

# PROLOGUE

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# The Effective and Successful Teacher

**The single greatest effect on student achievement is the effectiveness of the teacher.**

## Research on Effective Teachers

**E**ffectiveness is achieved by employing effective practices. Thomas Good and Jere Brophy have spent more than 30 years observing classrooms and the techniques teachers use to produce achievement and learning. They observed teachers regardless of grade level, subjects taught, the diversity of the school population, or the structure of the school. Their book, *Looking in Classrooms*, spans several editions over 30 years and consistently concludes that effective teachers have the following three characteristics:

1. They are good classroom managers.
2. They can instruct for student learning.
3. They have positive expectations for student success.<sup>1</sup>

In 2008, 30 years after Good and Brophy's seminal research, Robert Pianta of the University of Virginia reported his observations of 1,000 schools. He said the same thing. There are three critical factors of effective teachers:

1. Organizational support
2. Instructional support
3. Emotional support<sup>2</sup>

In the same year, the Mental Health Center at UCLA reported the three barriers that prevent at-risk student learning:

1. Management component
2. Instructional component
3. Enabling component<sup>3</sup>

The words of the researchers may be slightly different, but they all consistently emphasize the same thing:

1. It is the teacher that makes the difference. **The more effective the teacher, the more effective the practices of the teacher, the more students will learn.**
2. **Classroom management is an essential element of student achievement.**

## Three Characteristics of Effective Teachers

Decades of research have identified and defined the three characteristics of effective teachers. *The First Days of School* was written to explain and implement these three characteristics:

### 1. Classroom Management

The practices and procedures that a teacher uses to maintain an environment in which instruction and learning can occur.

### 2. Lesson Mastery

How well a teacher provides instruction so students will comprehend and master a concept or skill to a level of proficiency as determined by the lesson objective and assessment.

### 3. Positive Expectations

What the teacher believes will or will not happen and its influence on the achievement and success of students.

**Classroom Management creates the foundation for an effective and successful classroom.** It is invisible when performed at its best. It is apparent when it is missing from classrooms.



## People Create Results

The quality of a school cannot exceed the quality of its teachers. Effective teachers and principals create effective schools. Programs and fads do not create effectiveness. **People create effectiveness.**

When teachers are effective, student achievement will increase. **John Goodlad**, while at UCLA, reported looking at 40 years of educational fads, programs, and innovations and did not find a single one that increased student achievement. His findings bear repeating:

**The only factor that increased student achievement was the effectiveness of a teacher.**



*An effective teacher is key for student success.*

## I See Results

*Having procedures and following them each and every day, while being as consistent as humanly possible, really makes my class run smoothly and my job a lot easier.*

*This is why I love teaching—I see RESULTS. My students are learning.*

**Pam Powell ■ Beaumont, California**

<sup>1</sup> Good, Thomas and Jere Brophy. (2007). *Looking in Classrooms*. Needham, Mass.: Allyn & Bacon, pp. 313–314.

<sup>2</sup> Pianta, Robert. (2008). *Classroom Assessment Scoring Guide (CLASS)*. "Neither Art nor Accident." Harvard Education Letter.

<sup>3</sup> National Center for Mental Health, UCLA. (2008). *Framework for Systematic Transformation of Student and Learning Supports*.



**Read how effectiveness relates to The Four Stages of Teaching.**

## QR Codes



There are 40 QR Codes scattered throughout **THE Classroom Management Book**. The codes will take you to our website, [www.EffectiveTeaching.com](http://www.EffectiveTeaching.com), and the information stored there.

A QR Code, Quick Response Code, has information coded in a pattern. This is a sample of what to look for throughout the book. When you see the code, scan it to access the additional information mentioned in the code. Much of this material, such as videos, PowerPoint presentations, or downloadable templates, is not possible to present on a printed page.

