CLASSROOM MANAGEMENT

A GUIDE FOR PRINCIPALS TO SUPPORT TEACHERS

SECONDARY 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): <u>Classrooms that Work: They Can All Read and Write</u>. Third Edition. Boston: Allyn and Bacon.

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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 secondary 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 secondary school teacher who is need of support, while also recognizing that ongoing professional growth in classroom management is a commitment/focus for all teachers

- assist secondary 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 set 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

- positive classroom environments at the secondary school level provide models for students that reinforce the purpose of the high school program: to equip students with the knowledge and skills they will need to lead satisfying and productive lives; to prepare students for further education and work; and to help them to become independent, productive, and responsible members of society

- student behaviour improves when teachers' expectations for students are high and reflect the learning styles, interests and needs of the students they teach

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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

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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 secondary 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 secondary school principals as they work with teachers to continually improve their teaching practice

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

The Five Domains

1. Commitment to Pupils and Pupil 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 process.

This section provides an overview of the ways in which the elements of classroom management are embedded in the major components of each of the five domains. The section highlights the relevant competencies and look-fors related to classroom management in each domain and provides some sample suggestions that principals may wish to use when supporting teachers' growth in the area of classroom management. More comprehensive tips and strategies are identified in Section 3 of the Guide.

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.

The chapter is supported by rubrics (Appendix A) that describe a continuum of skills related to classroom management and the five domains at all levels of performance.

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 begins with mutual respect and interpersonal relationships. It 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.

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

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

Sample Suggestions for the Teacher

Demonstrating a Positive Rapport with Students:

- speak to students as you would like to be spoken to

- maintain a sense of humour

- treat each student with dignity

- demonstrate personal interest and make connections from subject matter to real world experiences of students

- address students by name (avoid using nicknames)

- interact positively with students, parents, and school personnel

- pre-plan positive statements for use at appropriate times during lessons and/or work periods

- 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

- keep a "professional" work space for the teacher's use

- have materials and resources needed for the period's lesson well organized and placed conveniently close at hand

- consider using bulletin boards to reflect how the subject is linked to society, further education, and work opportunities. These displays help to foster enthusiasm for the subject. Also, examples of student work at appropriate levels should be visible and frequently changed

- 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:

- be aware of developmental and cultural norms for interactions with students of different ages and cultural backgrounds

- ensure that expectations are aligned for all students while recognizing the needs of your exceptional students and making required modifications

- develop a set of written expectations with your students that you can live with and reinforce them through positive statements and actions (for example, recognize when students are doing something right)

- distribute the list of expectations to your students

- tie classroom routines and procedures to the school's Code of Behaviour

- ensure students understand which infractions warrant discipline and the consequences for disruptive and off-task behaviours

- use classroom management strategies that are fair and consistent

Promoting Student Self-Esteem by Reinforcing Positive Behaviours:

- provide positive verbal and non-verbal messages to reinforce positive behaviours

- 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 student's point of view and rephrase the student's comments to demonstrate your understanding of his or her perspective before giving your own

- deal with the problem behaviour and not the personality of the student

- move close to students who begin to act in an inappropriate manner 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

- redirect or interrupt the problem behaviour by calling on the student to carry out a task or answer a question

- involve the student's parent(s) in your efforts to assist the student

- make ample use of praise

- acknowledge good behaviour when you see it. This can be done verbally, in writing, or with a nod or smile to reinforce the behaviour

- involve students in parent-teacher conferences

Domain 2: Professional Knowledge

When teachers of all subjects use the same proven strategies to help their students read and write in the language of their subject discipline, they build on the students' prior knowledge and equip them to make connections that are essential for continued learning.

Ontario Ministry of Education *Think Literacy: Cross Curricular Approaches Grades 7-12* p. 1

The teacher's base of professional knowledge is essential in creating a sense of working purpose in the well-managed classroom. The teacher's knowledge of his or her subject matter and the Ontario Curriculum, effective teaching and assessment practices and effective classroom management strategies are vital aspects in creating an effective learning environment for students.

The Ontario Ministry of Education's *Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario* provides explicit strategies to enhance teachers' professional knowledge in the area of literacy. This resources can be used to support an instructional program that engages students in the learning process so that classroom management problems may be avoided.

The resources found at the end of this Guide may also be useful as a starting point to enhancing professional knowledge.

