

Third Edition



BEST PRACTICE IN MOTIVATION AND MANAGEMENT IN THE CLASSROOM



**Dennis G. Wiseman,
Ph.D.**

**Gilbert H. Hunt,
Ph.D.**

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IN THE CLASSROOM**

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By

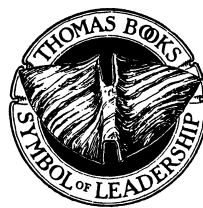
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This text is dedicated to those students who enter schools each day and bring with them, or encounter there, problems and challenges in motivation and behavior management and to the many dedicated educators who continue to seek ways to meet both the personal and learning needs of these students.

PREFACE

There is no question that teachers today must have an in-depth understanding of the subjects that they teach. Students will not achieve at high levels without teachers who are experts themselves in the subject matter that they are charged to teach their students. Teacher knowledge of subject matter alone, however, is not sufficient to ensure that instruction will be effective or that students will be successful in their learning. Teachers interact on a daily basis with students in their classrooms who often see little value in what they are being taught and feel uncomfortable or out-of-place in the school environment that frequently is so very different from that of their homes and communities. Many students have difficulty controlling their own behaviors and focusing on what is expected of them in the classroom. Many bring with them to school a host of issues and concerns about who they are today as well as who they will become in the future.

Today's teachers are expected to provide high quality instruction and services to all of their students, schools, and communities to a degree that would never have been considered even ten years ago. Likewise, teachers are held accountable for their own performance and the performance of their students in ways and through means that also would not have received serious consideration in years past. The demand for additional and higher levels of performance and accountability comes at a time when the challenges that teachers face each day in their schools and classrooms are greater than at any previous time in the history of the teaching profession.

Beyond the need to have an in-depth understanding of their subject matter, teachers must be able to teach this subject matter at a level and in ways that their students find understandable, engaging, challenging, interesting, and relevant. If students do not see what they are learning as being of value, if they do not recognize it as being relevant to their lives now and/or in the future, if they are not meaningfully connected to it, and if they do not understand it to the degree that they can be successful, they will not achieve at their greatest potentials. In today's classrooms and schools, teachers are expected to be effective in getting their students to learn, and students are expected to

be successful in demonstrating what they have learned.

Additionally, to be effective and meet the demands of society today, teachers also must understand their students' interests, styles of learning, and backgrounds, both academic and personal. Teachers cannot meet the unique needs of their students if they do not know their unique needs. Having the ability to manage the learning environment, motivate students in the environment, and offer instruction that itself is motivating and which contributes to students learning what they need to learn and acquiring skills they need to acquire characterizes effective teachers. To meet the many and varied expectations held for them, teachers need to have highly developed skills as instructional specialists, motivators, managers, and problem solvers.

This text offers practical information and vicarious practice for beginning as well as veteran teachers to become more knowledgeable, skilled, and effective in their work. Through study, application of what has been studied, and the analysis and evaluation of the end result of this application, teachers who care to improve can improve. And, teachers who are already successful in their teaching can be even more successful. Beyond what they know and are able to do at any particular point in time, to be effective, teachers must continue to be active learners. This text provides a specific context and focus for this active learning in the areas of student motivation, classroom management, and instruction which are considered essential for best practice in classrooms today.

Dennis G. Wiseman
Gilbert H. Hunt

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Chapter 1

MOTIVATION AND MANAGEMENT: TWO SIDES OF THE SAME COIN

When a classroom population ranges from twenty to forty students from disparate backgrounds, peaceable and productive learning environments depend on the management of explicit standards and expectations to which all adhere. Schools need to set up management structures that promote prosocial behaviors and educators must be prepared to teach replacement behaviors that are prosocial. A major flaw in school management has been that of erasing negative behaviors without teaching prosocial replacement behaviors. (Froyen & Iverson, 1999, p. 6)

The knowledge base of motivation is so extensive that the crucial factor is making the best choice for a particular problem. If we have not learned the extensive motivational knowledge base, then our choices are limited. (Alderman, 2008, p. 22)

