

Foreword

The management of adolescents in classrooms is not just about following the rules of correct behavior for either students or teachers. Instead, classroom management is about the skillful application of several different principles to create positive learning environments.

A successful teacher has significant control over several factors that result in a well-managed classroom. The first of these factors is relationships—relationships between teachers and students and those fostered among students. The second is having a relevant, appropriate curriculum to teach. The third is providing engaging lessons for learners that contain an appropriate level of cognitive challenge in psychologically safe surroundings. All of these interact in a physical space that the teacher has power to affect. Finally, management is about helping students take personal responsibility for their learning and being held accountable for that learning.

Since classroom management is about a complex interaction of all these factors, the best way to learn about it is by observing successful managers at work and analyzing the elements contributing to their success. Glenda Beamon Crawford's *Managing the Adolescent Classroom* helps us do just that by providing a rich variety of case studies depicting successful classroom managers in action. This book offers a thorough guide for preservice, neophyte, and veteran teachers, as well as for those who supervise them, on how to establish truly well-managed classrooms.

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