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From Discipline to Dynamic Pedagogy: A Re-Conceptualization of Classroom Management

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Abstract

The purpose of this article is to re-conceptualize the definition of classroom management, moving away from its traditional definition rooted in discipline and control toward a definition that focuses on the creation of a positive learning environment. Integrating innovative, culturally responsive classroom management theories, frameworks, and strategies from contemporary educators, this article examines a new theoretical and conceptual foundation for classroom management—the Dynamic Classroom Management Approach (DCMA)—which consolidates these ideas into one cohesive framework. Four major components of DCMA are examined in detail: (a) flexibility and adaptability in one's management style, (b) understanding the context of students' diverse backgrounds, (c) effective pedagogy, and (d) creating a positive classroom culture and community. Each component focuses on why and how educators can meet the needs of all students to create a positive learning environment that proactively engages them while mitigating behavioral issues.

Keywords: classroom management, culturally responsive pedagogy, teacher education

> *She is boring, boring. She could do something creative. Instead she just stands there. She can't control the class, doesn't know how to control the class. She asked me what she was doing wrong. I told her she just stands there like she's meditating . . . She says that we're supposed to know what to do. I told her I don't know nothin' unless she tells me. She just can't control the class. (Delpit, 2006, p. 36)*

> *These teachers, who were trained to teach students from middle-class families and who often come from middle-class families themselves, now find themselves engulfed by minority students, immigrants, and other students from low-income families—students whose values and experiences are very different from their own. (Brown, 2003, p. 278)*

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The classroom is a complex space. To better understand this space, educational theorists must recognize the dynamic social, cultural, economic, and power relationships that exist within U.S. classrooms. Many teachers are unprepared to successfully teach students from diverse backgrounds in these multifaceted classroom settings (Brown, 2003; Delpit, 2006). This suggests the need for cultural competency and the strategies to successfully operate from that frame within the classroom. Moreover, educators often link the disengagement of students, as a result of cultural misunderstandings, to problems with classroom management (Weinstein, Tomlinson-Clarke, & Curran, 2004).

Educators have traditionally thought about classroom management as being rooted in organization, control, and obedience (McLaughlin & Bryan, 2003; Rist, 1972). As Bear (2015) outlined, the concept of classroom management has shifted since the early 20th century. It began as a "machine-like and 'military organization' style" (p. 16) at the turn of the 20th century, changed to a focus on developing self-discipline through character education during the first half of the 20th century, and then returned to a focus on establishing order to manage student behavior during the second half of the 20th century. However, classroom management extends beyond the teacher managing misbehavior through discipline and control. Characteristics of an effective manager include the abilities to embrace change, address external situations, create and support power, expand the responsibilities of others, generate expertise, eliminate fear, maintain balance and a sense of continuity, and model emotional maturity (Mahajan & Chaturvedi, 2013). Moreover, when the classroom focus is more on character development and less on behavioral management, the classroom environment is about students' individual growth and not about keeping students in order (Bear, 2015).

Many education scholars have begun to redefine classroom management in ways that extend beyond the basic implementation of discipline by emphasizing relationships, people, instruction, power dynamics, and cultural differences, for example (Beaty-O'Ferrall, Green, & Hanna, 2010; LePage, Darling-Hammond, Adar, Guttierez, Jenkins-Gunn, & Rosenbrock, 2005; Whitney, Leonard, Leonard, & Camelio, 2005). According to LePage et al. (2005), classroom management is more than arranging desks, assigning consequences for misconduct, and rewarding good behavior. Instead, classroom management incorporates the numerous components necessary for a teacher to create a positive learning environment in the classroom. For instance, scholars have promoted the use of an asset-based model, which highlights students' strengths (Boykin & Noguera, 2011; Harry & Klingner, 2007; Mateu-Gelabert & Lune, 2007; Weiner, 2006) and shapes how teachers create a positive classroom environment.

Other scholars have analyzed the relationship between culturally responsive pedagogy (CRP) and management and found a direct positive relationship between CRP and student engagement in curricula (e.g., Cartledge, Lo, Vincent, & Robinson-Ervin, 2015; Gay, 2000; Ladson-Billings, 1995; Weinstein et al., 2004). In addition, scholars have focused on how to establish a strong classroom culture with high expectations and a focus on caring (e.g., Boykin & Noguera, 2011; Ladson-Billings, 1995; Noddings, 2013), which has been shown to increase engagement and academic outcomes. Scholars have also demonstrated the need to establish safe classroom spaces through various case studies (Dutro, Kazemi, Balf, & Lin, 2008; Hill, 2009). Such spaces have enabled students to engage more critically in curricula and, therefore, increase their overall

engagement. Last, researchers have explored the link between effective instruction and creating positive learning environments (Lemov, 2010; Marzano, Marzano, & Pickering, 2003). As Marzano et al. (2003) found, students in the most effective teachers' classes improved their achievement by 52 percentile points in one year, while students in classes with the least effective teachers only improved achievement by 14 percentile points in a year.

