

UNITE

Exhibit 1.2

Management and Discipline Planning: Reproducible Form

1. For each question, circle the number under the statement that best answers the question. When you are unsure about the answer to a question, circle the middle number.
2. Total the scores for all items. You should have a number between 0 and 120.
3. Use the scale at the end of the form to determine the most appropriate structure level for your classroom management plan.

Questions 1-6 relate to the population of the entire school.

1. How would you describe the overall behavior of students in your school?	Generally quite irresponsible. I frequently have to nag and/or assign consequences. 10	Most students behave responsibly, but about 10 percent put me in the position where I have to nag and/or assign consequences. 5	Generally responsible. I rarely find it necessary to nag and/or assign consequences. 0
2. What percentage of students in your school qualify for free or reduced lunch?	60 percent or more 10	10 to 60 percent 5	Less than 10 percent 0
3. What percentage of students in your school typically move in and/or out of the school during the course of the school year?	50 percent or more 10	10 to 50 percent 5	Less than 10 percent 0
4. How would you describe the overall attitude of students toward school?	A large percent hate school and ridicule the students who are motivated. 10	It's a mix, but most students feel okay about school. 5	The vast majority of students like school and are highly motivated. 0
5. How would you describe the overall nature of the interactions between students and adults in your school?	There are frequent confrontations, which include sarcasm and/or disrespect. 10	There is a mix, but most interactions are respectful and positive. 5	The vast majority of interactions are respectful and positive. 0
6. How would you describe the level of interest and support provided by the parents of students in your school?	Many parents are openly antagonistic, and many show no interest in school. 10	Most parents are at least somewhat supportive of school. 5	The majority are interested, involved, and supportive of what goes on in the school. 0

Questions 7-11 relate to students in your class this year. Use your most difficult class, or if you are doing this before the school year begins, simply give your best guess.

7. What grade level do you teach?	Ninth grade 20	Tenth grade 5	Eleventh or twelfth grade 0
8. How many students do you have in your class?	30 or more 10	23 to 30 5	22 or fewer 0
9. What is the reputation of this group of students from previous years? For example, if you teach tenth grade, what was the reputation of these students as ninth graders?	This class is going to be awful. 10	It's a mix, but most students work hard and cooperate. 5	This group is very hard working and cooperative. 0
10. How many students in your class have been identified as severely emotionally disturbed (SED)? Note: This label varies from state to state.	Two or more 10	One 5	Zero 0
11. Not including students identified as SED, how many students have a reputation for chronic discipline problems?	Three or more 10	One or two 5	Zero 0

0-30 low
31-60 medium
61-120 high
14 level of structure

Total 20
PNHS - Low

The 1st Line of Defense is Classroom Management

Positive behavior in the classroom can make all the difference between an enjoyable teaching experience, and a teacher suffering from work related stress. Having effective classroom management strategies really is that important. So, how exactly do you promote positive behavior in the classroom? Adults Control the Climate in ANY School Building. Below are four effective **classroom management strategies** that will reduce negative student behavior fast.

1. *Use the S.T.O.I.C. Strategy for Discipline in the Secondary Classroom*

*The word **STOIC** literally means one who demonstrates patience and endurance in the face of adversity. It is a person who can endure pain or hardship without showing their feelings or complaining. A **STOIC** person is someone who is seemingly indifferent or unaffected by joy, grief, pleasure, and pain.*

- S** Structure and organize all settings for student success.
- T** Teach students how to behave responsibly in every setting.
- O** Observe and supervise student behavior in all school settings.
- I** Interact positively with students to build positive relationships.
- C** Correct irresponsible behavior fluently, calmly, consistently, immediately, respectfully, and above all briefly.

2. *Be positive.*

If you're negative, then the students that you teach will also be negative. And negative students are not well behaved students. If you remain positive in the classroom, no matter how tired and stressed you feel, then you will have a better chance of promoting **positive behavior** in the pupils that you teach.

No, you don't have to be a Pollyanna from the time you get arrive at school until the you leave, however, while on post you do need to maintain a positive attitude most of the time.

Yes, you do want to establish firm boundaries with the students you teach, but teaching with bubbly enthusiasm can do wonders for your classroom management skills. Set clear limits, but remain positive while doing so, and your students will reward you with improved students' behavior.

3. *Highlight good behavior*

How can students demonstrate positive behavior in the classroom, if they don't know what it is? Find excellent examples of student behavior and then highlight it to the class.

Highlight this good behavior, and explain why its good. This can be as simple as praising a group doing excellent quiet work, or a student who demonstrates constructive behavior with his peers. Highlight good behavior and the behavior of the students you teach will increase. Establish clear expectations for all possible classroom activities.

4. Model good behavior - IMPORTANT, IMPORTANT, IMPORTANT, IMPORTANT

Like it or not, but in the classroom you are a role model. Plus, you're a pretty influential one too. So if you want to promote positive behavior in the classroom, then you better demonstrate as well.

If students see you as moody, temperamental aggressive or worse, then you are not demonstrating the correct ways to behave in a classroom environment. Show the students how to behave well through your own actions and your classroom will become a more peaceful place. A moody, temperamental aggressive, unconcerned, and detached teacher is an ineffective teacher.

