



# Middle and Secondary Classroom Management: Lessons from Research and Practice (B&B Education)

By Carol Simon Weinstein, Ingrid Novodvorsky

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### **Editorial Review**

#### **About the Author**

Ingrid Novodvorsky is Director of the College of Science Teacher Preparation Program and Faculty Fellow for Instruction and Assessment at the University of Arizona. She earned a bachelor's degree in Physics and Mathematics, and master's and doctoral degrees in Secondary Education, all from the University of Arizona. Before joining the university, Dr. Novodvorsky taught high-school physics and mathematics. During that time, she hosted student teachers in her classroom and mentored beginning science teacher colleagues. As one of the founding faculty members, Dr. Novodvorsky created a course on classroom management for the Teacher Preparation Program, in recognition that this is a critical aspect of preparing teachers. Her current scholarly work at the university is focused on faculty development for improving instruction and assessment.

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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