THE INTERRELATEDNESS OF MOTIVATION AND MANAGEMENT

Annual polls conducted by the Gallup organization in conjunction with Phi Delta Kappa have consistently identified classroom management to be an especially important concern of both veteran and novice teachers alike. Beginning in the late 1960s, *discipline* was identified as one of the most significant problems that teachers face. From 1986 to 1992, *discipline* ranked third only to *drugs* and *inadequate funding* as the most significant problem. In 1994 and 1995, *discipline* was again the number one problem (Elam & Rose, 1995); *discipline* was sec-

ond to *drug abuse* in 1996 (Elam, Rose, & Gallup, 1996); tied for first with *lack of financial funding* in 1997 (Rose, Gallup, & Elam, 1997); second to *fighting, violence*, and *gangs* in 1998 (Rose & Gallup, 1998); first in 1999 (Rose & Gallup, 1999); and second to *lack of financial support* in 2000 (Rose & Gallup, 2000). In more recent years, the most significant problem identified with America's public schools has been lack of financial support and funding followed by *discipline* or *overcrowded schools* being second or third in importance. Each poll also identified *fighting, violence, gangs*, and *use of drugs* as being among the top five concerns that teachers face (Rose & Gallup, 2003; Rose & Gallup, 2004; Rose & Gallup, 2005; Rose & Gallup, 2006; Rose & Gallup, 2007). Between 2008 and 2012, the five most significant problems facing America's public schools have been: (1) lack of financial support, (2) lack of discipline, (3) overcrowding, (4) fighting/gang violence, and (5) drugs (Bushaw & Lopez, 2012). With the question asked being, *What do you think are the biggest problems with which the public schools of your community must deal with?*, and with *discipline, violence, fighting*, and *drugs* being rated on a consistent basis as highly significant problems, educators, those involved in educator preparation, and even communities at large, must give greater attention than ever before to addressing what clearly are important national issues. Table 1.1 identifies the ranking of the major problems being faced in today's schools over the last five years.

Table 1.1.
**What do you think are the biggest problems that the
public schools of your community must deal with?**

| <i>School Problems</i> | <i>2008</i> | <i>2009</i> | <i>2010</i> | <i>2011</i> | <i>2012</i> |
|---------------------------|-------------|-------------|-------------|-------------|-------------|
| Lack of Financial Support | 1 | 1 | 1 | 1 | 1 |
| Lack of Discipline | 2 | 2 | 2 | 2 | 2 |
| Overcrowded Schools | 3 | 3 | 3 | 2 | 3 |
| Fighting/Gang Violence | 3 | 5 | – | 4 | 4 |
| Drugs | 4 | 4 | – | 5 | 5 |

Source: From Bushaw, W., & Lopez, S. (2012). The 44th annual Phi Delta Kappa/Gallup Poll of the public's attitudes toward the public schools. *Phi Delta Kappan*, 94(1), pp. 8–25.

Problems of discipline and management in schools and classrooms are no longer problems of only public perception. Such issues impact teacher recruitment and teacher retention as well. It is commonly accepted that, in many instances, the student behavior problems that

teachers face in their schools and classrooms are directly related to the teacher shortage problems also being faced by many states and school districts. These problems in particular have contributed to the reduction in the number of teachers entering the profession. Such problems also are believed by many to be a part of the reason for the shorter length of time that many teachers stay in teaching. It might be asked, *Why would one desire to enter a work environment that on a daily basis reflects stress, frustration, and, in some cases, fear?* While teacher preparation programs are dedicating more time to the study of classroom management and working with challenging students, such programs alone cannot successfully address the myriad issues that teachers face in motivating students and addressing student behavior problems. After they have entered the profession, teachers themselves must remain active learners and continue to develop their skills in working with their students to develop classrooms that are active, positive, safe, and successful learning environments. Whether from a student achievement or school staffing perspective, motivating students and managing student behavior are challenges of critical importance to today's teaching profession. Skills in classroom management are important factors in enhancing student achievement and in schools successfully serving very diverse students (Poplin, Rivera, Durish, Hoff, Kawell, Pawlak, Hinman, Straus, & Veney, 2011; Ratcliff, Jones, Costner, Savage-Davis, Sheehan, & Hunt, 2010).

In addition to its impact on practicing teachers, potentially being confronted with problems of managing student behavior has been identified as one of the most important concerns of pre-service teachers or those preparing to enter the teaching profession. Beginning teachers share many common concerns such as being able to maintain classroom discipline, motivate students, accommodate for differences among students, appropriately evaluate student work, work with parents, and develop positive relationships with other teachers (Conway & Clark, 2003; Melnick & Meister, 2008; Veenman, 1984). Historically, pre-service and beginning teachers have felt least well prepared to deal with issues related to classroom management and discipline (Kher-Durlabhji, Lacina-Gifford, Jackson, Guillory, & Yandell, 1997). This perception is especially important as teachers who are effective managers have been identified as having greater job satisfaction. Teachers who are not successful during their first years of teaching report students who continually misbehave as their primary cause for job-related stress (Feitler & Tokar,