

CLASSROOM MANAGEMENT

**A GUIDE FOR PRINCIPALS TO
SUPPORT TEACHERS**

ELEMENTARY SCHOOLS

Council of Ontario Directors of Education (CODE)
2004

There is no strategy for classroom management that will overcome student behaviour problems if the teacher does not provide an interesting, engaging program that allows each student to become actively involved. There is no strategy for classroom management that will magically create a positive classroom environment if the teacher does not engage all students in a busy sense of working purpose with the most compelling reward of all, that of realizing that they are learning important things that are valued in the real world.

Cunningham, Patricia A and Allington, Richard L (2003): Classrooms that Work: They Can All Read and Write. Third Edition. Boston: Allyn and Bacon.

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Comment soutenir le personnel enseignant :
Guide à l'intention de la direction d'école

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CHAPTER 1

INTRODUCTION

Legislated Framework

On December 12, 2001, the Ontario government passed the *Quality in the Classroom Act, 2001*, which amended the *Education Act*. Part X.2 of the Act establishes performance appraisal standards and processes for boards to use in the evaluation of teachers throughout the province. The legislation and the regulations filed in March, 2002 (Ontario Regulation 98/02 and Ontario Regulation 99/02) establish the framework and mandatory requirements of the Teacher Performance Appraisal system and the requirement for each teacher to have an Annual Learning Plan.

Purpose of the Guide

This guide has been designed to:

- assist elementary school principals and vice-principals as they work with teachers to help them help themselves in improving their teaching practice, primarily in the area of classroom management
- provide a range of practical, attainable and concrete classroom management strategies and examples that are focused primarily upon the elementary school teacher who is in need of support, while also recognizing that ongoing professional growth in classroom management is a commitment/focus for all teachers
- assist elementary school teachers, vice-principals and principals with the enhancement of student learning and achievement by improving teaching practice
- focus and improve the level of professional dialogue between teacher and principal

Basic Assumptions about Classroom Management and Improving Teaching Practice

This guide has been created with the following basic assumptions about classroom management and improving teaching practice:

- classroom management is not an isolated component of effective teaching practice. Effective teaching practice is a blend of appropriate teaching methodologies and classroom management practices that together create the environment for quality teaching-learning in the classroom and impact positively on student achievement
- most classroom management issues are resolved when lessons are well taught, with pace, variety and challenge and when students are actively engaged in learning that meets their needs and interests
- student behaviour improves when teachers' expectations for students are high and reflect the learning styles, interests and needs of the students they teach

Teaching practice can improve when:

- school staff are committed to student learning and achievement
- teachers recognize that there is a gap between their current practices and “successful” practices
- teachers acknowledge that they need help
- teachers know that there are strategies and techniques they can learn and practice in their classrooms
- all teachers who are having difficulty with classroom management issues know that principals value their strengths and contributions to the life of the school
- teachers and school administrators are committed to reflective practice
- principals and vice-principals demonstrate their belief that they are partners with teachers in improving teaching practice to support student achievement

Roles and Responsibilities

An environment that fosters student growth and quality learning is dependent on high quality teaching. There are many stakeholders who play a role in supporting elementary school teachers in their professional growth to improve their classroom management. Within the framework of the Teacher Performance Appraisal process, those stakeholders and their responsibilities are as follows:

- **The principal/vice-principal:**
 - provides the teacher with specific and concrete feedback at the Post-observation Meeting and in the Summative Report, which highlights classroom management as an area for growth
 - addresses potential areas for growth in instances where the teacher's performance has been rated "satisfactory", "good" or "exemplary" in the Summative Report through discussions with the teacher about his or her Annual Learning Plan
 - ensures that, in instances where the teacher's performance has been rated as "unsatisfactory" in the Summative Report:
 - ❖ the Improvement Plan contains recommendations that are concrete, practical, measurable and observable actions the teacher can implement to improve his or her classroom management
 - ❖ ensures that recommendations made in the Improvement Plan are described in manageable "chunks" rather than expressed in wide-reaching global statements
 - ❖ outlines a detailed plan for support and assistance that includes people such as teachers, department heads and consultative staff who will act as mentors and coaches
 - ❖ considers input from the teacher regarding strategies and assistance
 - ❖ makes certain the teacher knows what needs to be improved, and is given time and assistance to make the necessary improvements
 - ❖ arranges time to meet with the teacher to discuss his or her progress, to reflect on successes and to identify any additional required supports
 - ❖ uses the teacher's Improvement Plan as a major focus when planning the next appraisal with the teacher, in the context of the 16 mandatory competencies
 - manages the assistance process and the timelines established for the performance appraisal process

- **The teacher:**

- actively participates in his or her professional growth by implementing the recommendations made in the Improvement Plan and/or the Annual Learning Plan
- articulates the assistance and support he or she requires to improve teaching practice as it relates to the issue of classroom management
- commits to working with others who are willing to act as mentors and coaches as a result of a request from the principal
- reflects on how he or she is addressing the 16 mandatory competencies, using the look-fors to help focus that reflection
- asks for help when it is needed
- realizes that he or she is an active learner in this process

- **The mentor teacher and consultative staff, where available, may upon request from the principal:**

- act as mentor and coach for the teacher who has received an unsatisfactory performance rating or who seeks to improve his or her classroom management strategies
- provide direct assistance and practical support for the teacher in the classroom
- identify suitable resources for the teacher
- work with the principal to design specific and focused support for the teacher

- **The superintendent:**

- provides direct support and professional development opportunities to the principal and vice-principal throughout the performance appraisal process
- ensures that resources are available for the support and assistance needed for the teacher (for example, occasional teacher coverage to allow the teacher to visit the classroom of exemplary teachers)
- helps the principal “translate” for the teacher the look-fors relating to classroom management issues into actionable, attainable and practical recommendations for improvement
- assists with resources that help identify successful practices that relate to classroom management
- consults with the principal as the principal prepares the Improvement Plan for a teacher on review status
- consults with the principal on a regular basis regarding the performance of a teacher on review status and the steps that could be taken to improve that teacher’s performance

- **Professional organizations (for example, Ontario Principals’ Council (OPC), Catholic Principals’ Council of Ontario (CPCO), Association des directions et directions adjointes des écoles franco-ontariennes (ADFO); Ontario Public Supervisory Officials’ Association (OPSOA), Ontario Catholic Supervisory Officers’ Association (OCSOA), Association des gestionnaires en éducation franco-ontarienne (AGEFO); Council of Ontario Directors of Education (CODE) may upon request from the principal:**

- assist in locating appropriate professional development opportunities that might assist the teacher or principal
- provide support when so requested by principals, vice-principals and/or supervisory officers at any stage of the process
- provide appropriate professional development for administrators in the implementation of the Teacher Performance Appraisal process
- proactively support and assist administrators

- **The director and senior staff:**

- demonstrate their commitment to the improvement of teaching practice as a means of improving student success and achievement
- provide resources (for example, fiscal and human resources; the provision of in-service locally to address classroom management issues) to assist elementary school principals as they work with teachers to continually improve their teaching practice

CHAPTER 2

CLASSROOM MANAGEMENT, THE DOMAINS AND THE COMPETENCIES FOR TEACHERS AT ALL LEVELS OF PERFORMANCE

The Five Domains

1. Commitment to Students and Student Learning
2. Professional Knowledge
3. Teaching Practice
4. Leadership and Community
5. Ongoing Professional Learning

The competency statements are descriptions of the skills, knowledge and attitudes that are required to meet the Ontario College of Teachers' *Standards of Practice for the Teaching Profession*. The 16 competencies are clustered under five domains in the Teacher Performance Appraisal documents.

Effective classroom management is much more complex than having classroom expectations and a one-size-fits-all set of consequences for undesirable student behaviours. Good classroom management involves and integrates all five of the domains in the Teacher Performance Appraisal system. This chapter provides an overview of the way in which the elements of classroom management are embedded in those five domains.

This chapter describes each of the five domains and its connection to classroom management from the perspective of both the teacher and the principal. The chapter is supported by rubrics (Appendix A) that describe a continuum of skills related to classroom management at all levels of performance. The emphasis of this chapter of the Guide is on supporting teachers at various levels of performance with tips and strategies to improve classroom management.

Tips and strategies are provided for each of the primary look-fors that are identified in relation to classroom management. A teacher may wish to incorporate these suggestions in the Annual Learning Plan or, the teacher and the principal may wish to work through this chapter together as they create an Improvement Plan.

The lists of tips and strategies are not exhaustive. At the same time, these strategies have worked for significant numbers of successful teachers. Some suggestions reappear under different competencies and look-fors to emphasize how one classroom management strategy can impact on multiple outcomes.

Competencies that are not directly addressed in this guide (identified in the *Teacher Performance Appraisal Manual*, 2002 as competencies: 2.1, 2.2, 2.4, 3.2, 3.5 and 4.2) do not have look-fors that address issues of classroom management directly, although, the ties between effective classroom management, good teaching practices, a strong program, the establishment of a positive learning environment where students are actively engaged in their learning, and the maintenance of genuine partnerships among teachers, students, parents/guardians are interwoven and interdependent.

Domain 1. Commitment to Pupils and Pupil Learning

Teachers help their students to develop a sense of competence and self-worth when they are able to convince their students that they care about them as individuals and want them to learn.

