



Middle and Secondary Classroom Management: Lessons from Research and Practice

By Carol Simon Weinstein, Ingrid Novodvorsky

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Stressing the need to build caring, supportive relationships with and among students, *Middle and Secondary Classroom Management: Lessons from Research and Practice* offers research-based guidance on effective classroom management. It addresses current concerns about student motivation and helps prospective and beginning teachers develop a philosophy of classroom management that focuses on building connections with students and creating safe, caring classrooms. By integrating the thinking and the actual management practices of four real secondary teachers into discussions of research-based management principles, this introductory text helps readers connect theories with actual results. Further, the text demonstrates how real teachers can adapt to any circumstance--physical room constraints, curriculum requirements, challenging behaviors--and still be successful.

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Editorial Review

About the Author

Carol S. Weinstein has recently retired from her position as Professor of Education at Rutgers Graduate School of Education, where she was Associate Dean of Teacher Education and Chair of the Department of Learning and Teaching. She received her doctorate from Harvard Graduate School of Education in 1975. A former public school teacher, she has authored dozens of journal articles and book chapters on topics ranging from the physical design of classrooms to prospective teachers' beliefs about classroom management. Her most recent work has focused on "culturally responsive classroom management," and she served as the guest editor for a special issue of Theory Into Practice on "Managing Classrooms in a Diverse Society." With Carolyn Evertson, she co-edited the first Handbook of Classroom Management: Research, Practice, and Contemporary Issues (to be published by Erlbaum, 2006). She has also written a companion volume to this text on managing secondary classrooms (McGraw-Hill). In July 2000, she received a Contributing Researcher Award from the American Federation of Teachers for "Bridging the Gap between Research and Practice in Effective Classroom Management." Her special interests are classroom organization and management, violence prevention, and teacher education.

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