

Individual Item Prompts

Managing Student Conduct

5.1a: Students at this school understand expectations for their conduct.

For students to be successful, they have to know what is expected of them regarding their behavior. This must go much farther than simply explaining the rules at the beginning of the school year. If rules are set, it is the obligation of both the faculty and administration to follow through consistently with those rules to establish clear boundaries. When a rule is enforced, it is important for the faculty and administration to follow up with students to reestablish the expectations and the relationship. As the school year progresses, rules must be revisited, reminders must be given, and modifications must be made to ensure the best outcomes.

As you reflect on this condition at your school, consider the following: What rules are currently in place and are they consistent across the entire school? Are teachers and administrators consistently enforcing these rules? Is time given by the faculty to following up with students after consequences have been given?

Table Group Activity

Where possible, include an administrator in each group to have both perspectives represented.

Assign a recorder.

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Read and discuss the prompts as a group.

Try and capture both administrator and teacher perspective on the prompts

Use the Item Analysis tools to record important points brought up in your discussion

5.1a: Reflections

What steps are in place to support students in meeting these expectations?

- * What positive feedback and rewards are in place for meeting these expectations?
- * Are there reminders posted?
- * Are expectations revisited regularly?
- * What happens after a consequence is given? Is this ideal?

What rules are currently in place to address student conduct?

- * How many are there?
- * Are they effective? How do you know?
- * Are they being consistently enforced?
- * Are there different rules across classrooms?
- * Did teachers have input in the design of school rules?

How do the different roles of educators contribute to this process at your school?

- * What role do school administrators have in establishing and maintaining clear expectations for student conduct?
- * What role do teachers have in this process?
- * How are new teachers supported in this process?
- * What is the role of guidance in this process?

5.1b: Students at this school follow rules of conduct.

For students to be successful at following rules of conduct, they have to know what is expected of them regarding their behavior. This must go much farther than simply explaining the rules at the beginning of the school year. If rules are set, it is the obligation of both the faculty and administration to follow through consistently with those rules to establish clear boundaries. When a rule is enforced, it is important for the faculty and administration to follow up with students to reestablish the expectations and the relationship. As the school year progresses, rules must be revisited, reminders must be given, and modifications must be made to ensure the best outcomes. Providing these structures will help students learn the boundaries of their conduct and operate within them.

As you reflect on this condition at your school, consider the following: What rules are currently in place and are they consistent across the entire school? Are teachers and administrators consistently enforcing these rules? Is time given by the faculty to following up with students after consequences have been given?

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5.1c: Policies and procedures about student conduct are clearly understood by the faculty.

For a school to nurture appropriate conduct in students, policies and procedures must be clearly understood by the faculty. Systems must be in place to train beginning teachers and teachers new to the school of the policies and procedures for student conduct. Communication on the effectiveness and modifications of these systems must occur with the faculty throughout the school year.

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5.1c: Reflections

What evidence do you have that teachers clearly understand these expectations?
* Do teachers receive feedback on the effectiveness of these policies?
What systems do you have in place to assure that all teachers clearly understand student conduct policies and procedures?
* What is in place for beginning teachers and teachers new to the school? * Are they effective? How do you know?
What communication do school administrators have with teachers about this issue?
* How often does it take place? * Do teachers have a say in the discussion of these policies and expectations?

5.1d: School administrators consistently enforce rules for student conduct.

Consistency of discipline is essential to effective school management. As individuals, administrators and teachers both must be careful to follow through with consequences and rewards for all student conduct. But there is a greater challenge for school staff regarding discipline in that rule enforcement must maintain consistency across the school as well.

Research indicates there is often disagreement between teachers and administrators on the quality of discipline and behavioral focus in a school. This suggests a lack of communication on the topic of discipline between the two parties. Successful student conduct plans demand continuous communication between faculty and administration and across administrators and teachers to achieve consistent follow through and faculty buy in.