Access the information in the QR Code in two ways:

1. Install a QR Code scanner onto a mobile device. The scanner is free in any App store. Download the scanner compatible with your device. Once the scanner is in place, scan the code in the book and be taken directly to the information.
2. Go to **THE Classroom Management Book** page on our website, [www.EffectiveTeaching.com](http://www.EffectiveTeaching.com). Click the "QR Codes" tab to be taken to active links for each code.

On page 300 is a list of all QR Codes referenced in the book.





## Get It Right from the Start

Two weeks after school began, we received an email from **Amanda Brooks** of Dyersburg, Tennessee. She wrote again at the end of her first year of teaching and at the end of her second year of teaching. In her fifth year, she wrote that her colleagues voted her Teacher-of-the-Year.



I was about to begin as a terrified, brand new teacher and had no idea how to start school when the Wongs came to my school district to present at a preschool inservice.

When they showed a PowerPoint presentation used by a teacher to explain his classroom management plan (page 46), I was so enthralled that I immediately began to write mine in my head. I went home to work on my plan and finished it at midnight.

The next day—eight hours later—my first day of school went like clockwork. **The day went absolutely flawlessly. It was an awesome day.**

### At the end of her first year of teaching, Amanda writes:

My first year ended, and I am so thankful for that first day when I had my students practice our classroom procedures (pages 60-207).

I never had to waste time repeating what they should be doing or reprimanding them for bad behavior.

**It allowed me to be everything I wanted to be as a teacher and create an environment where students could just learn.** I simply taught and enjoyed my students.

### At the end of her second year of teaching, Amanda writes:

**I just completed my second year of teaching and what a fantastic year I had.**

For the second year in a row, I had students leaving my classroom in joyful tears—and these are fifth graders.

My state test scores came back, and my class had the highest test scores in the school.

I am only saying this to encourage teachers to **get it right the first day** and then enjoy the rest of the school year.

How to get it right the first and every day is the entire purpose of **THE Classroom Management Book**.





## Definition of Classroom Management

Classroom management consists of the practices and procedures a teacher uses to maintain the environment in which instruction and learning can take place.

### The Definition

**T**he research definition of classroom management goes back more than 40 years. All the major authors on classroom management, such as **Carolyn Evertson**, *Classroom Management for Elementary Teachers* and *Classroom Management for Middle and High School Teachers*, and **Robert Marzano**, *Classroom Management That Works*, quote the original research as we do in *The First Days of School*:

“Classroom management constitutes the provisions and procedures necessary to establish and maintain an environment in which instruction and learning can occur.”

Daniel L. Duke, editor of “Classroom Management.”  
(Among the 1978 Yearbooks of the National Society for the Study of Education)

### Kounin's Research

The original research on classroom management can be traced to the work of **Jacob Kounin** in 1970 when he observed 49 first- and second-grade classrooms. From his research, Kounin summarized that **good classroom management is based on the behavior of teachers—what the teachers do—not the behavior of students.**

Kounin concluded that it is the teacher's behavior that produces high student engagement, reduces student misbehavior, and maximizes instructional time.



2 •••••

Read how to implement Kounin's six behaviors of good classroom managers.

### Sanford's Research

**Julie P. Sanford**, University of Texas, in 1984 observed and noted the difference between effective classroom managers and ineffective classroom managers. **Effective classroom managers had classroom procedures.** The students took their seats immediately upon entering the room and began by copying the objectives and assignments for the day from the chalkboard, while the teacher quietly handled administrative chores.

Effective teachers had procedures that governed students with regard to talking, participation in oral lessons and discussion, getting out of their seats, checking or turning in work, what to do when work was finished early, and ending the class.

At the beginning of the school year, the effective classroom managers clearly explained their classroom organizational procedures and expectations and then followed their presentations with review and reminders of procedures and expectations in subsequent weeks. In all classes, the teachers gave clear, simple directions and were noted as excellent in structuring transitions.

Students were kept apprised of time left for an activity and were forewarned of upcoming transitions. Teachers brought one activity to an end before beginning another. They also told students what materials would be needed for an activity and had students get materials ready before beginning the lesson. When students were assigned to work in pairs or groups, procedures governed how students were to work with each other.