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: **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	Organizes instructional time by providing for the needs of all students Systematizes routine procedures and tasks to engage students in varied learning experiences Uses appropriate strategies to manage discipline Implements the behaviour code with consistency

Sample Suggestions for the Teacher

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

- provide a variety of instructional strategies and supports (for example, use technology, visual materials, and cross-curricular strategies) that target multiple intelligences (for example, visual/spatial intelligence, musical intelligence, and logical/mathematical intelligence. To learn more about Howard Gardner's theory on Multiple Intelligences visit: http://www.pz.harvard.edu/SUMIT/MISUMIT.HTM)

- create alternate ways for students to respond to instruction (for example, when working on writing skills, in any subject matter, have students experiment with writing for various audiences, generating ideas and organizing ideas, revising their own work, and proofreading the work of their peers)

- assign peer buddies, educational assistants, where available, or cross-age tutors. Also consider using the aid of university students

- provide individual tasks that challenge students

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- 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 class

- 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 and know your subject-matter well

- 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

- ensure the attention of everyone in class before you start the lesson

- wait until everyone has settled down and don't try to teach over chatter

- establish an agreed-upon classroom expectations/code of conduct and distribute a copy to all students

- enlist the support of parents in resolving ongoing behaviour problems

- develop strategies to resolve student conflicts

Domain 3: Teaching Practice

Assessment and evaluation of student achievement provide teachers with an opportunity to think critically about their methods of instruction and the overall effectiveness of their program. Teachers and principals should systematically review course content, instructional strategies and assessment procedures and make the program changes needed to improve their students' achievement.

Ontario Ministry of Education *The Ontario Curriculum, 9 to 12: Program and Planning Assessment* p. 19

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 can develop clear and achievable classroom expectations with the students. The teacher should establish and maintain standards for student behaviour that support learning, and respects the dignity of the students. The teacher can model effective organizational skills and help students learn by using a clear and consistent format to present instruction. The teacher can provide detailed feedback to motivate students by gathering accurate data on student performance and keeping comprehensive records of student achievements.

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 *Think Literacy Success: The Report of the Expert Panel on Students at Risk in Ontario* provides specific examples of effective teaching practices in literacy instruction. Using this resource, principals can enhance their own understanding of effective classroom practices in literacy 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.

Appendix A provides a rubric that addresses the important of establishing a culture for learning as a very critical aspect of the domain: **Teaching Practice**.

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.	Develops clear and achievable classroom expectations with the students Establishes and maintains standards for student behaviour that support learning and respects the dignity of the students Uses a clear and consistent format to present instruction
Competency 3.3: Teachers conduct ongoing assessment of their pupils' progress, evaluate their achievement and report results to pupils and parents regularly.	Gathers accurate data on student performance and keeps comprehensive records of student achievements

Sample Suggestions for the Teacher

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 students

- make expectations as clear and specific as possible

- 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:

- outline what the teacher and 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 are not used on a regular basis

- re-teach skills when needed

- encourage students to explore and search for understanding

- create and maintain timely comprehensive plans and let students know how short-term lesson objectives relate to the term or semester plan

- have plans available at all times

- plan lessons for varied learning styles

- incorporate a variety of teaching styles into your lessons to account for students' multiple learning styles (for example, use technology – based activities)

- 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:

- use assessments that are based on the categories of knowledge and skills and on the achievement level descriptors given in the achievement chart that appears in the Ontario curriculum policy documents for each discipline

- 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

- encourage students to know about, reflect on, and monitor their own learning and to set their own specific goals

- assist students to develop and use ways to access and critically assess information

- communicate assessment and evaluation strategies early to students and parents at the beginning of the course and at other appropriate points throughout the course

- report student achievement on an ongoing basis 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)

- 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 understands 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 community that encourages this dialogue.

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:

> 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

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.

The rubrics in Appendix A can help the principal to 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

Sample Suggestions for the Teacher

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

- find the best teacher(s) you can, and ask for help. 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' other subject teachers about what has worked in their classes

- 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

Successful professional development is research-based, practical, and tied in a meaningful way to the Ontario Curriculum.

It links to the goals of the whole school and whole board to sustain improvement.

It builds on educators' knowledge and understanding, encouraging them to reflect on their current practices and broaden their repertoire of strategies and skills.