Dillon, D.R. (1989)

Effective classroom management requires commitment to pupils and pupil learning, because a positive rapport with students is the foundation upon which the classroom culture is built. The teacher must promote polite and respectful student interactions and address inappropriate student behaviour in a positive manner. The teacher promotes student self-esteem by reinforcing positive behaviours.

From the teacher's perspective:

Commitment to pupils and pupil learning is critical. The teacher can gain professional knowledge and improve teaching practice. Leadership skills and the ability to develop good community relations can be enhanced. Ongoing professional learning can be acquired. However, if the teacher cannot demonstrate or believe in care and respect for students or feel committed to them and their learning, the teacher will be unhappy in the job and will not be able to create the kind of classroom climate that is essential to productive learning.

Sometimes the teacher simply needs help in knowing how to convey this caring and respect in ways that appeal to students. Stephen Covey writes in a very compelling way about the role of trust in building relationships. He describes very clearly how this climate of trust and mutual respect may be fostered. In the excerpt quoted here, Covey is speaking about relationships in families. However, his comments about ways to build a trusting, respectful relationship with a child are extremely valuable for teachers. Often the student who most longs for and needs this kind of relationship is the same student who is hard to reach.

...If I have a habit of showing discourtesy, disrespect, cutting you off, overreacting, ignoring you, becoming arbitrary, betraying your trust, threatening you, or playing little tin god in your life, eventually my Emotional Bank Account is overdrawn.

...Suppose you have a teenage son and your normal conversation is something like, "Clean your room. Button your shirt. Turn down the radio. Go get a haircut. And don't forget to take out the garbage!" Over a period of time, the withdrawals far exceed the deposits.

...What would happen if you started making deposits into the relationship? ...Probably the most important deposit you could make would be just to listen, without judging or preaching or reading your own autobiography into what he says. Just listen and seek to understand. Let him feel your concern for him, your acceptance of him as a person.

He may not respond at first. He may even be suspicious....But as those genuine deposits keep coming, they begin to add up. That overdrawn balance is shrinking.

Remember that quick fix is a mirage. Building and repairing relationships takes time. If you become impatient with his apparent lack of response and seeming ingratitude, you may make huge withdrawals and undo all the good you've done.

...It's hard not to get impatient. It takes character to be proactive...to nurture growing things, and not to pull up the flowers to see how the roots are coming. But there really is no quick fix. Building and repairing relationships are long-term investments.

Covey, Stephen R. (1989) The Seven Habits of Highly Effective People: Powerful Lessons in Personal Change. New York: Simon & Schuster. 188-190.

Studying some of the literature on Emotional Intelligence may help the teacher develop more self-awareness and more capacity for recognizing the feelings of others. Most sources agree upon the following components of Emotional Intelligence:

- self-awareness
- self-management
- social awareness
- relationship management

Resources for emotional intelligence include the books of Daniel Goleman:

Goleman, Daniel. (1995) Emotional Intelligence. New York: Bantam.

Goleman, Daniel. (1998) Working with Emotional Intelligence. New York: Bantam

Teachers can also find current, online information about the many aspects of Emotional Intelligence on the website of “The Consortium for Research on Emotional Intelligence in Organizations”. The site address is <http://www.eiconsortium.org>

From the principal’s perspective:

A principal is always very concerned if the teacher fails to demonstrate a commitment to students, because all effective classroom management begins with mutual respect and interpersonal relationships. Principals know that students will not respect a teacher who engages in inappropriate interactions with students or who permits students to demonstrate negative behaviour toward the teacher or toward one another.

Appendix A provides a rubric that can be used to help the teacher recognize the essential steps in building a continuum of skills in the domain: **Commitment to Pupils and Pupil Learning**.

Relevant Competencies and Look-Fors

Commitment to Pupils and Pupil Learning

Competency	Primary Look-Fors
Competency 1.1: Teachers demonstrate commitment to the well-being and development of all pupils	Demonstrates a positive rapport with students
Competency 1.2: Teachers are dedicated in their efforts to teach and support pupil learning and achievement	Establishes an environment that maximizes learning
Competency 1.3: Teachers treat all pupils equitably and with respect	Promotes polite and respectful student interactions Addresses inappropriate student behaviour in a positive manner
Competency 1.4: Teachers provide an environment for learning that encourages pupils to be problem solvers, decision makers, life-long learners and contributing members of a changing society	Promotes student self-esteem by reinforcing positive behaviours

Tips and Strategies

Demonstrating a Positive Rapport with Students:

- use a quiet voice when moving through the classroom
- speak the way you expect to be spoken to
- create an atmosphere that is open and positive
- maintain your sense of humour
- greet the students at the door, in the hallway, or outside depending on the grade level and self-discipline of the students
- treat each student with dignity
- demonstrate personal interest
- address students by name
- interact positively with students, parents and school personnel
- make personal connections with students
- pre-plan positive statements for use at appropriate times during lessons and/or work periods
- understand what students appreciate in a teacher
(to learn more, visit: <http://www.etln.org.uk/page29.html>)
- ensure that the classroom addresses basic needs according to the age group (for example, temperature, lighting, snack time, washroom routine, and space)
- provide support for students with special needs and involve other teachers and assistants, where available

Establishing an Environment that Maximizes Learning:

- organize the physical space differently for group work and for individual work
- create a small space for quiet work with few distractions
- maintain visible learning centers in the classroom (for example, a mathematics area in the room where core manipulatives are kept, and mathematical reference materials such as number lines and hundreds charts are displayed)
- keep a “professional” work space for the teacher’s use
- have materials and resources needed for the day’s lesson well organized and placed conveniently close at hand
- classrooms should be warm and welcoming. Students enjoy an environment that changes periodically. Bulletin boards with pictures and colour invite enthusiasm for the subject
- ensure students have pride in their room by putting their best work on display, not purchased materials Student work with appropriate levels and examples should be visible and frequently changed
- create and maintain a safe physical environment
- ensure that there is a traffic area clear of congestion
- make the classroom atmosphere one where all students are encouraged, questioned and reinforced

Promoting Polite and Respectful Student Interactions & Addressing Inappropriate Student Behaviour in a Positive Manner:

- establish, maintain and manage a set of effective classroom routines, procedures and expectations that are developed with the students and are appropriate for their age and grade
- be aware of developmental and cultural norms for interactions with students of different ages and cultural backgrounds
- avoid stereotyping classroom jobs for students (for example, assigning girls to clean up or boys to carry equipment)
- make sure your expectations are the same for all of your students while recognizing the needs of your exceptional students and making required modifications
- conduct regular class meetings
- provide a suggestion box for student feedback. Inform students that feedback is welcome if it is intended to improve the classroom climate and/or student learning
- use assertive “I” messages
(to learn more, visit: <http://www.honorlevel.com/techniques.html>)
- develop a set of written expectations you can live with and reinforce them through positive statements and actions (for example, recognize when students are doing something right)
- use classroom expectations that describe the positive behaviours you want instead of the negative behaviours you do not want (for example, instead of “no fighting”, use “settle conflicts appropriately”)
- tie classroom routines and procedures to the school’s Code of Behaviour
- keep the list of expectations short (for example, limit to three in primary grades)
- take time to teach the expectations for classroom behaviour and the classroom routines once they are jointly set by the students and teacher (for example, role play appropriate interactions)
- model desired behaviour. Be courteous, prompt, enthusiastic, calm, patient and organized
- review classroom expectations and routines on a regular basis and be consistent

- students must understand which infractions warrant discipline and the consequences for disruptive and off-task behaviours
- post the list of expectations in the classroom, even in the early grades where students may not be able to read them at the beginning of the year
- the keys to successful classroom management strategies are fairness and consistency
- involve the students in reinforcing the expectations

Promoting Student Self-Esteem by Reinforcing Positive Behaviours:

- uncertainty increases the level of excitement in the classroom. Create an atmosphere of certainty by ensuring students know classroom routines and expectation. At the primary level, maintain predictable schedules and classroom routines so that student know what is expected of them in various activities throughout the day
- reinforce the positive behaviours whenever possible. Provide positive verbal and non-verbal messages
- be consistent when applying the expectations and be sure to follow-up promptly, consistently and equitably
- use appropriate, reasonable, consistent and fair consequences to improve behaviour; avoid ambiguous, inconsistent or inappropriate consequences
- use a progression of discipline (low to high consequences) to respond to student behaviours (to learn more, visit: <http://www.honorlevel.com/techniques.html>)
- assess student behaviour relevant to the learning environment/activities
- discuss inappropriate behaviours and consequences privately with a student and establish targets for improvement
- listen to understand the child's point of view
- deal with the problem behaviour and not the personality of the student
- develop, teach and use a signal that lets the class know that you wish them to focus on you with complete silence
- use a "look" to quickly and quietly communicate to students that their behaviour is inappropriate and use a silent gesture to indicate the desired behaviour (for example, a shake of the head or finger to mouth)

- when one or two students first start to act in an inappropriate manner, move close to them and signal that their behaviour is not appropriate and conflicts with classroom expectations
- pause and wait for the students' attention when student misbehaviour or inattention are first noticed in a lesson
- practice planned ignoring if the student's behaviour is not impacting the teaching or the learning of others
- redirect or interrupt the problem behaviour by calling on the student to carry out a task or answer a question
- move around the room while the students are working and check their progress
- pass through the whole room about two minutes after students have started a written assignment. Assist where needed
- provide the student with an appropriate choice or allow the student to make a choice. When allowing the student to make the choice, be sure that one choice is more desirable to the student. For example, "Give me the hockey cards or put them in your pocket." This can be done as a kind request or a more assertive request
- assign consequences that are not merely punishment, for example:

In the primary division: the student is responsible for cleaning up before moving on to the next activity.