Although scholars have demonstrated strong links between key components of classroom management and the creation of positive and productive learning environments, research has yet to consolidate each of these components into a cohesive approach to classroom management that has the greatest potential for success. LePage et al. (2005) began this process in their vision for classroom management:

> Classroom management encompasses many practices integral to teaching, such as developing relationships; structuring respectful classroom communities where students can work productively; organizing productive work around a meaningful curriculum; teaching moral development and citizenship; making decisions about timing and other aspects of instructional planning; successfully moving children to learn; and encouraging parent involvement. (p. 327)

However, this notion of classroom management focused on the concept's components in isolation and did not address the importance of adapting classroom management approaches for each student, class, and school. These are the gaps I address in this article. To do this, I create one explicit framework to help teachers identify and master a multitude of interconnected pedagogical strategies in order to consistently create a positive classroom learning environment that helps each child thrive.

Each of the models described above articulates a complex conception of classroom management that contributes to this new framework, which I have termed the *Dynamic Classroom Management Approach* (DCMA). I analyze how existing classroom management models that apply to K–12 students can be integrated into one framework, DCMA. The analysis is broken down by DCMA's domains, which are (a) Domain 1, flexibility and adaptability in one's management style; (b) Domain 2, the context of students' diverse backgrounds, including culture, socio-economic status, gender/sexuality, language background, and ability; (c) Domain 3, the creation of effective pedagogy based on course, unit, and lesson design, lesson implementation, and behavioral management; and (d) Domain 4, the establishment of a positive classroom culture and community rooted in solid relationships, high expectations, and a safe/nurturing environment.

Framework for the Dynamic Classroom Management Approach

Before tackling the domains of DCMA, a teacher must first adopt a new frame of mind for interacting with students using an asset-based model. A teacher will be ready to engage in each domain of DCMA to create an effective and positive learning environment by using a model that focuses on students' strengths, the diversity of their backgrounds, and the context of their lived experiences to help them excel inside and

outside the classroom. This section begins by breaking down the principles of the asset-based model.

Principles of the Asset-based Model

The deficit model focuses on what students lack rather than what they possess (Weiner, 2006), which can set up students for failure and create opposition and resistance within the classroom (Gutstein, Lipman, Hernández, & de los Reyes, 1997; Weiner, 2003). Weiner (2003) highlighted multiple studies on inner-city public schools that demonstrated the negative effects of teachers using the deficit paradigm, resulting in teachers "go[ing] through the motions of teaching without much hope of being effective . . . [and having] a custodial attitude toward children and a belief that they were simply referral agents" (p. 308). The impact of deficit thinking does not only occur in urban schools. For example, in their study on culturally relevant math education, Gutstein et al. confirmed that many educators view students who learn in diverse ways as deficient learners. In other words, students are marginalized for divergent ways of thinking about mathematics.

To counter the negative effects of the deficit model that focuses on students' weaknesses, educators may employ an asset-based model that focuses on students' strengths. This re-focusing may take many forms. Applied to behavior management, "teachers . . . need to consider the benefits of using positive . . . rather than punitive and exclusionary methods in inclusive settings" (Soodak, 2003, p. 332). To determine the impact of punitive and exclusionary practices, the American Psychological Association (APA) established a Zero Tolerance Task Force (2008), which found that schools have less satisfactory school climate ratings when they have high rates of school suspension and expulsion. Therefore, it is critical for schools and teachers to focus on how students' cultures and backgrounds are dynamic (Gutiérrez & Rogoff, 2003), and contextual analyses of their backgrounds can help support and celebrate students' differences (Weiner, 2003). This emphasis on school climate rather than punitive and exclusionary practices should result in schools lowering suspension and expulsion rates and lead to positive outcomes for students. As the APA Zero Tolerance Task Force found, in the most effective positive behavioral management programs in the United States, schools and teachers addressed student disruption through "high levels of student support and community" (p. 858). It is this emphasis on inclusion that embodies the asset-based approach.

Unfortunately, the use of a deficit model in urban schools can also lead to student opposition and resistance. Teachers who use deficit-model thinking tend to focus more on control and order than on academic rigor, resulting in a lack of intellectual engagement which can cause students to act out (Noguera, 2003). Nearly four decades ago, Anyon (1981) pointed out the relationship between teachers' and administrators' perceptions of students and how students perceive themselves. A few years later, Fordham and Ogbu (1986) found that students often act out in opposition to those negative perceptions.

Contemporary scholars have found supporting data on negative outcomes for students impacted by deficit thinking; however, their rationale for these outcomes differs from Fordham and Ogbu's conception of oppositional culture, which tends to blame the students for their actions. Rather, these scholars found that students often care about

school despite negative perceptions of them (Harper & Davis, 2012; Harris, 2006; Mateu-Gelabert & Lune, 2007; Valenzuela, 1999). As Mateu-Gelabert and Lune noted, “assumption of an oppositional culture still supports the perception that some groups of students, having adopted an ideological opposition to the idea of school, are simply less teachable than others, and for reasons exogenous to the schools” (p. 174). Further, Harper and Davis determined that college-age Black men genuinely cared about education when they had a narrative space to voice their educational values; yet most of these students did not feel that schools cared about them. When school personnel and teachers do not show care for their students, they fail to recognize students’ true academic abilities, which may lead to negative school outcomes and underachievement (Moore, Ford, & Milner, 2005).