**These teachers' manner in conducting class was task-oriented, businesslike, and congenial.**

**In contrast, Sanford described the classrooms of the ineffective classroom managers as having no procedures.** There were no procedures established for beginning and ending the period, student talk during group work, getting help from the teacher, or what to do when work was finished.

These teachers had difficulty conducting transitions from one activity to another. They often did not bring one activity to an end before giving directions for another. They gave directions without getting students' attention and they seldom forewarned the class or helped students structure their time.

**In essence, Sanford described these teachers as having no evidence of management with procedures.**

## Plan to Be Effective

Effective teachers have long known how to manage classrooms. **Good classroom management does not just happen; effective teachers plan good classroom management.**

If you are not managing your classroom, then your students are managing it for you.

The effective teacher knows that student achievement will only occur when the students' work environment is organized and structured, so their potential can be nurtured. Their self-confidence must be grown and self-discipline be instilled. Under the guidance of an effective teacher, learning takes place.

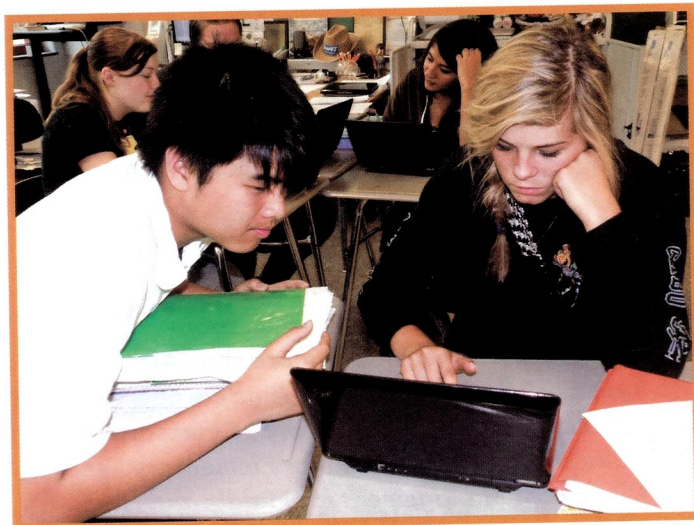
**The purpose of effective classroom management is to ensure that student engagement leads to a productive working atmosphere.**

### A PRODUCTIVE LEARNING ENVIRONMENT



In a well-managed classroom, a variety of activities can occur simultaneously. The students are working and tuned in to the teacher; they are cooperative and

respectful of each other; they exhibit self-discipline; they remain on task. All materials are ready and organized; the furniture is arranged for productive work; a calm and positive climate prevails.



*In a well-managed classroom, students can work in multi-areas or on multiple tasks because they know what to do.*

## Procedures Form the Plan

**The basis of classroom management lies in the procedures that form a management plan to produce the successful achievement of learning goals.**

**Procedures are the tasks students must do to increase their chances for learning and achieving.** Procedures are the foundation upon which successful teaching takes place. Procedures set up students for achievement. Having procedures simplifies the students' task of succeeding in school and creating a positive learning environment.

**A routine is a procedure that students do repeatedly without any prompting or supervision.**

Watch the students in a well-managed classroom. They are responsible because they know the procedures and routines that structure the class and keep it organized. They are working; they are producing; they are learning and achieving.

**And you can go home each day with a smile on your face!**



## People Expect Procedures

*People expect procedures for everything they do in life: going to the movies, waiting in line to be served at a restaurant, using guidelines in the workplace, etc. Teaching children the procedures they need to follow in class gives them life skills and makes teaching less stressful.*

*When procedures are in place, the teacher can focus on teaching. Students know automatically what needs to be done. They know when and how to do it because you have taught them until they get it right.*

Marie Coppolaro ■ Queensland, Australia



## I Can't Wait to Start School Every Year

**Candi Kempton** of Pikeville, Tennessee, is an effective principal today because of her effectiveness as a teacher. She knows the power of having a classroom management plan.

