

Classroom Management Matters..

A Prescription for Success

U.S. Department of Labor, Employment & Training Administration
School District Initiative Generation I

Review and Rate each statement that has applicability to a classroom management model according to research conducted by M. H. WEST & Co., Inc. The rating scale is 1-5 with 1 being “not important” and 5 being “very important”. Review the statement again, and then rate it in terms of its presence in your school district. The rating scale is again 1-5 with 1 being “not present” and 5 being “extremely present”. The difference between ratings of importance and presence will assist in identifying areas of improvement needed to promote classroom management.

	Importance	Presence	Gap
An effective classroom management model must include student, parent, teacher, school personnel and community components and demonstrate working relationships between the components			
There are individualized progress plans that consist of a structured prescriptive component for basic skills mastery and subject matter knowledge and an exploratory component to provide learning opportunities that foster student self-direction and problem-solving abilities			
Regular written progress reports on the status of individualized progress plans are prepared for students, teachers, parents and guidance counselors There is a diagnostic prescriptive monitoring system that addresses the individualized progress plans			
A classroom instruction management system provides implementation support that focuses on student self-responsibility and teacher teaming in implementing a coordinated approach to instructional and related support			
A data-based professional development program provides ongoing training and technical assistance support that is targeted to meet the needs of staff			
School and classroom organizational support is provided and school resources and staff expertise are aligned with students needs			
There is an active family involvement program targeted to reinforce student learning and academic achievement			
Student learning objectives are established at the beginning of the school year and are used throughout the year with some tweaking or revision when necessary			
Students who achieve academic and student conduct benchmarks are recognized and their performance is rewarded			
Teachers who achieve academic performance and student conduct benchmarks are recognized professionally and their performance rewarded			
Individualized instruction options are available for students who have not yet mastered all of the specific objectives of their plan			

CLASSROOM Management Matters..

A Prescription for success (continued)

	Importance	Presence	Gap
There are enrichment or acceleration options for students who have demonstrated mastery of the learning objectives			
Life skills are an integral part of the curriculum with emphasis placed on developing student abilities			
Systemic and lasting change is accomplished through schools working together in the district and sharing a common vision and language, share ideas and technical assistance, and create an emotional connection and support system.			
There is consistency in management that focuses on classroom and instructional organization and planning to support the teacher.			
The teacher, as the instructional leader, creates a supportive and caring environment in which all students can participate and learn.			
Cooperative discipline establishes a role for the teacher, parent and the student. It gives all students the opportunity to become leaders. Students are partners and stakeholders in the classroom, from creating a classroom constitution to developing a student job description to serving as class mentor.			
There is a talent portfolio that includes the student's best work samples to reflect their strengths and interests as learners. It documents his/her abilities, interests and learning style preferences and student's strengths.			
Contents of the talent portfolio are updated regularly and shared with the student's support group which consists of parents, teachers and others. Students are provided opportunities to display items from their talent portfolio outside of the classroom Learning and teaching is based upon principles that: <ul style="list-style-type: none"> • Each learner is unique • All students can learn and achieve • Learning is more effective when students enjoy what they are doing • Learning is more meaningful and enjoyable when content and process are learned within the context of a real and present problem 			
Cooperative learning is available to promote students working together in partnership and teams, helping one another to fulfill yearly academic and behavior objectives. Emphasis is placed on individual accountability, common goals and recognition of the team's success			
Tutors are available to work one-on-one with students who are failing to keep up with their classmates in reading, mathematics, language arts and life skills			
There is a student support team comprised of the teacher, guidance counselor, social worker, other professionals and school personnel, students, and parents who use community and school resources and their experiences to help promote academic achievement, positive behaviors and reverse tardiness, absenteeism, conflicts, and violence			
Teachers understand that all students are to be treated as non-disruptive students until students becomes disruptive.			

CLASSROOM Management Matters..

A Prescription for success (continued)

	Importance	Presence	Gap
Teachers are familiar with and use a range of techniques to manage students with disruptive behaviors			
Internal and external resources are available for teachers to use in responding to disruptive students			
Teachers have access to records of students, which include information on academic achievement as well as other basic facts about the student’s community, family and home life.			
Students use a checklist to conduct a self-appraisal of their behavior, classroom behavior and teacher behavior			
Teachers use a checklist to conduct an assessment of their own performance in working with students			
Non-traditional resources are used to increase staff to work with disruptive students such as retired teachers, law enforcement officers, government officials, physicians, lawyers, peers, and former gang members			
There is a district wide strategy to promote positive student behavior which includes components on teacher performance and acceptable student outcomes			
Classroom space is well-designed and sized to promote positive classroom behavior Indicators are available to measure positive classroom and individual student behavior and reports are shared with students			
Teachers have flexibility in adjusting curriculum to correspond to needs and behavior of students to manage classroom behavior			
Teachers , parents and counselors invite student input on decisions and plans that affect them			
Teachers make commitments to long-term classroom behavioral change and organizes classroom to promote positive behavior such as holding class meetings			
Teachers focuses behavioral intervention strategies on praise rather than punishment and reprimands students privately in order to avoid humiliation or embarrassment			
Students possess appropriate social skills – interact appropriately and respectfully with others, demonstrate insightful behavior, maintain open communication and respect diversity			
Students display responsible behavior – fulfill obligations, are punctual, attend to detail, and comply with policies and rules			
Students with disruptive behavior are provided opportunities to obtain conflict management, anger management, leadership, communication, occupational and career skills			

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A Prescription for success (continued)

	Importance	Presence	Gap
Students possess an awareness of own personal identity - understand the relationship between self and the community and the school, are aware of areas for academic and self-improvement and take responsibility for own actions and the resulting consequences			
There is trust and camaraderie between parent and child and the parent monitors the student's out of school activities			
The parent or guardian has developed a relationship with the school			
The school counselor meets regularly with teacher and students to review progress on the student's academic and life skills for achievement			
Teacher and counselor have joint responsibility in the development of goals and metrics that indicate student success and they share similar visions of student success			
The school is effective in communicating and building relationships with stakeholders who build student success			
Transformed students use life skills and understand their strengths and weaknesses as they relate to achieving success in academic and non-school activities			
Transformed students display improved school attendance, reduced tardiness, improved grades and reduced adverse behavior involving violence, emotional outbursts and conflicts			