In the junior division: a student who writes on his or her desk may be required to stay in at recess to wash the desk. The student may be asked to wash desks of others as part of community service. The teacher can take advantage of this opportunity to talk with the student about motivations and as an opportunity to praise for a job well done.

In the intermediate division: a student who fails to complete an assignment because he or she was misbehaving may be required to remain after class to complete the assignment. The teacher takes advantage of the opportunity to ensure that the student understands the assignment and has requisite skill/knowledge to complete the task.

- involve the student's parent(s) in your efforts to assist the student
- do the unexpected; stop speaking temporarily, dim the lights, shift attention to something new, alter your voice without yelling

- make ample use of praise
- when you see good behaviour, acknowledge it. This can be done verbally, in writing, or with a nod or smile to reinforce the behaviour
- make frequent reference to the posted expectations and let your students know this is how you expect them to behave in your classroom
 - In this class what should I do when I don't understand what is being taught?
 - In this class what should I do when I am very angry?
 - In this class what should I do when I'm upset about things from outside class and can't concentrate on my work?
 - In this class what are respectful ways to disagree with one another?
- introduce positive classroom discipline strategies, for example:

use PAT (Preferred Activity Time) as an incentive for individuals or for the entire class. PAT activities may be educational games or other agreed upon activities that are directly linked to the lesson and curriculum expectations. PAT works well when a disruptive student is disliked by other students. If this student can earn PAT for the whole class by achieving certain "target" behaviours, the teacher has the ability to help him or her improve his or her social standing with his or her peers and this is very powerful. The PAT strategy requires a lot of teacher knowledge and thoughtfulness to do effectively. It should be explored carefully and thoughtfully.
- establish age-appropriate common goals with students and their parents. Communicate achievement of these goals regularly to all stakeholders
- involve students in parent-teacher conferences where age appropriate
- pre-plan questions that require students to use higher order thinking skills (Bloom's Taxonomy (1984))
- understand what motivates certain students to misbehave (to learn more, visit: www.disciplinehelp.com)
- be preventive and proactive in planning room arrangement, classroom structure, expectations and routines, constantly monitoring the mood and focus of all students
- do not use computers for games or as incentives for completed work, as many students will never have that opportunity. Instead, research effective ways to integrate available technology into the curriculum through activities such as webquests, virtual pen-pals, and online manipulatives or software, in which all students can participate

Domain 2. Professional Knowledge

While commitment is the foundation of a positive classroom culture, it is not enough just to care about the students. It is possible for a teacher to be very caring and well intentioned, but still exhibit an unsatisfactory performance because he or she does not implement the large base of professional knowledge that is essential in creating a positive sense of working purpose in the classroom.

From the teacher's perspective:

The teacher's knowledge of the most effective use of instructional time and of efficient routine procedures is another vital aspect of classroom management. Students who are not actively engaged in productive learning will find other inappropriate and disruptive things to do. The teacher must find every possible way to reduce wasted time.

One illustration of how effective teachers best use the scarce commodity of time is orchestrating smooth classroom transitions. They remain involved with the students during the entire class period, from start to finish, allowing for no idle or down time.

In Qualities of Effective Teachers, James H. Stronge comments on the importance of maximizing instructional time through good planning.

Use of time can be optimized in the classroom by using planning or pacing materials. In the junior and intermediate grades, students often want to know what is next during class, coming up next week, or next month. So having a scope and sequence not only helps the teacher to plan, but addresses student needs for information. For example, the use of calendars for long-term, weekly, and daily planning, besides providing a visual reminder to the teacher, can help students plan for work. Effective teachers are not only organized, they also convey this vital skill to their students. Sharing with students how the teacher organizes time can serve as a model for students to assist in their own planning, thus equipping them with the tools of success in the larger world and instilling in them habits of efficiency.

Establishing a pattern so that students can anticipate academic transitions reduces the loss of instructional time. Have routines and schedules on display for all students and parents to see. Students observe the routine and know what will occur.

A teacher who uses a class warm-up activity that is displayed on the board or at work stations when students enter the room may accomplish the following multiple purposes:

- provide students a way to constructively use their time during a class change or morning arrival
- prepare the students for the day's activities
- offer the teacher an opportunity to take roll or respond to a note from a parent at the start of class while the students are engaged
- make use of time that otherwise would have been lost
- provide a focus for the first few minutes of class that can be extended into an introduction for the lesson

Some teachers follow the same routine virtually every class period, as they review homework, introduce a new concept, use the new skill in an activity, and, if there is time, have independent practice. Other teachers use visual cues to signal a transition as opposed to a routine set of activities. For example, playing music, ringing a bell, using a chant, or flicking the lights may signal to students that they need to complete a task before the class can move to the next activity. Techniques and routines such as these can capture minutes a day that add up to instructional hours over the course of the school year.

From the principal's perspective:

The principal can offer support by providing the teacher with specific suggestions about routines and the organization of instructional time. If the teacher is committed to taking action and to trying new strategies, he or she will see measurable improvement in the well-planned use of time.

In Appendix A, there are two rubrics that are useful in outlining the next steps for improvement in the domain: **Professional Knowledge**.

Relevant Competencies and Look-Fors

Professional Knowledge

Competency	Primary Look-Fors
Competency 2.3: Teachers know a variety of effective classroom management strategies	<p>Organizes instructional time by providing for the needs of all students</p> <p>Systematizes routine procedures and tasks to engage students in varied learning experiences</p> <p>Uses appropriate strategies to manage discipline</p> <p>Implements the behaviour code with consistency</p>

Tips and Strategies

Organizing Instructional Time by Providing for the Needs of All Students & Systematizing Routine Procedures and Tasks to Engage Students in Varied Learning Experiences:

- ensure opportunities for students' success by assigning tasks that are neither too easy nor too difficult after assessing the level and ability with which students are working. Consider Vygotsky's "Zone of Proximal Development" as it is described in the Ministry document, *Early Reading Strategy: A Guide to Effective Instruction in Reading* (p. 2.15)
- provide a variety of instructional strategies, supports and/or materials as required
- adapt the number of items a student is expected to complete based on the student's ability
- individualize the time-line for completing a task
- provide varied goals/expectations

- create alternate ways for the student to respond to instruction. For example, alternate between the four key literacy instructional strategies (Read Alouds, Shared Reading, Guided Reading, and Independent Reading)
- assign peer buddies, educational assistants, or cross-age tutors
- provide individual tasks that challenge students
- establish clear routines for handling classroom events (for example, collecting office forms, ordering hot lunches, distributing materials, washroom visits, and library procedures)
- eliminate classroom interruptions and maximize time on task
- make students active participants in learning. Students learn by doing, making, writing, designing, creating, solving
- pose questions at all levels of Bloom's Taxonomy (1984), including questions that target higher order thinking skills such as "analysis" (for example, how does... compare/contrast with...?), "synthesis" (for example, what would you predict/infer from...? What might happen if you combined...?) and "evaluation" (for example, Do you agree...? What is the most important...? How would you decide about...?). Don't tell students something when you can ask them
- ask students what makes their classes more or less motivating
- hold high but achievable expectations for your students
- help students set achievable goals for themselves
- tell students what they need to do to succeed in your program
- use phrases which strengthen students' self-motivation (for example, "I think you will find...", "I will be interested in your reaction to...")
- provide opportunities for students to work together in groups. Before commencing, ensure that planning has been done in detail. Keep in mind the most appropriate grouping structure for the learning task (for example, mixed ability grouping, or grouping differentiated by instructional level, developmental stage, or topic of interest)
- be enthusiastic about your subject
- relate learning experiences to the "real" world. Have students engage in comparisons from text to text, text to self, and text to world

Using Appropriate Strategies to Manage Discipline & Implementing the Behaviour Code with Consistency

- be sure to have the attention of everyone in class before you start the lesson
- wait until everyone has settled down. Don't teach over chatter
- establish, review and maintain classroom routines for:
 - entering the classroom
 - distributing materials and resources
 - helping students who are late or who have been absent find out what work they have missed
 - giving/receiving instructions and directions
 - homework and other assignments
 - seatwork and group work
 - visitors and other interruptions
 - going to the washroom
 - leaving the class at the end of a period or at the end of the day
- establish and post agreed-upon classroom expectations/code of conduct
- involve students in the development of a classroom code of conduct
- teach the expectations of the code as you would a regular lesson
- discuss each expectation individually, explaining the rationale for the rule and ask for examples of how they look when they are being performed properly. Some role-play activities can be useful
- use examples to demonstrate how expectations can help make everyone's school experience more enjoyable, productive and safe
- post the expectations in the classroom and send a copy home to parents
- use a common language when talking about discipline problems. Students should learn to use this language (for example, "When you call me that name, I feel...", rather than to begin with abusive language in return)
- enlist the support of parents in resolving ongoing behaviour problems
- develop strategies to resolve student conflicts

A resource for rules and routines: Jones, Fredric H. (1987) "Chapter 3. Classroom Structure: Rules, Routines, and Standards" in Positive Classroom Discipline. New York: McGraw-Hill Book Company. 41-55.