“ My first year of teaching was horrible. I had 32 kids in my class and thought I knew what I was doing because I managed to keep them quiet. However, by the end of the year, I was exhausted.

As I evaluated the year, I realized, I hadn't really taught them. So, that summer, I read and studied ***The First Days of School***. When school started in the fall, I was ready. I had all my procedures in place, and the kids responded

to that quickly. I couldn't believe what a difference! Every year since then, my classroom has been great!

Today, I am a principal. I know I wouldn't have become the teacher I was without implementing classroom management techniques and setting up the classroom procedures. I love my job and can't wait to start school each and every year. ”



## ■ Difference Between Classroom Management and Discipline ■

Classroom management is NOT discipline;  
they are not synonymous terms.

### The Difference

**T**he most misused word in education is “classroom management.” Many educators incorrectly associate classroom management with discipline. Certainly, behavioral events frequently occur in class, particularly in classrooms where there is no management plan in place.

**Classroom management is all about effective teacher instruction (what the teacher does) and effective student learning (what the students do).**

There is a vast difference between classroom *management* and classroom *discipline*. Discipline is behavior management. **Fred Jones**, in his book *Tools for Teaching*, calls it discipline management.

**When you have a discipline problem,  
you manage the behavior;  
you do not manage the classroom.**

### Not the Same

**Discipline is behavior management** and is discussed in one chapter in *The First Days of School*.

**Classroom management is organization** and is discussed in two chapters in *The First Days of School*.

Classroom management is  
**NOT** about **DISCIPLINE**.

Classroom management is  
about **ORGANIZATION** and **CONSISTENCY**.

### DISCIPLINE

- Discipline is all about how **students behave**.
- **Rules** are used to *control* how students behave.
- **Discipline plans have rules**.

### CLASSROOM MANAGEMENT

- Management deals with how students do their **work**.
- **Procedures** are used to ensure students are productive and successful.
- **Classroom management plans have procedures**.

These differences may account for why some teachers have problems in their classrooms. More than 80 percent of behavior problems in the classroom have nothing to do with discipline. They are related to classrooms that lack procedures and routines. Teachers who *react* to behavior problems often spend more time trying to find ways to handle the behavior than they spend teaching. Conversely, the effective teacher has proactively created a classroom management plan that prevents these problems from occurring in the first place.

### Classroom Management Is Planned

The number one problem in the classroom is not discipline.

Most problems in the classroom are procedure related; they are not discipline problems.

It is much easier—and far more effective—to monitor and correct procedures than to institute tighter discipline.



## Rules

- Rules are used to control people.
- Although rules are necessary, they create an adversarial relationship.
- When rules are broken, there are adverse consequences.
- Ideally, rules and policies are meant to be guidelines—not dictums set in stone.

## DISCIPLINE

is concerned with how students **BEHAVE**.

## PROCEDURES

are concerned with how things **ARE DONE**.

**DISCIPLINE HAS** penalties and rewards.

**PROCEDURES HAVE NO** penalties or rewards.

When students do something because no procedures have been taught, they are erroneously accused of being “discipline problems” in the classroom. In fact, students can only be responsible for their behavior when they know what procedures they are accountable for. **Thus, effective teachers who have smooth-running classrooms have a classroom management plan in place and teach procedures that become routines for students to follow.**

Discipline, although necessary, does not lead to learning. It only temporarily stops deviant

## Ineffective vs. Effective Teachers

Ineffective teachers discipline their students to control their every action.

Effective teachers teach their students how to be responsible for appropriate procedures.