Ontario Ministry of Education *Think Literacy Success* p. 49

An effective 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 most effective support for a teacher who wishes to improve his or her classroom management is to work co-operatively with colleagues to solve student, classroom and school concerns. The teacher may find an effective strategy is 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 may 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.

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 organiztation.

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.

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

Relevant Competencies and Look-Fors
Ongoing Professional Leaning

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

Sample Suggestions for the Teacher

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

- maintain regular connections with other teachers in your department

- contact others in the profession

- ask to visit other classrooms to observe

- initiate dialogue with teachers about their most successful management practices

- 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

- seek guidance/assistance from school and/or board resource personnel

- 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

CLASSROOM MANAGEMENT TIPS AND STRATEGIES

This section provides several tips and strategies to support professional development in the area of 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 section 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 headings to emphasize how one classroom management strategy can impact on multiple outcomes.

Principals: Developing a Comprehensive Plan for Support

There are a number of strategies a principal can use to provide support and assistance for any teacher who wishes to grow professionally in this aspect of his or her teaching practice. The following strategies could be used for developing a comprehensive plan of support.

- work with the teacher to identify one or two areas of classroom management that the teacher believes he or she can address in the next few days and thus experience an immediate sense of success. Follow-up with the teacher to assess progress

- pair the teacher with a colleague who can share successful classroom management strategies. A mentor can help with lesson planning, lesson delivery, classroom organization, routines and discipline – all of which are elements of classroom management. The mentor can provide day-to-day support as management strategies are learned and applied. The teacher will need to choose a few of the observed strategies and adapt them to fit his or her own circumstances

- consider having the teacher who is focusing on improving his or her classroom management skills observe a peer in a safe and inclusive learning environment. Arrange for teachers to visit other classes taught by teachers who are successful at establishing routines and classroom procedures – either in the teacher's own school or in neighbouring schools

  - ➢ ask the teacher to identify three observed successful practices that he or she will implement
  - ➢ ask the teacher to reflect on potential obstacles to success and brainstorm strategies to remove/lessen these obstacles

- consider having a follow up visit from the "mentor" teacher into the classroom of the teacher who wishes to improve as an opportunity for further support and dialogue

- consider having the teacher observe his or her students in another teacher's class. Seeing how other teachers handle similar problems can help the teacher in difficulty get some ideas of his or her own

- arrange for assistance, both in the classroom and during preparation time, by the teacher's Department Head or Assistant Head, where available. It is important for school staff to work together

- send teachers to workshops focusing on classroom management strategies

- provide teachers with resources, for example, articles, books, and websites on classroom management techniques and issues

- have the teacher observe special education teachers at work, where available. Special Education teachers may be able to demonstrate successful strategies in behaviour and classroom management

- arrange for a regular series of brief meetings where the teacher can meet with the principal/vice-principal to discuss his or her progress, to reflect on the successes and the challenges thus far and to identify any additional supports that are required

- it might be advisable and or necessary to change the teacher's timetable for the following semester or year

The following sections provide specific suggestions for use by the teacher who is seeking to enhance their classroom management skills in the area of classroom routines and procedures, dealing with disruptive and off-task student behaviour, preparing lesson strategies and lesson delivery, and in the area of general teaching behaviours.

A. Classroom Routines and Procedures

Physical Organization of the Classroom:

- create an arrangement of the room that is conducive to good classroom management and appropriate for the grade level(s) in the classroom

- organize the physical space differently for group work and for individual work

- ensure that there is a traffic area clear of congestion

- create a small space for quiet work with few distractions

- keep a "professional" workspace for the teacher's use

- have materials and resources needed for the day's lesson well organized and placed conveniently close at hand

- bulletin boards may reflect how the subject is linked to society, further education, and work opportunities. These displays help to foster enthusiasm for the subject and motivation to learn. Also, examples of student work at appropriate levels should be visible and frequently changed

- create and maintain a safe physical environment

Establishing Classroom Expectations and Routines:

- establish, maintain and manage a set of effective and appropriate classroom routines, procedures and expectations that are developed with the students and are appropriate for their age and grade. Ensure your expectations are the same for all of your students while recognizing the needs of your exceptional students

- keep a positive focus by referring to "rules" as expectations. Classroom expectations are most effective when teachers, parents and students are equally committed to upholding them. Ensure that expectations are shared with parents and explore the use of "contracts" with students

- 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. Assign consequences that are not merely punishment