Domain 3. Teaching Practice

Effective teaching practice is directly linked to student learning, and successful learning is the only lasting motivator for student effort and focused behaviour. In order to ensure that all students are actively engaged in learning, the teacher develops clear and achievable classroom expectations with the students. The teacher establishes and maintains standards for student behaviour that support learning, and respects the dignity of the students. The teacher models effective organizational skills and helps students learn by using a clear and consistent format to present instruction. The teacher provides detailed feedback to motivate students by gathering accurate data on student performance and keeping comprehensive records of student achievements.

From the teacher's perspective:

Focussed professional development affirms for teachers that they have a central role to play in student learning, and shows them how to be successful in that role. It respects and nurtures the teachers' intellectual and leadership capacity. It encourages teachers to develop the daily habit of asking good questions of themselves and others, reflecting on their practices, and striving to improve both individually and as a team.

Ontario Ministry of Education *Early Reading Strategy* p. 50

Any adult can attest to the boredom and frustration that one feels when compelled to attend to a speaker or presentation that lacks all interest or usefulness. It is not difficult to understand why children in the elementary grades exhibit disruptive behaviours if they are presented day after day with activities which have little relevance to their lives, and which are either too difficult or too easy to sustain their attention or effort.

The *Early Reading Strategy: Report on the Expert Panel on Early Reading in Ontario* (2003) clearly articulates the importance of effective teaching practices for student success. The following passage relates directly to literacy instruction; however, it can be easily applied to a variety of learning contexts.

...Teachers make a difference in the success of their students when they hold a fundamental belief that all children can learn to read and when they have the skills and determination to make it happen. These teachers base their classroom practices on sound reading theory, provide instruction that meets the specific learning needs of their students, create an organized and stimulating learning environment, and regularly assess their students' reading achievement in relation to the expectations of the Ontario language curriculum. They do not work alone but see themselves as part of a school team committed to ensuring that every child is able to read by the end of Grade 3. (p. 45)

The Ontario Ministry of Education's *Early Reading Strategy* provides explicit strategies to address teaching practices in the area of literacy. Similarly, the *Early Math Strategy* provides concrete strategies to support teaching practices in mathematics. These resources can be used to support an instructional program that engages students in the learning process so that classroom management problems may be avoided.

Appendix A, contains a rubric that deals with the importance of establishing a culture for learning as a very critical aspect of the domain: **Teaching Practice**.

From the principal's perspective:

In *Successful School Improvement*, Michael Fullan (1992) describes principals as key to "creating conditions for the continuous professional development of teachers, and thus, for classroom and school improvement" (p. 96). Principals play an important role in building collaboration in the school and providing opportunities for teachers to share successful practices.

Teamwork within and among schools is essential. Strong relationships among teachers enhance their opportunities for sharing effective practices and increase their personal and professional competence

Ontario Ministry of Education, *Early Reading Strategy* p. 51

In order for principals to effectively support teacher development in the area of teaching practice, principals need to have a good understanding of what various instructional experiences look-like.

The Ontario Ministry of Education's *Early Math Strategy* provides specific examples of effective teaching practices in mathematics. Using this resource, principals can enhance their own understanding of effective classroom practices in math and be better positioned to support their teachers.

Part of effective leadership requires principals to visit classrooms and know what to look for when observing instruction. When principals are well positioned to support strong instructional programming, they can support teachers in minimizing classroom management problems.

Relevant Competencies and Look-Fors

Teaching Practices

Competency	Primary Look-Fors
Competency 3.1: Teachers use their professional knowledge and understanding of pupils, curriculum, legislation, teaching practices and classroom management to promote the learning and achievement of their pupils.	<p>Develops clear and achievable classroom expectations with the students</p> <p>Establishes and maintains standards for student behaviour that support learning and respects the dignity of the students</p> <p>Uses a clear and consistent format to present instruction</p>
Competency 3.3: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement and report results to pupils and parents regularly.	<p>Gathers accurate data on student performance and keeps comprehensive records of student achievements</p>

Tips and Strategies

Developing Clear & Achievable Classroom Expectations with Students & Establishing and Maintaining Standards for Student Behaviour that Support Learning and Respect the Dignity of the Students:

- establish classroom expectations in collaboration with your students
- make expectations as clear and specific as possible
- implement and maintain a classroom environment that is conducive to learning
- devise methods to motivate reticent students to participate
- use a variety of resources geared toward motivating students
- investigate and develop behaviour modification plans geared toward changing negative behaviour
- display tact and understanding when resolving conflict situations
- respect and value the multicultural composition of the students in the class
- respect and value the viewpoints and opinions of the students
- recognize and validate the contributions of students who volunteer information
- formulate strategies to enhance a positive relationship with the students

Using a Clear and Consistent Format to Present Instruction:

- begin class by telling students exactly what will be happening
(to learn more visit: <http://www.etln.org.uk/page21.html>)
- outline exactly what the teacher and the students will be doing during the lesson period. Set timelines for some tasks if necessary
- place limits on the amount of seatwork given as a tool for practice. Ensure that photocopied sheets, colouring sheets, and reproducible phonic sheets are not used on a regular basis in the primary level. Instead, use, for example, reading response journals and math journals
- provide large blocks of uninterrupted classroom time for reading instruction at the primary grades

- re-teach skills when needed
- encourage students to explore and search for understanding
- create and maintain timely comprehensive plans
- have plans available at all times
- plan lessons for varied learning styles
- incorporate a variety of teaching styles into your lessons to include technology
- design learning objectives and activities reflective of the high expectations held for students
- keep plans congruent to stated objectives
- plan assessment activities related to stated learning outcomes

Gathering Accurate Data on Student Performance and Keeping Comprehensive Records of Student Achievements:

Quality instruction and appropriate assessment are not necessarily different activities and in fact, should become nearly indistinguishable.

Ontario Ministry of Education, *Early Math Strategy* p. 38

- use diagnostic assessments to identify instructional priorities for students (for example, in literacy instruction this may include running records, observational surveys, cloze texts, and miscue analysis)
- use formative assessments on an ongoing basis to track student' progress towards the achievement of targets. Provide students with immediate feedback (for example, in mathematics instruction, this can occur through observations, conferencing, daily tasks, journals, or short quizzes)
- make regular use of assessment tools to assess understanding before progressing to the next level
- use summative assessments at the end of a unit to assess achievement to date. In early grades, the focus of assessment should be on informal diagnostics of prior learning and formative assessment to support ongoing learning

- reporting of student achievement should be ongoing and include a variety of formal and informal methods ranging from written reports and discussions with parents and the pupil, to informal notes to parents and discussions with students. See *Guide to the Provincial Report Card* (Ontario Ministry of Education, 1998)
- when reporting achievement, be clear about results and next steps. This is true for students achieving at all levels of performance
- maintain student records (for example, assessment documentation, mark books, files, e-files, portfolios, and folders) to professional standards
- reflect on the use of homework as an effective teaching tool/assessment tool, and ensure that assigned homework is meaningful and understood by students
- follow up incomplete assignments with students and parents
- maintain regular contact with parents

Domain 4. Leadership and Community

The teacher knows the importance of leadership and community in developing a school and classroom culture that fosters learning and prevents classroom management problems. He or she works co-operatively with colleagues to solve student, classroom and school concerns. The principal plays an important role in fostering a climate where teachers talk to each other about their classroom management techniques, teaching strategies and assessment activities. All teachers in the school are supported in their practice when they work in a school environment that encourages this dialogue.

From the teacher's perspective:

The most effective support for a teacher having problems with classroom management is to work co-operatively with colleagues to solve student, classroom and school concerns. The teacher will find that it is an extremely effective strategy to invite another teacher who has competent skills in classroom management to observe in his or her classroom and to provide specific coaching suggestions for improvement. This strategy takes some courage and some trust. However, the teacher will find that there is great benefit in having immediate feedback on classroom management in the classroom context in which he or she is working. There is also no substitute for suggestions that relate directly to the teacher's needs and personal teaching style.

This kind of peer coaching works best when the teacher provides his or her colleague with a small number of specific look-fors to observe in the classroom. The teacher seeking to improve meets with the peer coach before the classroom session to describe the teaching behaviours he or she wants the peer coach to observe. The peer coach uses this prior knowledge to take notes about those look-fors. In a feedback session with the teacher, the peer coach will describe the teacher's performance and responses to student behaviour. This factual reflection of "you said"; "the student said"; "you did"; "the students did"; can be a real revelation to the teacher about aspects of performance of which he or she was unaware. The peer coach and teacher discuss the teaching episode and changes that would enhance performance.

Any notes or records of the peer coaching experience must be confidential to the teacher. They are not part of the formal appraisal process with the principal. However, the teacher should make the principal aware that he or she is taking this initiative in order to improve performance.

Alternatively, it may be helpful for the teacher seeking to improve their classroom management to observe another teacher who has effective classroom management skills.