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5.1d: Reflections

Do the faculty uphold their end of rule enforcement?
<ul style="list-style-type: none">* What sort of feedback do faculty receive on the effectiveness of their consistency?* If a teacher does not uphold rule enforcement effectively, what happens next?
If a teacher or administrator is not consistent in their discipline, is there a vehicle for communicating that effectively and safely to the person?
Are consequences functioning as consequences from the students' perspective?
<ul style="list-style-type: none">* How do you know?
Are faculty and administrative colleagues in communication about discipline?
<ul style="list-style-type: none">* Do you follow up with each other about action you take with students?* What does the follow up look like and consist of? <p>Do you maintain an open door policy to teachers about discipline methods, suggestions, and concerns?</p> <ul style="list-style-type: none">* Does the staff know you are open to discussing this topic with you?* Do you revisit policy and procedure for student conduct throughout the school year?* Do teachers help develop the student conduct rules and procedures?
Are elective teachers and EC teachers included in the discussion of consistent student conduct?
<ul style="list-style-type: none">* Do they have different rules than core subjects?* Should they have different rules?* If rules are different from one grade level to the next, how do elective and EC teachers address the differences in plans throughout their work day?

Are you maintaining consistency?

- * How do you know if you are maintaining consistency?
- * Is your discipline plan equitable for all children?
- * Do your consequences match in severity with the other administrators in the school for similar violations?
- * If you threaten a consequence for inappropriate behavior, do you always follow through with the action?

How are new teachers prepared?

- * What sort of supports are in place?
- * How often are they being given feedback?
- * What plans are in place if they are not initially successful with this?

5.1e: School administrators support teachers' efforts to maintain discipline in the classroom.

A good classroom management plan for teachers includes a number of levels of consequences and interventions to deter students from making inappropriate choices. Along with that plan, frequent communication with the site administrators is essential so all parties are aware of the plan and established consequences. If site administrators know what the teachers' management plan is, they can contribute suggestions for refinement and support the enforcement of established rules. Administrators can support teacher management decisions with parents should they question them about specific decisions. Conversely, school administrators can provide teachers with essential feedback on interventions they have engaged in on behalf of the teachers as well as expectations for future behavior.

Often when communication becomes inconsistent between the two parties, both sides can feel disenfranchised. Choices made by teachers without administrative or parental knowledge makes future conversations and interactions with parents challenging. Choices made by administrators without explanation of discussion with teachers can sometimes cause unintended erosion of their authority in the classroom. For classroom management to function effectively, both parties must work together to support the established plan.

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5.1e: Reflections

Are you communicating with your teachers about classroom management?

- * Have teachers been informed on what student behaviors require administrative intervention and what should be handled within the classroom?
- * Have you discussed what is the best time and mode of communication for teachers to talk with you about classroom management?
- * How do you give them regular feedback on how they manage their classes?
- * If classroom management issues arise with a teacher, How do you speak to that teacher individually about the subject?
- * How do you set up achievable goals to improve the situation?
- * How do you revisit classroom management throughout the year?
- * If you intervene on a behavioral issue with a student, how do you communicate with the teacher(s) about its resolution?

Does your school management support teachers' efforts to maintain classroom management?

- * What policies are in place around the school to help teachers with student management?
- * Cafeteria? Hallway? Bathroom? Before and after school? Dismissal, Busses?
- * How do the consequences being administered actually function as consequences?
- * Are your expectations clear? How do you know?
- * When you intervene on behalf of a teacher, are the choices you make supporting the teacher's classroom management plan? Do you know?

What does best practice leadership look like when supporting efforts to maintain discipline in the classrooms?

- * What behaviors would be observed? What can the administration do to support teachers in their discipline plans?
- * How frequent would administrators be in the classrooms?
- * How often would administrators speak with teachers about their discipline plans?
- * What are the school wide expectations?
- * Are there different support systems for new teachers?

- * How does the administration maintain consistency in service across administrators and over time?
- * In what formats and frequency does the administration give feedback to teachers?
- * What sorts of information does the leadership need from teachers to deliver best practice?
- * How does the leadership address problems in a teacher's management style and plan?

Are you communicating with your administrators about classroom management?