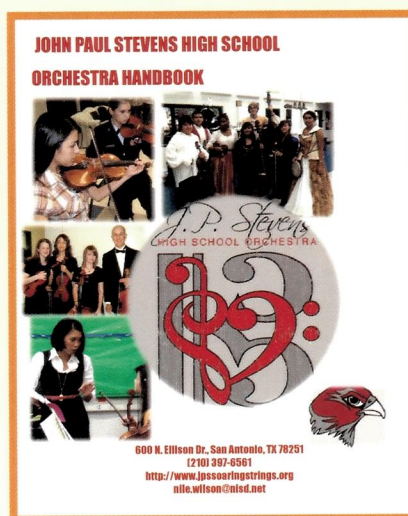
## Major Differences Between Discipline and Classroom Management

Discipline	Classroom Management
Is reactive	Is proactive
Is problem-driven	Is productivity-driven
Has negative consequences as punishments	Has rewards as increased learning time
Promotes compliance	Promotes responsibility
Stops deviant behavior	Produces predictable behavior

behavior. In most cases, getting students to behave entails nothing more than coercing students to comply. Although most teachers do not want to coerce students, they do so because they don’t have a classroom management plan. When students are coerced, they are deprived of the opportunity to grow and become more responsible. **Procedures**

**teach students responsible skills that serve them well in school and throughout life.**

Procedures organize the classroom, so the myriad of activities that take place can function smoothly in a stress-free manner. Students perform better when they know what the teacher expects them to do.



*Nile Wilson of San Antonio, Texas, uses a handbook with procedures so that each player functions as part of a team.*



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**Access Nile Wilson's Orchestra Handbook and learn how she plans for student success.**



Sports teams have managers. Apartment buildings have managers. Stores have managers. Their responsibilities are all the same:

1. Run an organization smoothly so that the people and components function as one collaborative unit.
2. Produce a result—win games, provide a service, or produce a profit.

Managing a classroom is no different.

1. Run and organize the students so that the classroom functions as one collaborative unit.
2. Produce a result from the students in the form of improved learning and develop skills and habits that contribute to a productive life.

Creating a well-managed classroom with established procedures is the priority of a teacher with each new group of students. **Good classroom management does not just happen; teachers must plan good classroom management.**

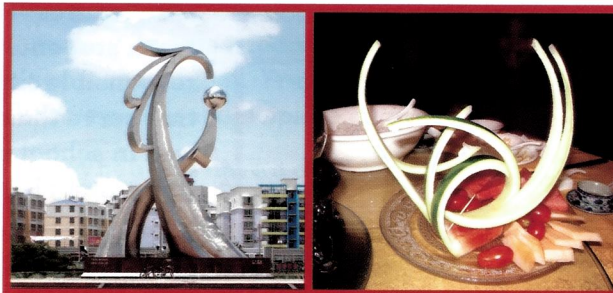
## An Ounce of Prevention

Benjamin Franklin reportedly coined the phrase, “An ounce of prevention is worth a pound of cure.” This means it is better to have a plan to *avoid* problems, rather than trying to fix them once they occur.

“Intervention” is an overused term in education. When a teacher steps in or intervenes to solve a problem, it is called an intervention. Intervention is akin to doing damage control and fighting constant brush fires.

A classroom management plan with a series of procedures that will prevent crises will stop the constant intervention needed to fix problems after they happen.

With a solid plan, you have an ounce of *prevention*, rather than a pound of intervention!



## The Worst Four-Letter Word

Designers, architects, buyers, musicians, artists, writers, and chefs circle the globe looking for ideas. They find **inspiration from anywhere** and in everyone and are smitten by the intellectual perspective they experience.

**T**he signature quality of effective teachers is they have an unquenchable curiosity and an admiration for what other teachers do, no matter the grade level, subject matter, or what country the teacher lives in. They intuitively practice forward-thinking problem-solving. **Effective teachers are “Aha” people.** They are able to stitch together ideas from a myriad of resources from around the world.

Your attitude and perception will affect what happens in your classroom. It is the old adage, is the glass “half-full or half-empty?” It is the difference between positive and negative thinking or the hopeful optimist who believes that anything can happen versus the failed attitude of the pessimist. With a classroom management in place, anything **CAN** happen in your classroom.