Conversely, if educators approach all students as having a surplus of skills and talents, academic rigor can exist. Teachers can do this by focusing on the positive contributions each child brings to the learning environment. For educators to shift their ideology from a deficit to an asset-based model, they must change the way they view and perceive their students. For instance, when Delpit and White-Bradley (2003) taught students of color, they observed how their students had an ability to question issues of power and control and make their voices heard “for the sake of their own humanity” (p. 288). They did not dwell on any perceived deficits of their students; rather, they valued the contributions that students provided in challenging the status quo by creating a classroom grounded in critical thinking. This focus on individual differences and assets allows teachers to support an environment that enables students’ assets to flourish instead of “[penalizing] learners for not knowing the material or having the requisite intellectual tools” (Boykin & Noguera, 2011, p. 69). Such an approach enables teachers to value students’ full repertoires (Gutiérrez & Rogoff, 2003) as having intellectual worth. When doing this, for example, students from the same cultural background will participate with unique responses based on their individual experiences (Cartledge et al., 2015). By using strategies like these, teachers can enhance the skills of their students instead of criticizing them for lacking skills that the dominant culture dictates that they should know. If a teacher is able to use an asset-based model with their students, they will be better prepared to address each of DCMA’s four domains.

DCMA Domains

This section outlines each domain of DCMA, providing justification for how and why each component contributes to the creation of a positive classroom learning environment. The structure of the analysis follows the DCMA Rubric (see Figure 1) and highlights each sub-section within the four domains. Further, when examining the justification for each domain and sub-section, it is important to note that consistency of execution is critical. Researchers have demonstrated pedagogical (Smith & Montani, 2008) and relational (Dunn, 2000) benefits of having consistency within the classroom environment. As a result, there is a greater likelihood of sustained positive effects when teachers integrate the components of DCMA consistently.

Domain 1: Flexibility in Management Style	
Flexibility and Adaptability of Management Style	• *Successfully* adapts management styles and approaches based on the context and make-up of each individual class and group.
Domain 2: Diversity in Context	
Cultural Responsiveness	• *Successfully* accommodates differences in *all* students' communication styles based on their cultural context. • *Successfully* accommodates differences in *all* students' learning styles based on their cultural context. • *Successfully* accommodates differences in *all* students' cultural tastes (Bourdieu, 1984).
Socioeconomic Class Responsiveness	• *Successfully* accommodates differences in *all* students' communication styles based on their socioeconomic context. • *Successfully* accommodates differences in *all* students' learning styles based on their socioeconomic context. • *Successfully* accommodates differences in *all* students' socioeconomic tastes.
Gender and Sexuality Responsiveness	• *Successfully* accommodates differences in *all* students' communication styles based on their gender and sexuality. • *Successfully* accommodates differences in *all* students' learning styles based on their gender and sexuality. • *Successfully* supports *all* students based on their gender and sexuality.
Language Responsiveness	• *Successfully* accommodates differences in *all* students' communication styles based on their language context. • *Successfully* accommodates differences in *all* students' learning styles based on their language context. • *Successfully* accommodates differences in *all* students' language abilities.
Consistency	• Diversity in Context components are *always* consistently implemented on a *daily* basis.

Domain 3: Pedagogy	
Course, Unit, and Lesson Design	• The course is structured to tell a cohesive story that *successfully* transitions from unit to unit and lesson to lesson. • Each unit is structured to tell a cohesive story by *successfully* ordering and connecting each lesson. • Each lesson is *successfully* structured to tell a cohesive story with a clearly defined beginning, middle, and conclusion that are inter-related and have tight transitions between them. • The course, unit, and lesson content, activities, and projects are personally relevant and engaging for *all* students. • The course, units, and lessons are designed to *successfully* build grade-specific skills and challenges students to achieve and exceed these skills.
Lesson Implementation	• The lesson *successfully* tells a cohesive story with a clearly defined beginning, middle, and conclusion that are inter-related and that have tight transitions between them. • The lesson content, activities, and projects are personally relevant and engage *all* students through active learning and effective questioning. • The lesson *successfully* builds grade-specific skills and challenges students to achieve and exceed these skills.
Managing Misbehavior	• Student misbehavior is dealt with through *effective* de-escalation strategies. • Standards are *consistently* maintained for student misbehavior. • *All* students who misbehave are addressed individually and treated with respect. • The teacher *always* seeks to uncover and address the underlying issues surrounding the student misbehavior rather than just punishing the student.
Consistency	• Pedagogy components are *always* consistently implemented on a *daily* basis.
Domain 4: Classroom Culture and Community	
Caring Community	• The teacher prioritizes and creates positive, caring relationships among the teacher and *all* students. • The teacher prioritizes and facilitates positive, caring relationships among *all* students. • The teacher creates and facilitates cooperative learning environments for *all* group activities.

Safe Community	• *All* students feel safe to share and communicate their ideas in an open environment. • *All* students feel mutually respected by their peers and the teacher. • *All* students perceive the teacher's pedagogy and management to be fair and equitable.
Encouraging Community	• *All* students are encouraged to establish and meet short- and long-term personal and academic goals. • *All* students are encouraged to be change agents. • *All* students receive positive reinforcements. • The teacher creates a community of active learners where *all* students are engaged with classroom material and motivated to learn. • The physical environment of the classroom entices *all* students to learn.