From the principal's perspective:

It's amazing, but one of the things that the new teachers told us when they came to our school is that they could feel the way we lived and breathed our mission and goals. They said, "You talk it, you walk it, you do it. The staff knows what's expected. And that permeates everywhere."

Brown, John L. and Moffett, Cerylle A. The Hero's Journey. p. 83

The principal can provide coaching support to the teacher that parallels the techniques that are described above for the role of a peer coach. In this case, however, the principal must clearly inform the teacher when he or she is providing support and feedback and when the principal is observing specifically for the purpose of conducting a teacher performance appraisal.

The principal has an important role in providing instructional leadership. In Michael Fullan's The Moral Imperative of School Leadership, (2003) he references Stringer's (2002) work in examining the relationship between leadership and organizations. Stringer identifies six components that in combination produce powerful intrinsic motivation. The components are:

1. Structure—clarity and organization of roles
2. Standards—the feeling of pressure to improve performance
3. Responsibility—feeling encouraged to solve problems on your own
4. Recognition—feelings of being appreciated and rewarded for a job well done
5. Support—feelings of trust and mutual support within the organization
6. Commitment—sense of pride on belonging to the organization (p. 71)

Although Stringer's work was not directly related to educational organizations, if principals can foster this climate of motivation within their school, teachers may be encouraged to go the extra distance to improve their practice.

Appendix A, contains a rubric that was developed for this Guide to help the principal describe and improve the teacher's ability to work with colleagues to solve classroom management problems in the domain: **Leadership and Community**.

Relevant Competencies and Look-Fors

Leadership and Community

Competency	Primary Look-For
Competency 4.1: Teachers collaborate with other teachers and school colleagues to create and sustain learning communities in their classrooms and in their schools.	Works cooperatively with colleagues to solve student, classroom, and school concerns

Tips and Strategies

Working Cooperatively with Colleagues to Solve Student, Classroom, and School Concerns

- find colleagues who will listen to you and help you to positively face the challenges of the job
- look around, find the best teacher(s) you can, and ask for help. It is imperative to find role models who inspire you and remind you why you became an educator
- speak with resource teachers and other specialists, where available for suggestions
- initiate discussions with colleagues about successful classroom practices
- ask the students' previous teachers about what has worked in the past
- keep current with knowledge of educational practices and issues, be interested and interesting
- attend workshops and seminars and share information with colleagues
- help to establish school goals, strategies, and measures
- participate in cross-grade/cross-panel/cross-subject discussions about student learning needs, student achievement, instructional and assessment practices, and classroom management

Domain 5. Ongoing Professional Learning

The teacher engages in ongoing professional learning. In order to improve classroom management, the teacher observes other teachers, acquires successful practices and effectively applies new information/techniques to enhance teaching practices and student learning and achievement. If the teacher wants students to become lifelong learners, it is important for the teacher to model the process of being such a learner. The principal models ongoing learning by engaging in professional dialogue about good teaching practices and being involved in the constant inquiry that takes place in a learning organization.

From the teacher's perspective:

Teachers who are committed to excellence in [...] instruction recognize that there is no single instructional program or method that is effective for all children. This is why they understand the importance of improving their professional knowledge individually and with a team and view themselves as lifelong reflective learners.

Ontario Ministry of Education, *Early Reading Strategy* p. 50

If a teacher wants students to take on the role of learners, it is important for the teacher to model the process of being a learner. The teacher must observe other teachers, acquire successful practices and effectively apply new information/techniques to enhance teaching practices.

The teacher should be prepared to take personal action to improve his or her performance on behalf of the students. There is a wealth of educational literature, websites, videotapes, professional courses, and workshops that provide very useful recommendations for enhancing classroom management techniques. The resources found at the end of this Guide may be useful as a starting point. It is important to discuss classroom management ideas with other successful teachers and administrators and to work with them to put the strategies into practice on a daily basis. Collaborative action research, shared inquiry and constant professional dialogue are the keys to enhancing classroom management.

Anthony Gregorc urges educators not to forget the students when striving to improve teaching practices.

Students are extraordinary teachers. They speak. They constantly tell us how our expectations, objectives, curriculums, and instructional strategies affect them. We need to look to our students to tell us why learning takes place—and why it doesn't. Our students are key sources for helping us identify what needs to be done....Often we forget to ask them, and we forget to listen to the important messages they bring. The Hero's Journey. 105

From the principal's perspective:

The principal needs to engage in ongoing professional learning in order to talk with teachers with a real sense of what happens in classrooms and with a true appreciation of the impact of different teaching practices. Principals must be able to engage in the professional dialogue about good teaching and the constant inquiry that takes place in a learning organization. In doing these things, the principal models ongoing learning and demonstrates the very high value he or she places on the quality of instructional practice in the school.

Allington and Cunningham (2002) suggest the following steps to create a school culture that supports effective teaching and high student achievement:

1. fostering shared knowledge of instructional practices
2. stimulating professional conversations about those instructional practices
3. developing professional expertise and risk taking
4. using professional expertise and risk taking to lead to additional expert instructional practices being used by more teachers
5. using new instructional practices to develop improved levels of academic performance in larger numbers of students

See Appendix A for a rubric that can be used to help the teacher recognize the essential steps in building a sequence of skills in the domain: **Ongoing Professional Learning**.

This Guide emphasizes that good classroom management is only present when there is an effective integration of key teaching skills across all five domains. This integration of skills in commitment to students, professional knowledge, teaching practice, leadership, community relations and ongoing professional learning is complex. There is no “quick fix”, one-time intervention or magic one-size-fits-all formula that will improve classroom management.

The principal can help the teacher most by creating a school climate where people work together in a spirit of inquiry to improve instruction.

...[Educational] gurus may proliferate, but we see little evidence in education of their individual contributions making much of a difference. “I wish,” he told us, “that we would learn to internalize what these gurus have to say by putting their ideas into practice and learning from one another what works—and what doesn’t.”...External knowledge remains just that: It can become wisdom and transformative in its impact only when teachers, administrators, and others in a school system construct meaning about that knowledge and make it their own through application and shared inquiry.

Brown, John L. and Moffett, Cerylle A. (1999) The Hero’s Journey: How Educators Can Transform Schools and Improve Learning. Virginia: ASCD. 55

Relevant Competencies and Look-Fors

Ongoing Professional Learning

Competency	Primary Look-For
Competency: 5.1 Teachers engage in ongoing professional learning and apply it to improve their teaching practice.	Observes other teachers, acquires successful practices and effectively applies new information/techniques to enhance teaching practices

Tips and Strategies

Observing Other Teachers, Acquiring Successful Practices and Effectively Applying New Information/Techniques to Enhance Teaching Practices

- maintain regular connections with other teachers in your grade/division area
- contact others in the profession
- ask to visit other classrooms to observe
- initiate dialogue with teachers about their most successful management practices
- ask students' previous teachers about what has worked in the past
- invite other teachers to your classroom, asking them to make observations and suggestions to you. Apply their suggestions and invite a return visit
- observe your students with another teacher
- stay with your class during periods where they have a different teacher (for example, Core French, Music, or Library)
- seek guidance/assistance from school and/or board resource personnel
- let your students know when you are trying a new classroom management/instructional technique, and then invite their feedback
- engage in professional development that is research-based, practical, ongoing, and tied in a meaningful way to expectations in the Ontario Curriculum and to the goal of improving student achievement

Chapter 3

PROCESSES FOR ADDRESSING UNSATISFACTORY PERFORMANCE IN CLASSROOM MANAGEMENT

This Guide, Classroom Management: A Guide for Principals to Support Teachers, provides numerous suggestions and strategies that can be used to assist with classroom management. These suggestions and strategies could be useful to a wide variety of teachers. Many teachers who receive a satisfactory, good or exemplary rating for their performance may include in their Annual Learning Plan steps to improve their classroom management skills. These individuals can review the ideas in the guide, decide which of these suggestions could be useful and include them in their Annual Learning Plan.

This Guide is also intended to provide suggestions and strategies for the teacher whose performance receives an unsatisfactory rating. The principal and teacher can review the strategies in the Guide together and decide which suggestions may be useful. Information in this Guide can be used to provide input into the teacher's Improvement Plan and/or Annual Learning Plan.

Confronting unsatisfactory performance in classroom management and other aspects of a teacher's performance is not an easy task for the school principal or the teacher. It is, however, necessary if we are to ensure that students attend an educational system staffed by effective, caring and responsive teachers.

The following sections outline the process to be followed when a teacher's performance has received an unsatisfactory rating. The information is to be used as a resource for principals and teachers. It is not intended to replace the specific steps found in the *Teacher Performance Appraisal Manual*, 2002.

A. The Summative Report

As soon as it becomes apparent that a teacher's performance rating will be unsatisfactory, the principal should discuss the contents of the Summative Report with his or her supervisory officer. The principal is required to send a copy of the Summative Report to the appropriate supervisory officer. Most district school boards have policies/procedures about the details of consultation with the superintendent.

