

# T able of Contents

---

Introduction.....	v
<b>SECTION 1: THE PHILOSOPHY OF COOPERATIVE CLASSROOM MANAGEMENT .....</b>	<b>1</b>
• The Key to Improving Schools: An Interview with William Glasser <i>by Pauline B. Gough</i> .....	3
• Caring Kids: The Role of the Schools <i>by Alfie Kohn</i> .....	23
<b>SECTION 2: ESTABLISHING THE CLIMATE FOR AN INTERACTIVE CLASSROOM .....</b>	<b>49</b>
• Laying the Groundrules for the School Year <i>by Kay Burke</i> .....	51
• A Primer on Classroom Discipline: Principles Old and New <i>by Thomas R. McDaniel</i> .....	65
<b>SECTION 3: THE VITAL LINK BETWEEN CLIMATE, CURRICULUM, AND ASSESSMENT .....</b>	<b>75</b>
• The Quality School Curriculum <i>by William Glasser</i> .....	77
• How Teaching for Understanding Changes the Rules in the Classroom <i>by Martha Stone Wiske</i> .....	89

<b>SECTION 4: MANAGING VIOLENT BEHAVIORS IN A STUDENT-CENTERED CLASSROOM .....</b>	<b>97</b>
• How to Decrease Bullying in Our Schools <i>by Susan J. Smith .....</i>	<i>99</i>
• How to Handle Students Exhibiting Violent Behaviors <i>by Nikki L. Murdick and Barbara C. Gartin .....</i>	<i>103</i>
• Breaking the Cycle of Conflict <i>by Larry Brendtro and Nicholas Long .....</i>	<i>111</i>
Authors .....	123
Acknowledgments .....	125
Index .....	127

# Managing the Interactive Classroom

---

## A Collection of Articles

The title of this book, *Managing the Interactive Classroom*, may seem like a paradox to some people. Managing sounds controlling—if you manage your money, you account for it by watching carefully what you spend and what you save. If you manage a company, you are responsible for monitoring and controlling what everyone does. Managing a classroom, too, brings to mind the traditional image of a teacher in firm control of the students. The teacher is standing in front of the classroom, book in hand, while the students sit in rows and read and write quietly. The students have trays to place their papers in; the homework assignment is posted on the board; and students know to raise their hands and to line up for recess. The traditional teacher-manager organizes the classroom for maximum efficiency and production, not too much differently than the plant manager or store manager.

Today's modern teacher-manager uses some of the same organizational strategies as the traditional teacher-manager. He or she still sets high expectations and organizes the classroom for maximum efficiency, but for the most part, students are not sitting in rows listening to the teacher lecture.

The modern classroom manager is more like a facilitator who orchestrates the interactions among the students. He or she sets the goals or outcomes, creates a positive atmosphere for learning, delivers the direct instruction necessary for students to learn, and constructs individual and group activities and assessments that help students get involved in the learning process.

Too often educators are looking for a “quick fix” to solve discipline problems. Johnny won’t work—give him more homework. Sharon doesn’t get along with others—send her to the time-out room. Buddy yells out that he’s bored—send him to the principal. The library shelves are filled with discipline books to help teachers utilize a system of rewards and punishments “to keep students in line”—literally and figuratively.

Effective classroom management doesn’t just happen. Good classroom facilitators spend a great deal of thought, time, and energy “molding” each new class. Effective teachers give students some choices in their curriculum as well as in the rules that govern the classroom. They engage in learning by using an integrated, project-based curriculum approach, allowing students to use their multiple intelligences, employing authentic assessments for evaluation, and practicing consensus building and cooperative learning.

The interactive classroom has so much going on (lecture, individual work, projects, performances, group work, etc.) that the teacher has to be sure to set the expectations and structure the parameters so the lively interaction of involved students engaged in their learning doesn’t become a “cacophony of confusion,” full of sound and fury and signifying nothing.

The selected articles for this collection will address the following questions:

1. How does a teacher’s philosophy of teaching and learning determine the effectiveness of the learning experience?
2. How does a teacher establish a classroom climate that promotes learning and social skills?
3. How can a teacher change both the curriculum and assessment practices to empower students to learn?
4. How can a teacher predict and prevent violent behaviors in the classroom?

When teachers use a wide repertoire of teaching strategies, organizational tools, problem-solving techniques, and consensus-building methods, they are well on the road to a cooperative, caring, interactive classroom.