Figure 1. Dynamic Classroom Management Approach (DCMA) Rubric

Domain 1: Flexibility and Adaptability in One's Management Style

As stated earlier, LePage et al. (2005) created a concept of classroom management similar to DCMA that did not include the principles of flexibility and adaptability in one's management style. Although such concepts exist within special education classroom management scholarship (Lane & Menzies, 2015), it is important to apply these concepts in general education classes as well. For example, Lane and Menzies advocated for low-intensity behavioral and instructional supports to allow teachers to provide excellent inclusive experiences for all students by differentiating content and maximizing student engagement. Each of these actions can be successful in any classroom setting. As no two classes are alike, teachers should be able to adapt their strategies and level of authority in each setting to meet the needs of each student (Shor, 2009). To do this, teachers must evaluate how to create learning environments that adapt to the needs of each class and student (Diamantes, 1995).

Therefore, DCMA advocates for teachers to be adaptable to the individual needs of their students and to avoid a uniform approach to classroom management. The concepts of differentiation and meeting each student's needs are not unique to special education; these are effective pedagogical strategies that apply to general education classes as well.

It is the teacher's responsibility to know the context of his or her students' backgrounds in order to thoughtfully engage them in the classroom. For that to happen, teachers must understand that students' experiences and backgrounds are socioculturally and historically situated, which can account for students' experiences changing over time, from student to student, and from class to class (Gutiérrez & Rogoff, 2003). As Noddings (2013) stated, "There is nothing quite so unequal as sameness in curriculum and pedagogy" (p. 27).

Domain 2: Diversity in Context

The "Diversity in Context" domain of DCMA delineates the differences in students' backgrounds, including culture, race, ethnicity, social class, gender, sexuality, language, and differential abilities. This section analyzes how and why each of these contexts should be examined within DCMA. My analysis begins by focusing on the role of culture in classroom management.

Culture in classroom management (culturally responsive classroom management). The personal identities and individual cultures of students and teachers, including their race and ethnicity, play a significant role in how they interact with school and classroom communities. Therefore, educators must create culturally reflective or culturally responsive pedagogy (CRP; Gay, 2000; Ladson-Billings, 1995; Villegas & Lucas, 2002). Ladson-Billings initiated the discussion of CRP in an analysis of the traits of a culturally relevant teacher, which included "an ability to develop students academically, a willingness to nurture and support cultural competence, and the development of sociopolitical or critical consciousness" (p. 483). According to Ladson-Billings, adapting CRP provides three specific benefits to students: increased academic achievement, improved cultural competence, and better understanding and ability to critique the existing social orders. Later, Villegas and Lucas expanded Ladson-Billings' definition of culturally responsive teachers to include (a) gaining a sociocultural consciousness, (b) developing an affirmative attitude toward diverse students, (c) having the commitment and skills to act as a change agent, (d) understanding the constructivist foundation of culturally responsive teachers, (e) learning about students and their communities, and (f) cultivating culturally responsive teaching practices.

Using the CRP framework, Weinstein et al. (2004) developed a model for Culturally Responsive Classroom Management (CRCM), which includes five components: (a) recognition of one's own ethnocentrism and biases; (b) knowledge of students' cultural backgrounds; (c) awareness of the broader social, economic, and political context; (d) ability and willingness to use culturally appropriate management strategies; and (e) commitment to building caring classroom communities. Weinstein et al. created this model as a "frame of mind" for teachers to identify and reflect on how their biases and values impact their interactions with students, so they can better provide equitable learning opportunities for all.

Cartledge et al. (2015) built on the concept of CRCM by emphasizing prevention and intervention strategies for culturally and linguistically diverse learners. First, they called for culturally responsive prevention of disciplinary incidents by increasing effective academic instruction and parental involvement. Second, Cartledge et al. advocated for culturally responsive interventions focused on culturally responsive functional assessments and social skills instruction. Together, these strategies help ensure that each child's needs are met.

However, Weinstein et al. (2004) and Cartledge et al.'s (2015) CRCM models could focus more on knowledge of students' cultural backgrounds, which has been identified as a prerequisite to effective CRP implementation (Kim & Pulido, 2015). Although knowledge of students' cultural backgrounds is critical for a teacher to successfully employ CRCM, a teacher must amend the concept to address each student individually. As Irizarry (2007) pointed out, "Culture is not a fixed entity, but rather always changing;

a diversity of experiences exists even among members of the same cultural group" (p. 23). Irizarry found that teachers can reinforce stereotypes and do harm to students when they assume students from the same cultural group are identical and consequently attribute particular behaviors to them. Therefore, using a method like CRCM, teachers can ensure their interventions are flexible to work collaboratively with students in class while also meeting the individual needs of students.

Ladson-Billings (2006) gave an example of the importance of flexibility when she examined a discussion that she had with her students about how to do culturally responsive teaching. Ladson-Billings wrote:

> [A] group of soon-to-be teachers recently said to me, "Everybody keeps telling us about multicultural education, but nobody is telling us how to do it!" I responded, "Even if we could tell you how to do it, I would not want us to tell you how to do it . . . [because] you would probably do it . . . without any deep thought or critical analysis. You would do what I said regardless of the students in the classroom, their ages, their abilities, and their need for whatever it is I proposed. (p. 39)

In other words, CRCM is essential, but teachers must take a constructivist perspective and acknowledge the uniqueness of every environment and student. To be flexible, teachers need to get to know their students rather than relying on strategies they learned from others.