When the Summative Report has an “unsatisfactory” rating, the teacher and the principal must:

- have a full understanding of the process that will be followed after the receipt of an unsatisfactory summative report. The steps to be followed are outlined fully in the Teacher Performance Appraisal Manual (pp. 19-24)
- understand the specific areas for improvement identified in the Summative Report and decide how to address these issues thoroughly
- identify resources and supports to assist the teacher to improve teaching performance
- ensure that the teacher's input is considered during the development of the Improvement Plan
- recognize that the evaluation process is designed to be fair, effective and consistent with improved performance as the intended outcome.

For discussion purposes, sample Summative Reports are available with the Classroom Management Training Materials.

B. The Improvement Plan

When the teacher's performance receives an "unsatisfactory" rating in the Summative Report, the principal must create an Improvement Plan in which the teacher's input has been considered.

Introduction:

- **Teachers** who are having problems with classroom management and other aspects of teaching performance have three basic needs as they attempt to improve their practice:
 1. They need to know what is wrong: the principal/vice-principal must state very clearly and very concretely what was observed that needs to be improved. This discussion should take place in the Post-Observation meeting, in the Summative Report meeting (if there is one) and in the Improvement Plan meeting
 2. They need to know how they can address what needs to be improved: In the Improvement Plan, the recommendations for improvement and the sample indicators of success must be clear, concrete, practical and measurable. Both the recommendations and the sample indicators must be described in manageable "chunks" rather than expressed in wide-reaching global statements
 3. They need appropriate, focused and timely assistance: The principal, working with the teacher, must outline a detailed plan and process for support and assistance in the Improvement Plan that could include people such as teachers, department heads and consultative staff, if available, who will act as mentors and coaches. The Improvement Plan should also contain strategies and assistance identified by the teacher. Timelines for the assistance and the support must also be stated
- **Principals** will help teachers improve their classroom management and other aspects of their teaching performance by:
 - bringing depth and breadth to their appraisal observations and analysis
 - providing recommendations for improvement in the Improvement Plan that are comprehensive examples of successful practices, and are appropriate for the classroom/school context, the age and interests of the students, the in-service and resources available in the Board and the experience and stage of development of the teacher

- designing support and assistance strategies in the Improvement Plan that are intensive and focused, that “make sense” to the teacher, recognize the value of peer mentors and coaches and provide opportunities for the teacher to put into practice in the classroom their new understandings and skills
- managing the assistance and support process for the teacher having difficulty with classroom management, with monitoring of appropriate timelines
- demonstrating a commitment to the belief that student success and achievement require improvement in teaching practices

The Improvement Plan Form

The *Teacher Performance Appraisal Manual* contains several **mandatory** forms to be used in the appraisal process (for example, the Pre-Observation Meeting Form). The Improvement Plan form is one of the two **sample** forms provided in the *Teacher Performance Appraisal Manual* (the other is the Annual Learning Plan) that is intended to be redesigned by local boards to support local implementation of the appraisal system. It is expected that locally developed forms will include specific references to the competencies that require improvement, a list of concrete, measurable and observable recommendations for improvement, and sample indicators of success/expectations.

- **“Competencies requiring improvement”:** The competency statements are descriptions of the skills, knowledge, and attitudes that are required to meet the *Standards of Practice for the Teaching Profession*. In the Summative Report, the principal identifies specific competencies that must be improved for the teacher to move from an unsatisfactory rating to a satisfactory, good, or exemplary rating. This section of the Improvement Plan will repeat only the areas requiring improvement addressed in the Summative Report.
- **“Steps and Actions for Improvement”:** The principal builds on the input provided by the teacher to develop clear directions for improvement that cannot be misunderstood or misinterpreted by the teacher. The steps that are described must provide the teacher with an opportunity to correct the problems within a stated timeline. The directions should be stated clearly: for example, “You need to...”; “Your classroom routines must include...”; “You will...”; “I expect you to...”; “You are required to...”. It is not fair to the teacher to try to soften the directions by making them sound like options or by using tentative language such as “I suggest...”; “I would like to see...”; “It would be helpful if...”. The teacher must be consulted during the creation of this section of the Improvement Plan.

- **“Support”:** The principal will offer assistance and will provide the teacher with a schedule for regular monitoring of the teacher’s performance. The principal will provide ongoing feedback about the teacher’s performance during the interim before the date of the next performance appraisal and keep records of the support provided. In addition to the principal’s own assistance, the principal may provide opportunities to visit other classrooms, attend professional courses, participate in peer coaching and/or mentoring experiences, or access support from other board personnel. If, for example, the principal is arranging for professional visits to help the teacher, the principal must maintain confidentiality about the teacher’s performance and rating.
- **“Expectations” and “Sample indicators of success”:** These sections help to clarify distinct aspects of teaching performance that must be improved. The principal will provide specific examples of each of the key teaching behaviours that need to be addressed so that both the teacher and principal will be able to measure progress in various areas of performance. Visual evidence listed in the “Observation Guide” such as lesson plans, assessment records, handouts, and examples of student work can also be used to help clarify the reasons for the principal’s concerns about the teacher’s performance. To the greatest extent possible, the look-fors should be clearly described (for example, more evidence of detailed planning, more time on focused instruction, more student on-task behaviour, more evidence of appropriate student work, a greater variety of assessment tools, evidence of improved student achievement, fewer disruptions in class, and other valid measures of the achievement of the objectives in the Improvement Plan).

C. Preparing for the Next Performance Appraisal

Timelines to Remember:

- Teachers who receive a first unsatisfactory rating must undergo another performance appraisal within 60 school days of the principal giving the teacher written notice of the unsatisfactory rating
- Teachers who receive a second, consecutive unsatisfactory rating must be appraised again within 120 school days of the principal giving the teacher written notice of that unsatisfactory rating

The principal and the teacher each have a role in preparing for the next appraisal after the teacher has received an unsatisfactory performance rating:

- **The principal:**
 - manages the assistance and the support for the teacher, outlined in the Improvement Plan
 - adjusts the assistance and support based on needs identified by the teacher or by one of the mentors or coaches
 - monitors the teacher's performance and manages the timelines
 - prepares the teacher for the next appraisal by focusing on the recommendations and the sample indicators of success in the Improvement Plan as the primary "blueprint" for the next appraisal process

- **The teacher:**

- actively participates in his or her professional growth by implementing the recommendations made in the Improvement Plan
- works with his or her mentors and coaches to bring about the necessary changes in their teaching practice as it relates to classroom management
- asks for additional or different assistance or support when the need becomes evident
- reflects on how he or she is addressing the 16 mandatory competencies, using the relevant look-fors to help focus that reflection
- focuses on the recommendations and the sample indicators of success in the Improvement Plan as the primary “blueprint” for the next appraisal process

APPENDIX A

SAMPLE RUBRICS

The rubrics presented in this appendix are adapted from Charlotte Danielson's work in describing four levels of performance in relation to the classroom environment. Her template has been modified to align with the Teacher Performance Appraisal system.

Domain 1: Commitment to Pupils and Pupil Learning

LEVELS OF PERFORMANCE

Look-Fors	Exemplary	Good	Satisfactory	Unsatisfactory
demonstrates a positive rapport with students (Competency 1.1)	The teacher always demonstrates a high degree of commitment to all students. The teacher exhibits genuine warmth, caring and respect for students as individuals. The teacher always shows that relationships are valued.	The teacher consistently demonstrates commitment, respect, warmth and caring for students. Actions are appropriate to the age, culture or interests of students. The teacher tries to build a positive relationship with students.	The teacher's responses to students are generally appropriate. The teacher generally exhibits commitment and respect for the dignity of students, but may exhibit some lapses, bias, or lack of sensitivity towards students.	The teacher lacks commitment to student well-being. The teacher makes disapproving, demeaning, disrespectful comments to students. Some interactions are not appropriate to the age, culture or interests of the students.
promotes polite and respectful student interactions (Competency 1.3)	Students always demonstrate genuine concern for one another and value their relationships.	Student interactions are consistently polite and respectful.	Students are generally polite. Students do not demonstrate negative behaviour toward one another.	Students make wounding, sarcastic comments to each other. The climate is one of demeaning others and/or bullying.
addresses inappropriate student behaviour in a positive manner (Competency 1.3)	The teacher's response to misbehaviour is highly effective and sensitive to student needs, or student behaviour is entirely appropriate and requires no response.	The teacher's response to misbehaviour is consistently positive and successful, or student behaviour is consistently appropriate and requires no response.	The teacher attempts to respond to student misbehaviour in a positive way, but with uneven results, or no serious disruptive behaviour occurs.	The teacher does not respond to misbehaviour in a positive manner, or the response is inconsistent, overly repressive, or does not respect the dignity of the student.
promotes student self-esteem by reinforcing positive behaviours (Competency 1.4)	The teacher always promotes student self-esteem. Students respond well because of trust in the teacher and respect for the teacher as a person.	The teacher consistently reinforces positive behaviours and deals calmly with all situations. Students respect the teacher and respond well.	The teacher generally tries to promote student self-esteem. Students generally respond with a basic level of respect for the teacher's role.	The teacher infrequently promotes student self-esteem or positive conduct. Students respond by showing disrespect for the teacher, engaging in power struggles.

The immediate objective for the principal is to have the teacher improve classroom management strategies. The principal can use quantitative and qualitative measures in this domain to determine if instances of inappropriate teacher interactions with students, and inappropriate interactions between students, have decreased.