Effective teachers are “**CAN**” people, not “**CAN’T**” people. The worst four-letter word in the English language is “**CAN’T**.”

**C** – I **C**OMPLETELY **A** – ADMIT **N** – that I am **NOT** **T** – TRYING\*

\*courtesy of Melissa Dunbar-Crisp



## The Key to Success Is Consistency

The reason many students fail is that they do not know what to do.

### Classroom Management Creates Consistency

**E**ffective teachers produce results from a classroom that is predictable, reliable, and consistent. Stores that are profitable, people who provide good service, and a team that wins all have consistency. They are dependable and you know what to expect.

You may have your favorite hair stylist or sales person. Or, you like a certain toothpaste or cereal. Why? They are predictable and dependable. They are consistent. You know the results you come to expect.

Students are the same, especially the really young ones or those who are at-risk. They want a teacher who is dependable, predictable, and reliable. **The effective teacher is a model of consistency.**

Students need to feel that someone is looking out for and is responsible for their environment, someone who not only sets limits, but maintains them. **School must be a safe and protected environment, where a student can come and learn without fear.**

The most effective teachers make everyone comfortable, yet have total control of the classroom. Teachers achieve this when they have planned for how the classroom should be managed for student learning and achievement. The purpose of **THE Classroom Management Book** is to help you acquire the knowledge you need to develop your plan.

### Procedures Create Consistency

In an effective classroom, there is no yelling or screaming to get students to behave and do things. The students understand how the classroom is organized. The teacher has a consistent demeanor that the students appreciate.

**Consistency in a classroom is created when there is repetition of actions and tasks—procedures. Consistency allows students to know beforehand what to expect and how to perform the classroom procedures.** Without the constancy of procedures, class time is wasted getting tasks done. From walking into the classroom to exiting the classroom, the more all tasks are defined with procedures, the more time you will have to devote to teaching and learning.



Students accept procedures. Just let them know what the procedure is.



It is important that your students understand that classroom procedures are for their benefit. Following procedures eliminates confusion, provides predictability, and enables students to focus on class work—without distractions. **With procedures, students know exactly what they are getting and what will be happening.** Effective teachers spend the first weeks together as a class teaching students to be in control of their own actions in a predictable classroom environment.

**Stacy Hennessee** teaches in North Carolina and shared his students' reaction after he implemented procedures. **"They had never seen me smile so much. Before long, they expected a smile."**

**The most important quality that must be established in the first weeks of class is CONSISTENCY.**

Students thrive in a safe classroom environment where there are predictable procedures.



## Special Needs Students Thrive on Consistency

**Robin Barlak** is a preschool, special education teacher at the Arlington First Step Preschool in Parma, Ohio. Parents, classroom assistants, and students all know the structure of the classroom, so the students can focus on learning.

**“** I teach a variety of students with disabilities such as Down syndrome, speech and language delays, autism, severe behavior issues, and large and fine motor delays. In the mornings, the classroom assistants escort the students into the classroom. The students take off their coats and place them in their lockers. They then choose an activity center to go to like role-play, carpet, or media table.

Students are called to go to the bathroom one at a time. After the bathroom break, students are called in threes to the art table to complete an art project. The rest of the students are free to go from center to center.

Later in the day, we have daily circle time. Each student has an assigned sitting spot on the carpet. Depending on each student's needs, some students will sit in a cube chair, a Rifton chair, or a wobble cushion. The class first sings the "Hello, so glad you are here" song, followed by the "Calendar Song," and then the "It's so good to see you!" song.

Classroom procedures are taught in the first days of school and constantly practiced. Within a special education classroom, there are many students with individual needs. There are also numerous support staff coming and going to meet the needs of the students. Physical therapists, speech therapists, occupational therapists, educational assistants, nurses, and sign language interpreters all need to know the classroom procedures. This allows them to better support the goals and objectives of each student.