One major challenge of implementing CRCM is for teachers to recognize when they perceive student behavior and culture through their own cultural lenses (McCarthy & Benally, 2003). Teachers must learn to see the dynamics of their classroom through the eyes of their students and the communities from which they come. Additionally, teachers must recognize and accept that their students possess expert knowledge (Delpit, 2006). Such acknowledgment empowers students and embraces their diverse experiences and cultural differences to enliven the learning environment for all students. Although creating curricula that is sensitive to students' cultural differences is challenging (Tobin, 1995) and often neglected in the study of education (Lee, Spencer, & Harpalani, 2003), it enables educators to celebrate students' assets (Wentzel, 2003), and students feel engaged in the learning environment instead of excluded from it.

A second major challenge of implementing CRCM, particularly in middle- and high-school classrooms, concerns how to integrate and apply the strategies to different content areas. Although the tenets of CRP lend themselves more easily to the humanities, scholars and teacher educators in math and science have also found ways to make curricula and teaching more culturally relevant for students. As a result, scholars in the four core content areas (English, social studies, math, and science) have analyzed how to apply culturally responsive teaching strategies to classrooms, which can be translated into CRCM strategies (Gutstein et al., 1997; Hudicourt-Barnes, 2003; Martell, 2013; Stairs, 2007).

For instance, Hudicourt-Barnes explored the use of argumentation in Haitian Creole science classrooms, and found that when teachers in this community integrated the cultural practice of "*bay odyans*, a form of discourse similar to scientific argumentation" (p. 73), students were able to engage in the science content. Although the link between

science-based CRP and CRCM is not explicit, the argument considers how engagement and classroom discourse align with all five tenets of Weinstein et al.'s model of CRCM. Similarly, Gutstein et al. examined teaching relevant mathematics in a Mexican-American context, acknowledging the importance of empowering students and creating the caring classroom community that is essential for student engagement and on-task behavior.

With regard to the humanities, Martell (2013) demonstrated the importance of recognizing one's own ethnocentrism in helping students examine the intersection between their race/ethnicity and their experiences learning history. Martell's reflectiveness and sensitivity to the needs of his students created an environment where students were engaged in the curriculum and responded to his classroom objectives. In examining the use of CRP in the English classroom, Stairs demonstrated the positive impact that CRP can have on motivating and engaging urban high school students—two of the most critical elements in creating a positive learning environment. Being able to translate CRP into culturally responsive classroom management is a critical piece of DCMA.

Social class in classroom management. The differences among students' levels of socioeconomic status affect dynamics within a school, its hallways, and its classrooms. Socioeconomic background influences cultural experiences and affects students' academic expectations and needs (Coleman et al., 1966; Delpit, 2006; Lareau, 1987). In other words, students from different socioeconomic backgrounds bring different experiences to the classroom and require different pedagogical approaches to meet their unique experiences. A large majority of teachers who enter urban or low-socioeconomic classrooms are White women (Aud, Fox, & KewalRamani, 2010; Leonardo & Boas, 2013) and come from more economically privileged communities (McLaren, 2003; Olmedo, 1997), making it challenging to identify with their students. When there is a disjunction between teacher and student backgrounds, many teachers struggle to create a positive learning environment, which contributes to low teacher retention rates in high-poverty schools (Lankford, Loeb, & Wyckoff, 2002; Scafidi, Sjoquist, & Stinebrickner, 2005). Guarino, Santibañez, and Daley (2006) found that teachers often left their school when the proportion of non-White and low-income students was twice that of their previous school. These statistics suggest the need for greater support for teachers in low-socioeconomic or urban schools to create positive learning environments where both teachers and students may be successful (Sass, Hannaway, Xu, Figlio, & Feng, 2012).

Problems may also arise when teachers do not incorporate class-consciousness into their instructional practice and instead teach to middle- and upper-class values (hooks, 2003). For example, as hooks noted, "those of us from working-class backgrounds may feel that discussion is deeper and richer if it arouses intense responses" (p. 148). By acknowledging these class differences, teachers may create an environment where all students are able to contribute to the course while challenging the hegemonic norms often perpetuated by U.S. education (hooks, 2003). Moreover, students may feel supported in embracing their forms of communication to elicit thoughtful and deep analysis of course content.

However, it is often difficult for teachers to change their own class-consciousness related to pedagogy and curricula because many accept hegemonic power relations

instead of challenging the injustice behind them (Noguera, 2003). Using a more class-conscious approach to teaching, teachers can explicitly adapt their curricula and pedagogy to incorporate challenging societal power structures. Taking this approach will help ensure that teachers do not solely teach to liberal, middle-class values, which maintain the status quo (Cartledge et al., 2015; Delpit, 2006). Applied to DCMA, teachers must first adapt an explicit class-consciousness and then inclusively integrate students' perspectives and ways of learning where students feel encouraged to apply and challenge their ways of thinking.

Gender and sexuality in classroom management. Gender and sexuality is also important to consider when crafting CRP. When constructing their curricula, educators need to challenge dominant ideologies by incorporating the perspectives of gender and sexuality minority groups. Problems arise when teachers account for social class and cultural responsiveness without accounting for gender. As Bettie (2000) stated:

> Ignoring women's experience of class results in a profound androcentric bias such that women are routinely invisible as class subjects. In much leftist analysis women are assumed to be without class, as these theorists often seem un-able to see the category "working class" unless it is marked White and male. Such biases promote the invisibility of both White women and women of color as class subjects. (p. 3)

Bettie found that such invisibility led to stereotypes and labels about gender, class, and sexuality being applied to female students that greatly impacted their school experience and potential academic outcomes. These stereotypes were based on how the students' genders intersected with their class performances and race as *chicas, cholas,* or *trash*, and corresponded to the academic tracks in which the students were placed.