- keep the list of expectations short

- 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
    - individual and group work
    - visitors and other interruptions
    - going to the washroom
    - classroom events such as collecting office forms, handing out field trip forms
    - leaving the class at the end of the period

- uncertainty increases the level of excitement in the classroom. Create an atmosphere of certainty by ensuring students know classroom routines and expectations

"Teaching" the Expectations and Routines:

- take time to teach the expectations for classroom behaviour and the classroom routines once they are jointly set by the students and the teacher

- 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 and/or distribute them to students

"Applying" the Expectations and Routines:

- reinforce positive behaviours whenever possible to promote student self-esteem

- 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

- assess student behaviour relevant to the learning environment or activities

Keeping Students Engaged:

- have work or a routine ready so that students can readily begin to focus on a task as soon as they enter the classroom. Some examples are:

  ➢ project a brainteaser or bell ringer activity onto the board with an overhead projector (ensure that the level is appropriate for students)

  ➢ write an activity (for example, a review of a skill taught the day before) on the board in a set place

  ➢ ask students to write in a journal. Provide a sample question on the board for those who need an idea to start

- use a variety of instructional tools (for example, technology, visual materials, books, and articles) to engage students

- apply lessons to further education, work opportunities, current events, and students' daily lives to evoke interest

- bring experts in the field into the class or use technology, where available, to schedule online chats with subject specialists

- ensure the involvement of others while students are making presentations by involving them in the assessment of the presentation or give them some role other than passive listening

- place copies of assignments in folders for absent students. At the end of the day, label each folder with the absent students' names and missed work is ready for the students' return (use this strategy also for students who come to class late to provide them with missed material quickly without disrupting the flow of work in the room)

- divide activities into manageable chunks and address multiple intelligences (to learn more about Howard Gardner's theory on Multiple Intelligences visit: http://www.pz.harvard.edu/SUMIT/MISUMIT.HTM)

- have predictable schedules and smooth routines for handling transitions. Keep transition time to a minimum since time between tasks can lead to student misbehaviour

B. Dealing with Disruptive and Off-Task Student Behaviour

Taking Preventative Measures:

- prevent small problems from escalating into big ones. Greet students at the classroom door and make personal connections with the students. A warm personal welcome sets the tone for the day and gives the teacher a chance to assess each student's mood and head off problems before they start. Use the opportunity to establish rapport and to deal with minor problems (such as boisterous behaviour, bad moods or unwanted materials) quietly and discretely – before they can erupt into public confrontations that threaten control and disrupt the class

- take attendance with the class seating plan while students are working rather than calling out names

- to keep students actively engaged, plan a variety of activities, break major activities into smaller chunks and include activities that vary in length

- whenever possible, use reminders and not reprimands. Take the opportunity to remind students early enough so that the situation does not progress beyond a point where a simple reminder is no longer effective

Provide Positive Reinforcement:

- provide positive reinforcement. Make ample use of praise. Acknowledge good behaviour in words or actions (with a nod, a smile or a "thumbs up")

- carry around "post-it notes" and jot down "good work" "excellent question" "remember to raise your hand" and quietly stick the notes on students' desks

Demonstrate Your Awareness:

- demonstrate to students by your behaviour an awareness of what is going on in the classroom

- move around the room. Make the rounds while students are working. Check on their progress. Stand near students who are restless or off-task. Establish eye contact

- keep scanning the whole class to pick up on potential problems

Intervene With Misbehaving Students:

- deal with disruptive students individually, privately and in a timely manner. Never engage in a disciplinary conversation across the room. Move in close to the student and let him or her know what is expected. Deal with the problem behaviour and not the personality of the student

- ensure that a student is not rewarded for misbehaviour by becoming the focus of attention. Anticipate problems before they occur. Be inconspicuous when dealing with a misbehaving student and ensure that others in the class are not distracted

- address a student who is misbehaving by focusing the student's attention on the behaviour wanted, not on the misbehaviour (for example, "I want you to…" rather than "I want you to stop…" The latter statement focuses on the misbehaviour and encourages a retort "I wasn't doing anything…")

- react immediately and effectively with students who use sarcasm and put downs in their interactions. Ensure that an atmosphere of mutual respect is part of the classroom expectations and work with the students about the appropriate consequence for such misbehaviour

- de-escalate difficult situations and diffuse conflicts between/among students using appropriate strategies (for example, use gentle humour, move physically close to the participants, use time-out strategies, speak to key students involved in the situation privately in class and follow-up after class)