Students with special needs thrive on the consistent structure and routine. Daily procedures and routines incorporate developmentally-appropriate practices to meet the individual needs of these students. Daily procedures and routines also give students security and predictability, so they can focus on learning.

**”**



## The Need for a Trusting Environment

People learn from those they trust.

### The Surety of Consistency

**S**tudents must trust you before they will trust what you plan to teach. You would only ride in a car of someone you trust, allow yourself to be operated on by a doctor you trust, or purchase an item from a store that you trust. These products or services are dependable and reliable in their outcomes. There are no surprises, and you expect the same result each time. There is consistency. As a parent, you would trust your child to the care of an effective teacher.

Students want to come to a school where there are no surprises. They trust the learning environment that has been established. They know what to expect, and it happens each day. Trust comes from the surety of consistency.

In the early 1980s, **Douglas Brooks** observed the concept of trust when he recorded a series of teachers on their first day of school. Reviewing the videos, he found that those teachers, who began the first day of school with a fun activity or immediately on the subject matter, spent the rest of the school year chasing after the students. In

contrast, those teachers who spent some time explaining how the classroom was organized so the students knew what to do to succeed, had an enjoyable and successful classroom experience every day. **The students trusted a classroom where they knew what was going to happen.**

### The Value of Listening



There are many ethnicities, such as Native Americans, Native Alaskans, Asians, and some Latinos, in which wait-time is part of their culture. They defer to others to speak, including adults and parents. They do not respond well in a classroom with a frenetic teacher who is doing all of the talking.

**Listening is a most effective, persuasive strategy.** Nothing builds a connection and establishes trust like being heard.

### Happiness Is Consistency

*The more consistent I am,  
the happier my class is.*

*The better they perform, the happier I am.*

Shannon Dipple ■ Dayton, Ohio



## Consistency Builds Trust

One of the most important principles you can model for your students is to be consistent and predictable.

Many students come from homes where chaos and unpredictability are the norm. Students who may feel isolated and outcast, long to be on the same page as their peers. These students long for stability, direction, and purpose to their lives. Students will TRUST those teachers who provide classrooms that are safe, consistent, and nurturing, so they can learn, grow, and achieve success.

The easiest way to earn the trust of your students is to help them be successful. Research shows that providing such an environment for students will increase their achievement.

How you communicate your classroom management plan to your students also communicates your competence as a teacher. A classroom management plan conveys that you are caring and competent. The students can trust that their best interest is at the heart of all of your decisions.

Teaching is the responsibility you were hired to undertake. Learning is the reason your students come to school. The consistency you establish in the classroom will be in direct relationship to the amount of trust the students feel and the amount of learning that takes place in your classroom.

***THE Classroom Management Book*** will help you meet and exceed your purpose in becoming an effective teacher.



### Every Student Made Progress. Every. Single. One.

**Sarah Ragan** says, "I would be lost without procedures. None of what I teach would make a difference."

**I**n Sarah's first year, because she was a Title I teacher, the school term started late for her. She watched the other first-year teachers with interest—she wanted to learn from what they did. Unfortunately, every single one of them struggled on their first day.

"Without fail, they engaged their students—not in learning, but in never-ending battles over pencils, hallway misbehavior, noise levels, and so on. I decided that would not be me. I had read ***The First Days of School*** in college. That evening, I went home and wrote my **First Day of School Script**."

When the term started, Sarah explained the purpose of the procedures, walked students through their responsibilities, and made sure every single class member understood they would achieve success by working together.

From that day forward, there was never any doubt about what Sarah's students should be doing. **With procedures, the class was never lost.**

### No Behavior Problems

Sarah proudly shares, "There is zero downtime. My students understand I expect them to work hard, but also to enjoy the learning experience. I've actually been assigned some of the more difficult students in school. I have no behavior problems. These students ask to come to my class. They don't know why they want to come, but I do.

**"My class is well-managed. Everything is organized, and I am well-prepared. They trust my class."**