Domain 2: Professional Knowledge

LEVELS OF PERFORMANCE

Look-Fors	Exemplary	Good	Satisfactory	Unsatisfactory
organizes instructional time by providing for the needs of all students (Competency 2.3)	The teacher always organizes instructional time effectively. Groups working independently are productive, with students assuming responsibility for the completion and quality of their work.	The teacher consistently organizes instructional time, and planning for each group results in all students having appropriate instruction and being productive.	The teacher generally provides for the needs of all students. Group work is generally organized, but there is some off-task behaviour when the teacher is not directly involved with the group.	The teacher fails to organize instructional time effectively to meet the needs of all students. Students are often off-task because the work is not at an appropriate level of difficulty or relevant to them.
systematizes routine procedures and tasks to engage students in varied learning experiences (Competency 2.3)	The teacher always organizes transitions well are always well, with students sharing responsibility for efficient management. Students are always engaged.	The teacher consistently stresses the importance of class time. Transitions occur smoothly, with students well aware of routines.	The teacher generally systematizes routine procedures. There is some loss of instructional time during transitions.	The teacher infrequently systematizes routine procedures. Much instructional time is wasted when class begins and during transitions.
	Routines for handling materials and supplies are always well-planned, with students sharing responsibility.	Routines for handling materials and supplies consistently occur smoothly, with little loss of instructional time.	Routines for handling materials and supplies generally function quite well. Students know the procedure.	Routines for handling materials do not exist. A disruptive climate is established each day when supplies are handed out inefficiently.
	The teacher always completes administrative tasks smoothly. Students always take responsibility for assigned roles.	The teacher consistently performs routine administrative tasks efficiently. The teacher uses this opportunity to teach students to perform the tasks.	The teacher generally demonstrates the ability to perform routine administrative tasks in an efficient way and does not waste class time.	The teacher wastes instructional time in routine administrative tasks like taking attendance and collecting money. Students expect considerable “down-time”.
	The teacher always plans the work of volunteers and educational assistants so that they contribute greatly to student learning.	The teacher consistently plans the work of volunteers and educational assistants so that they are independently productive.	The teacher generally plans the work of volunteers and educational assistants so that they support learning. They require frequent direction.	The teacher does not plan or organize the work of volunteers and educational assistants. They are unclear about their duties or do nothing most of the time.

Another important aspect of **professional knowledge** is the teacher's ability to manage discipline and implement a behaviour code. The kind of rubric that Charlotte Danielson provides, with adaptation to the Ontario teacher performance appraisal system, can be very useful to the principal in helping the teacher to see the continuum of professional skill.

LEVELS OF PERFORMANCE

Look-Fors	Exemplary	Good	Satisfactory	Unsatisfactory
uses appropriate strategies to manage discipline (Competency 2.3)	The teacher always uses effective discipline in a low-key and preventive way. Students monitor their own and peers' behaviour, correcting each other with respect.	The teacher consistently uses appropriate discipline strategies and is alert to student behaviour. Students have been taught to do some monitoring of behaviour.	The teacher generally uses appropriate discipline strategies. The teacher is generally aware of student behaviour, but may miss the activities of some students.	The teacher does not use appropriate disciplinary strategies, nor monitor behaviour in a consistent way. The teacher is often unaware of what students are doing.
implements the behaviour code with consistency (Competency 2.3)	The teacher developed the behaviour code with student participation. Standards of conduct are always clear to students. The teacher takes a leadership role in having all staff members and bus drivers know and use the language of the code.	The teacher consistently uses the behaviour code effectively when addressing different situations. The teacher uses the code to promote understanding about rights and responsibilities.	The teacher has established a behaviour code and generally uses it effectively for occasions that arise. Most students generally seem to understand the rules. The behaviour code is posted in the classroom.	The teacher has not established a behaviour code or does not use the code effectively. Students cannot describe the standards for behaviour. They have not learned a language that supports discussions about rights and responsibilities.

Domain 3: Teaching Practice

This rubric deals with the importance of establishing a culture for learning as a very critical aspect of the domain.

LEVELS OF PERFORMANCE

Look-Fors	Exemplary	Good	Satisfactory	Unsatisfactory
develops clear and achievable classroom expectations with the students (Competency 3.1)	The teacher always maintains high expectations for the learning of all students. Students share these high goals.	The teacher consistently works with the students to develop clear, demanding expectations for behaviour and learning.	The teacher generally develops clear and achievable classroom expectations with the students.	The teacher does not develop clear and achievable classroom expectations with the students. Students are not aware of what the standards are.
establishes and maintains standards for student behaviour that support learning... (Competency 3.1)	Students take obvious pride in their work and try to improve it, for example, by revising drafts on their own, helping peers, and displaying work.	Students accept teacher insistence on work of high quality and demonstrate pride in that work.	Students generally show some desire to “do good work”. They have some idea of the teacher’s standards.	Students demonstrate little or no pride in their work. They are only interested in finishing the task. The teacher does not inform students about what good work looks like.
uses a clear and consistent format to present instruction (Competency 3.1)	Students always demonstrate, through their active engagement and joy in learning, that the instruction is well-planned to fit the needs of all students.	The teacher consistently presents instruction in a well-planned sequence and provides relevance, variety, appropriate levels and differentiation for special needs.	The teacher generally uses a clear format for lessons and addresses prerequisite knowledge, appropriate levels of difficulty, amount of content and relevance.	The teacher provides poorly organized lessons, is not aware of the sequence of learning, and does not consider relevance or appropriate levels of difficulty. The amount of content is inappropriate.
gathers accurate data on student performance... (Competency 3.3)	The teacher keeps extensive, accurate records about results on a wide variety of learning tasks.	The teacher keeps extensive, accurate assessment records.	The teacher keeps accurate records.	The teacher cannot provide evidence of effective assessment or record-keeping. The teacher is unaware of student progress.

Domain 4: Leadership and Community

This rubric was developed to help the principal describe and improve the teacher's ability to work with colleagues to solve classroom management problems in this domain.

LEVELS OF PERFORMANCE

Look-For	Exemplary	Good	Satisfactory	Unsatisfactory
works co-operatively with colleagues to solve student, classroom and school concerns (Competency 4.1)	<p>The teacher always collaborates with colleagues and the community to solve student, classroom and school concerns. The teacher engages the school and community in a collective sense of responsibility to ensure consistent implementation of the school behaviour code. The teacher shares expertise with others and creates and sustains a learning community in the school and with parents and community partners.</p>	<p>The teacher consistently collaborates with other teachers and school colleagues to solve student, classroom and school concerns. The teacher takes a leadership role in ensuring consistent implementation of the school behaviour code. The teacher reaches out to others, creating a school climate where educators share their knowledge and skills about effective classroom management.</p>	<p>The teacher generally works co-operatively with other teachers and school colleagues to solve concerns about classroom management and school climate. The teacher actively supports and maintains the school behaviour code. The teacher co-operates with and works readily with the school's support team. The teacher is open to learning classroom management strategies from colleagues.</p>	<p>The teacher infrequently works co-operatively with other teachers and school colleagues to solve concerns about classroom management and school climate. The teacher infrequently upholds the school behaviour code. The teacher attempts to address discipline problems in isolation and fails to consult with and learn from others who have expertise in classroom management.</p>

Domain 5: Ongoing Professional Learning

The following rubric can be used to help the teacher recognize the essential steps in building a sequence of skills in the domain.

LEVELS OF PERFORMANCE

Look-For	Exemplary	Good	Satisfactory	Unsatisfactory
observes other teachers, acquires successful practices and effectively applies new information/ techniques to enhance teaching practices (Competency 5.1)	The teacher always seeks ongoing professional learning and applies it to improve teaching. The teacher accesses and uses educational research about classroom management and shares with peers effectively.	The teacher consistently engages in ongoing professional learning and applies it to improve classroom management. The teacher identifies areas for growth, seeks successful practices and uses educational research.	The teacher generally engages in ongoing professional learning and applies it to improve class management. The teacher identifies areas for growth, participates willingly in professional learning, and acquires successful practices.	The teacher infrequently engages in ongoing professional learning about classroom management. The teacher infrequently seeks input from colleagues or observes other teachers to acquire successful practices. New techniques are infrequently applied.

APPENDIX B

COMMON AREAS OF CONCERN WITH SUGGESTED REMEDIES

This appendix provides suggested actions to be taken to assist teachers who may be experiencing difficulty in one or more of twelve identified areas. The areas of concern identified go beyond the realm of classroom management. Principals may find these suggested strategies useful.