- * Have you communicated your classroom management plan with administrators and sought their council on best practice?
- * As the year progresses, if specific students are continuously making bad choices, are you keeping the administration aware of developments?
- * If your administrator intervened on your behalf, have you checked back with him/her to learn of the outcome?
- * Do you give administrators positive feedback for any assistance they have provided you on your classroom management?
- * How often are you meeting with you administrator about classroom management?
- * If you change management plans during the year, do you make your administrators aware of the new changes?
- * If an administrator makes a decision or certain aspects of school management negatively impact your ability to maintain authority in your classroom, or deliver effective management, do you communicate this to your administrators?

Does your management plan include steps which help administrators be more effective in their support of your classroom management plan?

- * Does your management plan include frequent efforts to communicate with parents?
- * Is your management plan designed to handle as much of the inappropriate student behavior as possible within the classroom and without administrative assistance?
- * How many levels are in your discipline plan?
- * How well do you enforce your discipline plan? How consistent are you?
- * Are your consequences functioning as consequences? How do you know?

5.1f: Teachers consistently enforce rules for student conduct.

Consistent enforcement of rules is critical to effective school management. Teachers must follow through with consequences and rewards for student conduct. There are a number of challenges for a school to achieve this goal. Often, there are wide variations in classroom management expectations between teachers. Differences in teacher tolerances, experience level, personality, and disposition cause variations in how rules are perceived and enforced. Additionally, the involvement and alignment of school administrators in the process can be widely varied.

Effective communication can help mitigate some of these challenges. Are teachers and administrators talking about the process of rule enforcement and the current system's effectiveness? What school-wide, non-negotiable rules need to be in place and is there agreement in these rules between the administration and faculty? Are there ways to standardize expectations across classrooms? What additional supports need to be in place for new teachers?

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5.1f: Reflections

What supports are in place to help teacher who struggle with effective, consistent management of student conduct?

* What supports are in place for new teachers?

What systems are in place regarding the management of student conduct?

* Are they the same across grade level and classrooms?

* Are they effective? How do you know? What systems of accountability are in place? What systems of support are in place?

* Are teachers invested in the design of student conduct rules?

How does the administration affect teachers' management of student conduct in the classroom?

* Is it effective? Are there ways the administration could be utilized which may be more impactful?

* Is there a safe system in place for teachers to talk to school administrators about their involvement in this process?

What role do parents have in the process?

* Is there an effective line of communication between teachers and parents?

5.1g: The faculty work in a school environment that is safe.

Safety is essential. Teachers cannot function effectively in an environment that is unsafe. Students cannot learn in an environment that is unsafe.

Often times it isn't the occurrence of an unsafe act itself, but the school's reaction to that incident which creates sustained doubt in staff and students in the safety of their environment. How quickly staff react to incidents; consistency in punishment; follow through; and support of staff all contribute to perception of school safety. Administrative reaction to unsafe student behavior can contribute or detract from building teacher trust and positive school culture.

When addressing the topic of school safety, in addition to issues of security, policy, and protocol, consider a discussion of emotional support for staff, follow up with teachers on action (or inaction) taken by administrators, and possible training for the staff in applicable areas. Keeping communication open on issues of safety can contribute to staff perception of their environment.

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5.1g: Reflections

Before an incident occurs...

- * What disciplinary steps are in place to deter unwanted behaviors in the classroom and are they being used?
- * Have teachers contacted the parents? Communicated concern with the administration? School security? Support staff?
- * Have teachers from lower grade levels been included in the discussion of student behavior and management?
- * Have school counselors been notified?

After an incident occurs...

- * Is the administration's response consistent with the policies and protocol that are in place?
- * Does the administration follow up with teachers on the actions they took or did not take?
- * What sort of support is provided for teachers?
- * Does the teacher have a way to communicate his/her concerns to the administration in a safe way?

What policies and protocol are in place for unsafe behavior at school?

- * Does the entire staff know the expectations and procedures?
- * What steps are in place to determine whether protocol is understood and followed by the staff?
- * What feedback is the administration giving to staff (both positive and negative) on the achievement of these expectations?
- * What support is in place for new teachers to learn these expectations?