student is late to class, they need to have a pass with them or they are not allowed to enter into class. The students understanding is checked throughout class by, guided notes with questions, practices of the days’ lesson and spelling and

grammar tests. The student is responsible to see the teacher when the student is absent from school to receive his or her make-up work.

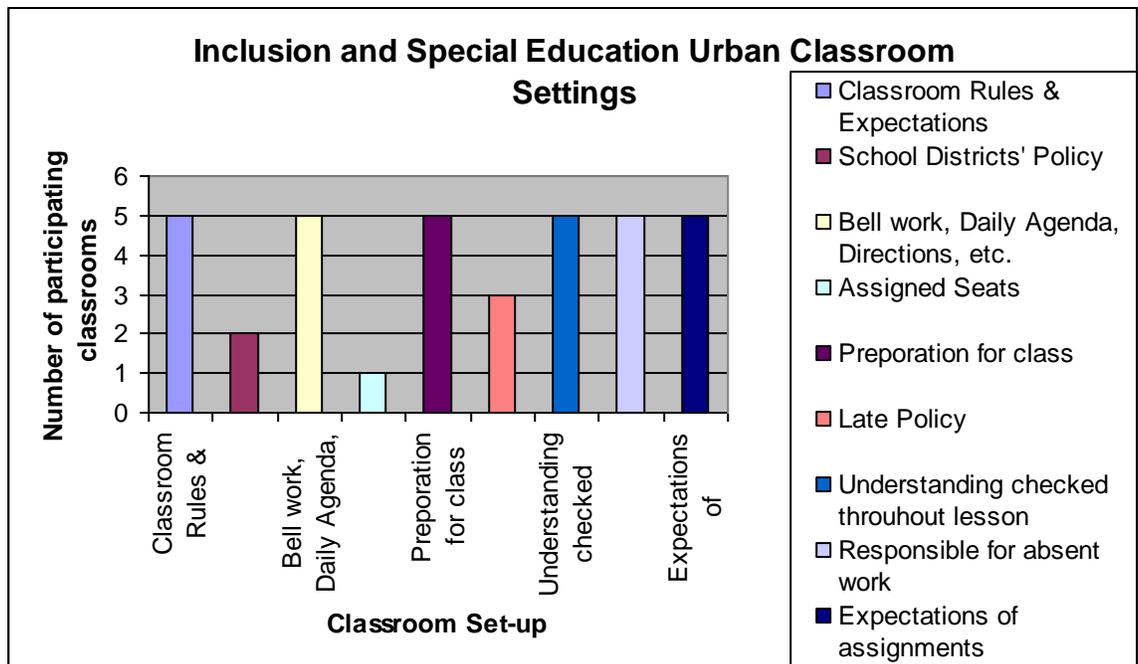
The last observation that I experienced for the data of classroom management in the urban setting was a Math Inclusion classroom. The teacher in this classroom posts their classroom rules in the room however it does not strictly follow the districts rules. At the start of every class, the bell work is on the smart board and the students are expected to sit and work on that until the teacher addresses them to stop. The agenda for the day is posted on the side of the room for the students to see. Students choose their seat in the beginning of each semester and stay that general area for the rest of the semester. The students need to bring their math book and homework everyday for class or they lose points on their grade if they do not. This teacher does not have a policy for being late to class. The children's understanding throughout a days' lesson is checked with guided notes and practices on those notes during class, and smart board interactions like, jeopardy, etc. The teacher in this classroom posts the work that was completed each day on a poster in the room so if a student misses they can figure out what page it was in the book and get the notes from another student. When students complete any class work or homework assignments the students are aware that they need to show all their work. Also, when the students are absent from class, they are expected to look at the posted list of assignments but the teacher also has "make-up" days for the whole class when students are absent (see Appendix A for the results).

Overall, with this data, one can conclude that most teachers (special education or regular education teachers) have their own classroom expectations and rules. Only two teachers, one regular education and one special education, posted the districts' school policy which presents a sense of support to the district and its expectations. All teachers, to some extent have a "bell work" or a procedure that they use as the students come into the classroom everyday. The special education (self-contained) classrooms have a usual "agenda" that is used during the day, but it

seems as if a regular education classroom is where an “agenda” of the days’ procedures is listed. This is the case because there are more students to manage in a regular education setting, and in a special education setting, there are fewer students in the class and the students become accustomed to the procedures in class and it is easier to manage. All of the special education classrooms as well as one of the regular education teachers have their students pick their seat and then use the same seat for the marking period while only one regular education teacher has assigned seating. The teacher who uses assigned seating has a very structured and formal classroom setting. Although the other teachers have the students pick their seats, this still has a sense of assigned seating which I think helps with management to be consistent. With all the teachers that were observed, all had a sense of the student responsibility before the beginning of class, this consisted of having the students get out the homework from the night before, and taking out the necessary material for the class. Two of the special education teachers and one of the regular education teachers have a late policy plan which plays a great part in student management and lowering disruptions in the classroom. To keep students on task throughout the day’s lesson, the teachers used guided notes, quizzes and oral participation with questions throughout the lesson. The students that are absent from school have the responsibility to find out what they missed during the class. There was a noticeable trend among the regular education teachers, they either posted the topics for the day, or had the students approach the teacher to get their missed assignments. The special education teachers use a make-up bin with the students own folder or marked days with the specified assignments from that particular day. All the teachers had a specific guideline that the students are aware of from the beginning of the year regarding their assignments and how they should be completed.

In conclusion, with the differences amongst the two types of classrooms that I observed in an urban setting, the special education teachers are aware of their individual student’s needs in a

self-contained classroom setting because of the small class size. On the other hand, the regular education teachers generalize and have the same rules and expectations for the class as a whole, no matter if the student is identified or not. With an inclusion setting, the special education teacher seems to support the regular education teachers' rules and consequences while individually supporting the special education students in that classroom. Within a special education classroom, the teacher understands the structure and needs of the specific students in the class and understands how important routine need to be consistent. The student's knowledge of how routines and structure are implied in this type of classroom makes it easier for these students to understand what the consequences might be as well. With the special education teacher's support in a regular education class setting, this gives the students a sense of co-teaching and the ease of the student approaching either teacher, with a question or problem that might arise. With the special education teachers understanding of their students needs, these accommodations can also help regular education students with a more structured setting and this will help with success as well.



Classroom Management can be tremendously difficult in the urban setting especially if there are no discipline policies that are set by the district. School personnel like, administrators, teachers, and counselors all need to be consistent when it comes to disciplining their students. From the data collected, it can be concluded that teachers who support the districts policies and have consequences and rules, and daily constant procedures of their own within the classroom, show a systematically managed classroom. Going back to the research in the literature review, it can be connected to the data collected from the urban school district that if teachers have a plan of action for every day in the classroom with consistent rules that support the district, success will occur. However, within the urban school, it shows that teachers need consistency but also needs support from other teachers within the classroom, which can be but not limited to, the special education teacher in an inclusion setting, and teacher aides. From the research from the literature review and the data collected, teachers need to do their part in the classroom with management and regularity. Nevertheless if the teachers are not supported within the classroom by other teachers or the administration of the district, management in an urban setting will be a daunting task that will make the education process more complex on teachers and especially the students.

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