1. Expectations of the lesson are not clearly communicated to the students.

Suggestions for the teacher:

- post instructional objectives of each lesson so that students can see them
- build on students' existing knowledge when introducing new concepts
- employ anticipatory set activities to enhance students' focus and understanding
- model sample activities to illustrate expected outcomes
- give timely and helpful feedback to students

2. Evidence is needed to assess students' learning.

Suggestions for the teacher:

- test for comprehension using a variety of techniques (for example, use oral questioning at various levels of Bloom's Taxonomy (1984), short quizzes or tests, assignments, and role playing)
- assess understanding before progressing to the next level
- maintain student records (for example, assessment documentation, files, portfolios, and folders) up to the highest professional standards
- give timely feedback to students on their homework assignments
- check homework as a means of assessing mastery

3. Instructional techniques did not vary.

Suggestions for the teacher:

- acknowledge that teaching practices can be improved
- vary methods of instruction to promote students' interest and participation in the lesson (for example, use technology-based activities, role playing, visual art, physical movement, cross-curricular strategies, and relevant books or articles)
- diversify instructional techniques to effectively address the varied learning styles of the students (for example, use whole group, small group, and individualized instruction and address multiple intelligences)
- provide opportunities for hands-on experiences for students
- take advantage of professional development opportunities to enhance professional abilities
- use or increase the use of services provided by the teacher's aide, were available and appropriate, to facilitate goals
- use the assistance of appropriate school-based specialists (for example, resource persons were available)

4. Students displayed little motivation to learn.

Suggestions for the teacher:

- plan and implement activities relevant to students' developmental and instructional levels (this may require diagnostic activities such as running records in literacy instruction)
- make every attempt to relate learning to the students' life experiences
- encourage students to explore and search for understanding and relevancy to their own lives
- implement and maintain a classroom environment that is conducive to learning (for example, use learning stations and display student work)
- establish a peer assistance program to enhance the students' opportunities for achievement (for example, establish an expectation that students ask three of their peers before asking the teacher for help: "Three Before Me")
- prepare individual assignments that challenge students
- provide students with opportunities to succeed and show what they are good at
- provide opportunities for all students to participate through awareness and planning for their varied learning styles
- eliminate classroom interruptions and maximize time-on-task
- use a variety of materials geared toward motivating students (see #3 above).
- encourage all students to participate actively in classroom (for example, through discussions, activities, and planning)
- ensure preparedness of all students relative to class supplies and appropriate resources
- employ use of appropriate supplemental aids (for example, technology, visual materials and books) to stimulate interest and understanding

5. Lesson ended abruptly.

Suggestions for the teacher:

- allow sufficient time for closure activities
- allow sufficient time for students to practice acquired skills
- phrase questions to test for student understanding (use questions that test various levels of comprehension according to Bloom's Taxonomy (1984))
- assign follow-up activities (for example, homework, research projects)
- relate homework assignments to classroom activities

6. Students were not able to accomplish the stated lesson objectives.

Suggestions for the teacher:

- promote cognitive learning through a variety of techniques (see # 3 above)
- promote inferential learning through a variety of techniques (see # 3 above)
- lead students to an awareness of the progress being made toward meeting the objective
- provide students with creative and high-interest activities to stimulate learning

7. Students were given too little direction.

Suggestions for the teacher:

- post lesson objectives and activities for students to see
- delineate focus and provide direction when giving independent assignments
- monitor students' work on an ongoing basis
- monitor students' progress throughout the lesson
- provide individual assistance when needed
- check students' notes to ensure that study material will be at an acceptable level of accuracy and neatness

8. Students were given too much direction.

Suggestions for the teacher:

- rely less on the teacher-as-lecturer method as the sole technique of instruction
- allow students the freedom to explore varied methods of reaching the lesson's objective
- use student-centered activities and allow time for investigation and inquiry

9. Teacher remains isolated.

Suggestions for the teacher:

- share successful techniques with colleagues and ask to learn more about their successful strategies
- keep current with knowledge of educational reform (for example, movement, techniques, and strategies)
- attend workshops and seminars and share information with colleagues

10. Planning was insufficient and/or unavailable.

Suggestions for the teacher:

- formulate clear and comprehensive instructional objectives
- maintain timely and comprehensive plans
- have plans available at all times
- include planning geared toward varied learning styles of students
- keep plans congruent to the stated objectives
- maintain timely and comprehensive records of students' achievements, weaknesses, strengths, and progress
- maintain plans reflective of the highest professional standards of expertise
- design learning objectives and activities reflective of the high expectations held for students

11. Class was disorderly.

Suggestions for the teacher:

- develop and implement a sound classroom code of conduct with the input of students
- post classroom code of conduct so that it is visible by students
- consistently enforce the classroom code of conduct and ensure students know consequences for misconduct
- develop strategies to resolve student conflicts with their input
- develop behaviour modification plans, strategies, and activities geared toward changing negative behaviours
- use positive reinforcement to acknowledge positive behaviours
- seek support and assistance from colleagues, administration, counselors, and parents in working toward a healthy and productive classroom environment
- if warranted, request a conference with parents, students, administration, outside agencies, and school resource persons regarding the negative behaviours of the students. Follow school and school board procedures in these matters

12. Teacher had a poor rapport with students.

Suggestions for the teacher:

- display tact and understanding when resolving conflict situations
- develop strategies to resolve student conflict
- respect and value the opinions, beliefs, viewpoints, and misgivings of the students
- respect and value the multicultural composition of the students in the class
- recognize and validate the contributions of students
- formulate strategies to enhance a positive relationship with the students
- develop activities that allow students to gain some autonomy and recognition

Adapted from: Barker, Cornelius L. and Searchwell, Claudette J. (2003) Writing Meaningful Teacher Evaluations – Right Now. Second Edition. Thousand Oaks: Corwin Press Inc.

SUGGESTED WEBSITES

The following list of sample websites may be useful in locating additional information or strategies to support classroom management. Please be aware that content provided on these websites, as well as the web links themselves, are subject to change.

- American Association of School Administrators:
www.aasa.org
- Association for Supervision and Curriculum Development:
www.ascd.org
- Association des enseignantes et des enseignants franco-ontariens:
www.franco.ca/aefo
- Begin class by telling students exactly what will be happening:
www.etln.org.uk/page21html
- Catholic Principals Council of Ontario's:
www.cpco.on.ca
- Contact others in the profession:
www.foothill.net/~moorek/
- Discipline by Design – The Honor Level System; Use assertive “I” messages:
<http://www.honorlevel.com/techniques.html>
- Discipline by Design. The Honor Level System; Use a progression of responses (low to high consequences) to respond to student behaviours:
<http://www.honorlevel.com/techniques.html>
- Education World. The Educator's Best Friend
www.education-world.com
- Effective Teaching and Learning Network; Understand what pupils appreciate in a teacher:
www.etln.org.uk/page29.html
- Elementary Teachers' Federation of Ontario:
www.etfo.on.ca
- Master Teacher - Understand what motivates certain students to misbehave:
www.disciplinehelp.com/

- National Association of Elementary School Principals:
www.naesp.org
- National Association of Secondary School Principals:
www.nassp.org
- Ontario Curriculum Unit Planner (OCUP)
www.ocup.org
- Ontario English Catholic Teachers' Association:
www.oecta.on.ca
- Ontario Institute of Studies in Education:
www.oise.utoronto.ca
- Ontario Ministry of Education:
www.edu.gov.on.ca
- Ontario Principals Council's:
www.principals.on.ca
- Ontario Secondary School Teachers' Federation:
www.osstf.on.ca
- Phi Delta Kappa's site :
www.pdkintl.org
- Project Zero – Harvard Graduate School of Education
pzweb.harvard.edu
- Teacher Inservice and Training Elearning Network; Self-assessment quiz and classroom management profiler:
www.titen.net

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QUELQUES LIENS D'INTÉRÊT DU SITE WEB

La liste suivante des sites Web d'échantillon peut être utile en localisant l'information ou des stratégies supplémentaires pour supporter la gestion de salle de classe. Veuillez vous rendre compte que le contenu fourni sur des sites Web peut changer.

- Association des enseignantes et des enseignants franco-ontariens
Accès au document de 38 pages Discipline et gestion de classe:
www.franco.ca/aefo/publication/Discipline_et_gestion.pdf
- Vie pédagogique #119 avril-mai 2001 «La gestion de classe : jongler avec tout pour réussir avec tous » et #128 sept. - oct. 2003 «L'entrée dans la profession : un moment névralgique dans la carrière »:
www.viepedagogique.gouv.qc.ca
- Expérience de formation interactive sur la gestion de classe et les élèves en difficulté de comportement:
www.gestiondeclasse.net
- La pédagogie sur Internet- Fiches gestion de classe:
www.pedagonet.com
- Discipline/Intervention:
www.pedagogie.net
- Comportements en gestion de classe:
www.unites.uqam.ca/Gctic/fiches/fiches.html
- Principes de gestion de classe participative; séries d'activités et ressources propres à l'apprentissage des enfants:
www.primaire.grandmonde.com/invites/

- Guides d'activités physique canadiens pour les jeunes, de Santé- Canada, sous « Vie saine »:

www.hc-sc.ca

- Activités cherchant à développer les valeurs chez l'enfant:

www.livingvalues.net/francais

- Fiches sur une série de sujets d'intérêt pour parents et enseignantes et enseignants:

www.petitmonde.com

- Guide pédagogique pour la série télévisée «Le pouvoir de la paix » (pour les étudiants de 8 à 12 ans):

www.tfo.org/education/enseignants/pdf/guides/pouvoir.pdf

- Guide pour parents d'enfants hyperactifs:

www.planete.qc.ca/sante/elaine

- Parents partenaires en éducation (PPE):

www.franco.ca/PPE/

- Programme d'aide SOS devoirs:

www.sosdevoirs.org

- Sujets d'intérêt pour parents et enseignantes et enseignants:

www.ecolebranchee.com

- Site d'intérêt particulier pour le niveau secondaire:

www.infobourg.com

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