Similarly, Weiler (2003) found that educators should approach challenges to hegemony and stratification from diverse perspectives, including race, class, gender, and sexuality. She determined that when a teacher utilizes diverse perspectives, it can help account for the dynamic and complex realities of why institutional hierarchies and power dynamics in the country have been maintained and are perpetuated by the educational system. If marginalized students are empowered in this way and exposed to diverse perspectives, they may become more invested in the classroom.

In addition to embracing the impact of gender and its intersection with race and class (Crenshaw, 1991), it is critical for educators to grasp the importance of accounting for their students' sexualities when constructing the learning environment. A major part of the classroom environment is built on how students perceive their teachers in relation to how they feel teachers treat and perceive them. A study by Russell, Seif, and Truong (2001) demonstrated that sexual-minority youth's school troubles were linked to students' perceived relationship with their teachers. One way for teachers to improve their students' feelings toward them, and to work on creating a safer, more inclusive environment, was to help eradicate hateful speech, such as the use of words like *fag*. As Pascoe (2005) found,

> The fag epithet, when hurled at other boys, may or may not have explicit sexual meanings, but it always has gendered meanings. When a boy calls another boy a fag, it means he is not a man, not necessarily that he is a homosexual. (p. 397)

If teachers can create spaces where terms like fag are analyzed for their loaded meaning and then removed from the classroom space, then every student, irrespective of sexual orientation, may feel more empowered. This empowerment can extend beyond the classroom to help students become more compassionate and understanding outside the classroom. In all, when a teacher can create this type of classroom, it enables the teacher to challenge students in a productive way not otherwise possible if students feel alienated—a critical element of DCMA that can help students excel.

Differential language learning in classroom management. Another important element of culture that teachers must be aware of is language diversity. Dual Language Learners (DLLs) are often placed in classes where the instructions, activities, or dialogue are not accessible to them. For instance, Curran (2003) argued that teachers should expect, appreciate, and feel comfortable with the natural responses of students who are not completely proficient in English, including laughter, silence, or first language use. Teachers who are unaware of such reactions may perceive these actions as adversarial, a perception that may result in the teacher punishing the students. For example, as Short and Echevarria (2004) noted, teachers sometimes alienate DLLs by treating them as one-dimensional because of their limited English proficiency. When teachers ignore that DLLs have diverse backgrounds, educational profiles, and linguistic skills, students are more likely to be disengaged from class. If teachers acknowledge the challenges that DLLs face and differentiate their pedagogy, DLLs may become engaged in the content, in turn shaping the classroom environment.

Further, teachers must address the linguistic diversity of their students. As Delpit (2003) explained, differing cultural dialects between the teacher and students often creates frustration among students, which can result in what appears to be off-task behavior; for example, rhetorical questions might be unfamiliar to students, or students might be more familiar with directives. Therefore, Delpit emphasized that teachers need to recognize students' linguistic forms and oral styles that are closely tied to their home culture, stressing that their linguistic forms are not wrong, but simply different from the linguistic form used within the dominant culture, to which classrooms often prescribe.

Differential abilities in classroom management. One of the most challenging aspects of teaching is differentiating instruction for different types of learners. When learners of different ability levels are in the same class, it is difficult to challenge each student based on individual skill level. Therefore, when differentiation does not occur, students become disengaged from class and can become disruptive because they are either not challenged enough or challenged too much. The importance of effective differentiation is elevated in classes where students have special needs and individualized education plans. Research illustrates the importance of focusing more on instructional consideration and low-intensity behavioral supports to meet the needs of diverse learners. Instructional considerations focus on lesson plans that target (a) students' zones of proximal development (Vygotsky, 1986) to engage students; and (b) low-intensity behavioral supports that incorporate choice, increase students' opportunities to respond,

and reinforce behaviors by maintaining the consequences that follow them (Lane & Menzies, 2015). Such proactive measures align with the tenets of DCMA and can help teachers in inclusive classrooms recognize the individual needs of each student and plan accordingly.

Teachers can learn from special educators about strategies to keep students with disabilities engaged and on task. As Maeng and Bell (2015) argued, teachers must recognize that there are multiple ways to ascertain students' academic needs and then adapt instructional practice to meet those needs. For example, Saborine and Pennington (2015) found that special education teachers are more likely to use classroom rules and verbal praise than traditional behavior management techniques to maintain order in the classroom. Further, Saborine and Pennington examined the use of self-management skills to improve preparedness for students with Attention-Deficit/Hyperactive Disorder and found that explicit teacher instructions and targeted self-monitoring pedagogy is associated with student classroom preparedness. These strategies may help students of varying abilities be more successful, including students with disabilities in restrictive environments.

When educating teachers about meeting the needs of students with disabilities, teachers must realize that creating a single uniform management strategy can be detrimental to the student and the class as a whole (Emmer & Stough, 2001). As Landrum, Tankersley, and Kauffman (2003) found in their study of teachers educating students with emotional and behavioral disorders (EBD) in general education classes, many teachers did not adapt their management or instructional techniques for EBD students and lacked training in proven practices to support them. In other words, teachers must learn how to meet the individual needs of each student and avoid a uniform approach to instructional and management techniques.