If you want to promote positive behavior in the classroom then try these three top tips today. Classroom management problems can be like a cycle. When you experience poor student behavior you become negative, and the behavior gets worse. Break the cycle today by being positive and the students that you teach will reward you with improved behavior.

Adults Control the Climate in ANY School Building

Establishing High Expectations

Why establish expectations?

Research continues to confirm that proactive, positive, and instructional approaches are far more effective in managing and motivating students than traditional, authoritarian, and punitive approaches. Teacher effectiveness literature has identified that teachers who are highly successful have classroom management plans that:

- Include high expectations for student success.
- Build positive relationships with students.
- Create consistent, predictable classroom routines.
- Teach students how to behave successfully.
- Provide frequent positive feedback.
- Correct misbehavior in a calm, consistent, logical manner.

When clear expectations are directly taught to students, the vast majority of students will strive to be cooperative and do their best to meet those expectations. Establishing clear expectations and implementing them, teachers will spend less time dealing with disruption and resistance and more time teaching.

Classroom Management STOIC Checklist

Variables	Questions to guide discussion	Y	N	Comments
Structure/ Organize the classroom for success.	1. Is the room arranged so you can get from any part of the room to any other part of the room relatively efficiently?	Y	N	
	2. Can you and your students access materials and the pencil sharpener without disturbing others?	Y	N	
	3. Does the schedule create consistency, variety, and opportunities for movement?	Y	N	
	4. Do you have effective beginning and ending routines?	Y	N	
	5. Have you defined clear expectations for instructional activities?	Y	N	
	6. Have you defined clear expectations for transitions between activities?	Y	N	
Teach students how to behave responsibly in the classroom.	1. Have you created lessons on expectations and explicitly taught them for classroom activities and transitions?	Y	N	
	2. Have you created lessons and explicitly taught expectations for classroom routines and policies?	Y	N	
	3. Have you provided teaching and reteaching as needed? (Think about a basketball coach reteaching particular plays or patterns.)	Y	N	
Observe student behavior (supervise!).	1. Do you circulate and scan as a means of observing/monitoring student behavior?	Y	N	
	2. Do you model friendly, respectful behavior while monitoring the classroom?	Y	N	
	3. Do you periodically collect data to make judgments about what is going well and what needs to be improved in your management plan?	Y	N	
Interact positively with students.	1. Do you interact with every student in a welcoming manner (e.g., saying hello, using the student's name, talking to the student at every opportunity)?	Y	N	
	2. Do you provide age-appropriate, non-embarrassing feedback?	Y	N	
	3. Do you strive to interact more frequently with every student when he is engaged in positive behavior than when he is engaged in negative behavior?	Y	N	
Correct irresponsible behavior fluently—that is, in a manner that does not interrupt the flow of instruction.	1. Do you correct consistently?	Y	N	
	2. Do you correct calmly?	Y	N	
	3. Do you correct immediately?	Y	N	
	4. Do you correct briefly?	Y	N	
	5. Do you correct respectfully?	Y	N	
	6. Do you have a menu of in-class consequences that can be applied to a variety of infractions?	Y	N	
	7. Do you have a plan for how to respond to different types of misbehavior fluently?	Y	N	

CHAMPs Classroom Activity Worksheet

Activity: _____

CONVERSATION

Can students engage in conversation with each other during this activity?

If yes, about what?

With whom?

How many students can be involved in a single conversation?

How long can the conversation last?

HELP

How do students get questions answered? How do students get your attention?

If students have to wait for help, what should they do while they wait?

ACTIVITY

What is the expected end product of this activity? (Note: This may vary from day to day.)

MOVEMENT

Can students get out of their seats during the activity?

If yes, acceptable reasons include:

- | | |
|--------|---------------------------|
| Pencil | Restroom |
| Drink | Hand in/pick up materials |
| Other | |

Do they need permission from you?

PARTICIPATION

What behaviors show that students are participating fully and responsibly?

What behaviors show that a student is not participating?

ACHIEVE Classroom Activity Worksheet

Achieve—To succeed in something!

Your Name: _____

<p>Activity (for example, lecture, lab, independent work, tests):</p>	
<p>Conversation</p> <ul style="list-style-type: none"> • Can students talk with each other? • If so, about what? • To whom? • How many can be involved? • How long should conversation last? 	
<p>Help</p> <ul style="list-style-type: none"> • How should students get questions answered during this activity? • How should students get the teacher's attention? 	
<p>Integrity</p> <p>What are your expectations for students working together, quoting sources, and so forth? In order words, define what you consider to be, for example, cheating or non-cheating, plagiarism or not plagiarizing</p>	
<p>Effort</p> <ul style="list-style-type: none"> • What behaviors would demonstrate active participation? • What behaviors would demonstrate a lack of participation? 	
<p>Value</p> <p>How would active participation be of benefit for students? How should students show they value the assignment?</p>	
<p>Efficiency</p> <p>Can you provide tips to increase student productivity?</p>	

Adapted from CHAMPs©, *A Proactive and Positive Approach to Classroom Management, Discipline in the Secondary Classroom* and materials developed by Teaching Strategies ©

Banner

Make ACHIEVE poster

Know your RAE