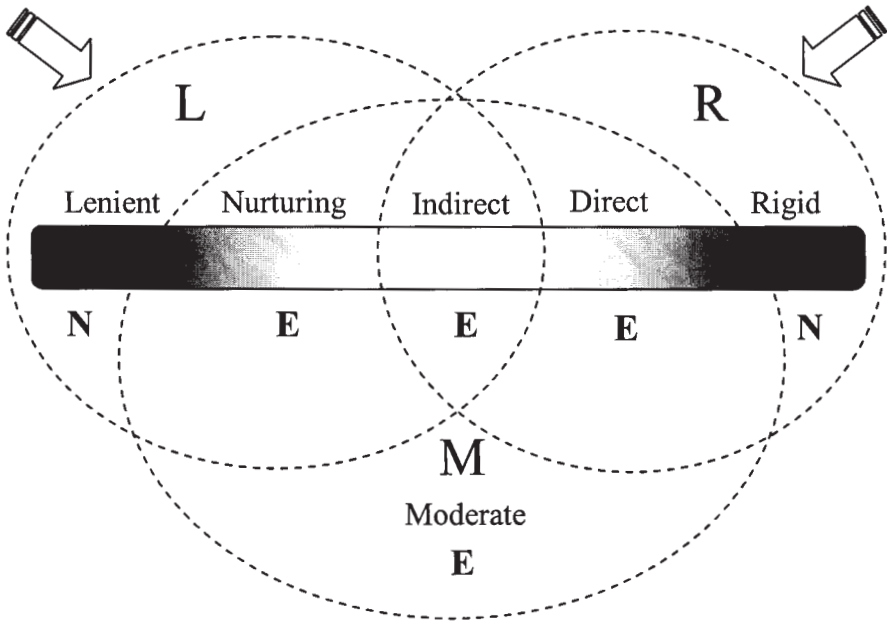


## CHAPTER

**2****Five Categories of Practices**

**T**raynor (2004) showed how the styles of teachers who were strongly identified with a single approach were related for all three approaches (Figure 1). Practices belonging to each approach were found to exist on a common continuum that includes five categories of practices.



**Figure 1**

The Classroom Management Spectrum. L = Lenient teachers. R = Rigid teachers. M = Moderate teachers. E = Effective N = Not effective. Arrows = Movement toward more effectiveness. Note: Adapted from Traynor (2004)

The circles in the Venn diagram show, for all three approaches, shared and unique practices of teachers strongly identified with a single approach. The dashed quality represents the permeability of the approaches. For example, a teacher strongly identified with the rigid approach, could demonstrate at least to a limited extent the nurturing practices, as the dashed quality of the perimeter allows for overlap.

The bar within Figure 1 shows the relationship of the approaches on a common continuum. At the extremes are the ineffective lenient and rigid practices. A teacher with a strong lenient or rigid disposition can readily enact the respective proximate and more effective nurturing or direct intervention practices, as these areas of the continuum are contiguous with the extremes. Conversely, a teacher who possesses either of these extreme dispositions would have difficulty enacting the practices at the opposite extreme and would even have difficulty applying the practices adjacent to the opposite extreme as well, as these areas on the continuum are distant from each other. The continuum quality of the bar also reveals that even a teacher possessing one of the extreme dispositions would find the middle, indirect interventions, accessible, as these practices are not too far from the extremes. The continuum quality also shows that a moderate teacher, who possesses a more central moderate disposition, certainly has the indirect interventions readily accessible and can easily apply both the adjacent nurturing practices and direct interventions. The model also shows that a teacher with a moderate disposition is able to refrain from enacting rigid practices – for the rigid disposition is fairly distant from the moderate disposition on the continuum. Similarly, the moderate teacher is able to avoid being overly lenient, as the lenient and moderate dispositions are also fairly distant from each other.

The bar's black and white gradient also shows the increases in effectiveness of the practices from the extremes of the continuum to the center. The black areas at the extremes

indicate ineffective practices and the gray and white areas toward the center indicate effective practices. The practices were evaluated as effective or ineffective using Standard Two of the California Standards for the Teaching Profession (see Appendix) according to Traynor (2004).

The model clearly shows that the moderate approach is the most effective of the three, as it contains only effective practices. A teacher using the moderate approach avoids the ineffective lenient and rigid practices at the extremes of the continuum and can readily apply the effective direct, indirect, and nurturing practices.

The arrows in Figure 1 help show how teachers who are more strongly identified with the lenient or rigid approach can increase their overall effectiveness. As the circles encompassing the practices of the lenient or rigid teachers move in the direction of the arrows, their ineffective practices are decreased and the more effective practices are increased. Please see Traynor (2004) for a more complete explanation of dispositions and practices of teachers strongly identified with each approach.