Two strategies to help do this are (a) Response to Intervention (RtI), which refers to tiered levels of support for all students that become increasingly intensive and individualized; and (b) Universal Design for Learning (UDL), defined as "proactively planning for instructional, environmental, and technology supports to allow students to effectively access and engage in instruction" (Basham, Israel, Graden, & Winston, 2010, p. 243). Both of these frameworks have proven effective. As Zvoch (2016) found using growth models to evaluate the effectiveness of RtI interventions, there was a statistically significant increase in student learning following intervention. Although such interventions have been proven to work, they require buy-in from the entire school (Shanklin, 2008). Teachers can easily adopt low-intensity management strategies while advocating for their school to adopt more holistic, interventionist strategies like RtI and UDL.

In summary, an increased ability to embody an asset-based model that takes students' culture, social class, gender, sexuality, language, and ability into account will enable educators to teach with a philosophy that positively affects their pedagogy and instruction. This approach can then directly influence educators' classroom management approach.

Domain 3: Creating Effective Pedagogy

For students to become immersed in a positive learning environment, curricula and curricular implementation must reflect their background and needs. As a result, teachers must undertake purposeful planning and execution of lessons that accounts for the diversity of their students. Further, when teachers encounter student misbehavior, whether related or unrelated to their pedagogy, they must be prepared to deescalate situations and support their students' needs.

Planning and implementation in classroom management. As discussed in detail above, it is critical for teachers to plan units and lessons that are culturally responsive to and meet each student's needs. In addition, teachers must be adept at creating and sequencing diverse learning activities in a way that tells a cohesive narrative for each student and keeps all students engaged throughout the lesson (Lemov, 2010; Marzano et al., 2003; Willingham, 2009). As Marzano et al. explain, when teachers create lessons that retain student interest, it mitigates classroom management problems. When these plans are created, a teacher must then implement them effectively to create and maintain a positive learning environment. Lemov offers five effective techniques for engaging students in planned lessons: (a) cold calling, which can be done in a supportive manner; (b) call and response to get buy-in from the entire class; (c) pepper, which takes the term from baseball, where the teacher uses rapid-fire questioning; (d) wait time, which gives students a chance to process before calling on a student; and (e) everybody writes, enabling students to again process questions while concurrently chunking the lesson. Using strategies like these, teachers can better implement their culturally responsive and well-constructed lessons to optimize student engagement.

Managing misbehavior in classroom management. Even if a teacher has created a safe, caring, and encouraging classroom environment, and uses a curriculum that is culturally responsive and differentiated for different types of learners, student disruption is likely to still occur. A teacher cannot control what happens outside of the classroom context. For instance, a student might need to work a night job to help support the family, have parents going through a divorce, or be mourning a loss. Therefore, even if the teacher plans and implements the ideal lesson, there may be a student who has difficulty engaging due to stressors outside of the context of the classroom and therefore misbehaves according to classroom expectations. Although these incidents will be significantly minimized by the proactive approaches described throughout this article, a teacher must be prepared to address such situations.

A primary school-wide approach to behavioral management used in schools today is *restorative justice*. According to Jones, Jones, and Vermette (2013):

> The fundamental premise of restorative justice is that . . . disrespect and insubordination . . . is a violation of the community and the relationships with people in that community. Through the process of restorative justice, all parties involved unite to collectively determine how to "deal with the aftermath of the offence and its implications for the future" (Braithwaite, 1999, p. 5). In the school setting, restorative justice emphasizes amendment and healing for the wider community, as well as reparation and rehabilitation of the offender. The

> ultimate goal of restorative justice programs is the restoration of relationships and restitution to the community. (p. 28–29)

Therefore, if teachers want to engage in restorative justice practices, they must inspire the entire school community to accept the philosophy and its implementation. It would be challenging for a teacher to enforce these practices without the support and consistency of colleagues. An alternative to restorative justice is School-wide Positive Behavior Supports (Lewis, Mitchell, Trussell, & Newcomer, 2015) or Positive Behavioral Interventions and Supports (PBIS; National Education Association Education Policy and Practice Department, 2014), which uses a multi-tiered system (similar to RtI) that helps students learn social, emotional, and cognitive-behavioral competencies to excel inside the classroom and school community. PBIS requires the same type of coordination and buy-in as restorative justice.

Although school-wide classroom management approaches to misbehavior might be ideal, in many schools, such systems are not in place. As a result, it is important that teachers learn strategies that they can implement in their own classrooms without the support of their colleagues. This is where teachers can turn to classroom management scholars who outline various behavioral management strategies that focus on concrete strategies to help teachers manage misbehavior (Espelage, 2015; Gettinger & Fischer, 2015; Marzano et al., 2003; Sugai & Simonsen, 2015). For example, Marzano et al. detailed (a) establishing rules and procedures; (b) implementing disciplinary interventions; (c) building teacher-student relationships; (d) interpreting the mental state of students; and (e) empowering students to take responsibility in their own management. Most of these strategies, and several others, focus on teachers creating a safe environment and de-escalating situations rather than worsening the misbehavior.

Domain 4: Creating a Positive Classroom Culture and Community

It is critical that educators create a caring, safe, and encouraging classroom community to engage students and help them excel academically. When such an environment is created, behavioral problems dissipate. Therefore, it is important for teachers to learn strategies to create a positive classroom culture and community.

Creating a caring environment in classroom management. There is a body of research on the importance of positive student-teacher relationships (e.g., Marzano et al., 2003; Wolk, 2003) for promoting students' classroom engagement (Ladson-Billings, 1995; Valenzuela, 1999; Villegas & Lucas, 2002; Weinstein et al., 2004). For instance, Weinstein et al. made this one of the five tenets of CRCM because, "when middle-school students perceive their teachers as caring and supportive, they are more likely to be academically motivated, to engage in classroom activities, and to behave in prosocial, responsible ways" (p. 34). Further, Valenzuela focused on the "politics of caring," demonstrating how authentic caring can empower students by incorporating "pedagogical preoccupation with questions of otherness, difference, and power" (p. 25). These studies illustrate how building relationships with and caring for students is foundational for any classroom pedagogical or behavioral strategy.

To create these emotional bridges, Fisher and Shapiro (2005) focused on five "core concerns" (p. 19) to help students become invested in the positive classroom

environment: appreciation, affiliation, autonomy, status, and role. When a teacher is attuned to these emotional needs, the student feels enthusiastic, cared for, compassionate, content, comforted, pleased, hopeful, proud, accomplished, courageous, calm, relieved, relaxed, and happy (Fisher & Shapiro, 2005). Facilitating such an environment requires work by the teacher to actively build a positive relationship with his or her students. Boykin and Noguera (2011) found similar results through an analysis of the quality of teacher-student relationships. Specifically, students respond more positively when teachers are caring and supportive while maintaining high expectations. To facilitate relationship building, Beaty-O'Ferrall et al. (2010) suggested four strategies: (a) building empathy in which the teacher helps the students feel understood; (b) noticing negative attitudes and behaviors by first acknowledging, then reframing and redirecting them; (c) leaving the ego at the door to help teachers remain calm in tense situations; and (d) building multicultural connections. Once teachers are able to build relationships in these ways, teachers can build the positive learning environment they envision.

Creating a safe environment in classroom management. As discussed above, Weinstein et al. (2004) referred to the importance of creating a caring environment in CRCM; however, it is also critical to focus on building a safe, open environment in the classroom where students feel free to disagree with one another and critically analyze issues without feeling threatened (Dutro et al., 2008; Hill, 2009). Dutro et al., in their analysis of culturally relevant pedagogy, illustrated this necessity:

> Turning the negative situations and feelings that some children encountered along the way into opportunities for critical discussion required [the teacher's] openness to children's feelings and ideas and her commitment to create spaces for those ideas and feelings to be shared as a class. (p. 295)

When students know the classroom environment is a safe place to share, students will feel encouraged to engage with the class material.

Creating an encouraging environment in classroom management. Boykins and Noguera (2011) alluded to the important link between caring for one's students while also maintaining high expectations. In order for teachers to create the optimal classroom culture and community, they must go beyond caring and creating a safe community—they must also encourage students and set high expectations. Anyon (1981) demonstrated the relationship amongst school and teacher expectations, student perceptions of their value, and student engagement. Overall, a safe, caring, and encouraging classroom environment can only be established if the teacher models what it looks like (Weinstein et al., 2003). When teachers demonstrate that their classrooms are safe places where people can share and challenge one another, classrooms become spaces for truly critical analysis and reflection. Moreover, by opening up to the students, with regard to the content of the course, teachers can often establish a connection that will allow for a positive learning environment. Creating this environment takes time and should begin at the start of the year, so students can build trust with one another and the teacher. If this trust is established, it becomes easier to effectively create a positive learning environment.

Empirical and Practical Implications for Teachers

The U.S. education system has gone through massive changes in the last few decades, from student composition to curricular demands and shifting pedagogies. Yet, as the American classroom has changed in terms of demographics and pedagogy, educational ideology as it relates to classroom management has not shifted with it. When educators are able to change their ideology to incorporate the more syncretic educational theories that frame DCMA, they will be able to focus on emancipating and empowering students to excel in the classroom rather than focusing on their deficits. Once teachers have taken on this asset-based mindset, they can begin to identify and implement concrete strategies aligned with the DCMA framework.

DCMA is designed to work for teachers of varying teaching styles. For instance, DCMA is designed for teachers with either strict or flexible classroom demeanors to create positive learning environments that lessen disruptive behaviors. The critical element of DCMA is adaptability and flexibility based on the needs of the students. Teachers can hold high expectations for students, integrate students' cultural backgrounds into the curriculum, and create a safe space for dialogue using either a strict, structured approach or a more experimental approach. If students become engaged with the curricula and are treated as individuals with a voice in the classroom, and the teacher's lessons are crafted and implemented in a pedagogically dynamic and culturally responsive way, the teacher can preserve an environment that meets the specific needs of each child.

Research has begun to substantiate the positive impact of implementing components of DCMA on student outcomes. Vast literature has found a direct relationship between school climate (which embodies most elements of DCMA) and academic achievement (Davis & Warner, 2015; Hoy, Hannun, & Tschannen-Moran, 1998; Kwong & Davis, 2015; Sherblom, Marshall, & Sherblom, 2006; Thapa, Cohen, Higgins-D'Assandro, & Guffey, 2013). As a result, if each tenet of DCMA is addressed, students should be able to improve academically. However, more quantitative and qualitative empirical research is needed to examine direct relationships between the DCMA framework and student outcomes. When more research is conducted in this area, DCMA may effectively frame how teachers create optimal classroom learning environments.

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