- employ effective intervention techniques with students, such as use of the quiet corner for individual work, consultation with school support staff, consultation outside of the classroom with the student and/or parents

- ensure that emotions to cloud judgment when dealing with difficult situations

- develop improvement plans for students when needed

- arrange to observe your disruptive/off-task students in another teacher's class. Seeing how other teachers handle similar problems may help you get some workable ideas

- know when to ask for help. Request support from administration when appropriate

C. Lesson Strategies and Lesson Delivery

Lesson Preparation:

- plan lessons that are well organized and fully developed, showing all the components of the teaching-learning cycle using a variety of strategies and activities that reflect multiple learning styles and multiple intelligences (to learn more about Howard Gardner's theory on Multiple Intelligences visit: http://www.pz.harvard.edu/SUMIT/MISUMIT.HTM)

- build planning around the developmental needs and interests of the students and tie lessons to further education, work opportunities, current events, and students' daily experiences

- plan to use diverse instructional strategies and resources, including the use of appropriate technology, to stimulate interest and to meet learning needs

- plan assessment activities related to stated learning outcomes and the activities planned for the lesson. Refer to the Ministry of Education's *Ontario Program Planning and Assessment Guide* (2000) for more information about effective assessment and evaluation strategies

- plan to maximize the potential learning of all students in a classroom by planning activities that appeal to both sides of the brain (for example, creative, visual activities as well as those relying on use of language)

- anticipate potential learning challenges. Design strategies to address those challenges (for example, have focused activities to reinforce concepts, introduce the section of the lesson where you have anticipated potential problems with a concrete strategy to lessen the problems, and give students tips on how to resolve difficult concepts)

- plan to teach subject-specific language so that instructions and resource materials are understood

- plan for conferencing and small group work to have regular personal contact with students in a manageable way. Establish known expectations for this so that the rest of the class remains on task while the teacher works with a particular student or group. Ensure that the rest of the class has meaningful activities that are linked to the lesson and curriculum expectations

- design activities to develop understanding rather than to produce right answers

- access supports outside the classroom for students when necessary

Lesson Structure:

- relate content to prior and future learning. Begin instruction with material related to prior lessons to provide students with a basis for understanding the new lesson

- combine textbook knowledge with practical life experiences when presenting concepts

- provide opportunities for students to experience the processes of discovery and creativity. Give students ample opportunity to demonstrate inquiry and mastery

- demonstrate a commitment to interdisciplinary approaches

- provide opportunities for students to interact with one another while reinforcing good student behaviour and respect

- integrate all subject matter with an infusion of varied skills that promote literacy (for example, reading, writing, analysis, synthesis, problem solving, application, and oral language)

- clarify skills and concepts being taught when necessary and re-teach skills and concepts when required

- articulate instructional objectives clearly

- communicate expectations to students by providing rubrics and exemplars and ensure that these are visibly posted in the classroom

- design activities congruent to the objectives and the assessments of the lesson

Lesson Delivery:

- begin at the very beginning of each class period and end at the very end; learning should be happening all of the time. Start and end the class on time

- begin the class with an agenda of what the students and the teacher will be doing for the period

- give students an overview of what they are learning and break the content into manageable chunks. Don't teach isolated segments of content without showing how they link into the whole. Make connections between the lesson content and other parts of the curriculum, further education, work opportunities, and students' daily lives

- have a number of seating plans that reflect various classroom activities and expect students to adhere to the appropriate plan

- have all materials and resources required for the lesson on hand and ready for use

- pre-plan questions that require students to use higher thinking skills

- maintain student records (e.g. portfolios, assessment records, anecdotal records, student folders etc.) in a professional, organized manner

Delivery Strategies:

- closely monitor student work and understanding and adjust teaching methods when needed

- speak clearly in a voice that can be heard by all students without yelling

- model active listening skills

- provide sufficient time for students to process acquired information

- employ strategies to gain attention and maintain focus on the lesson (for examples, see earlier section "Keeping Students Engaged")

- eliminate classroom interruptions as much as possible and maximize time-on-task

- maintain an appropriate pace for instruction and make smooth transitions between activities

Questioning:

- spread questions among all students in the class. Involve all students in answering questions, not just the ones with their hands up

- pose questions. Don't tell students something when you can ask them

- use sufficient "wait time" (for example, 1-2 minutes) for students to think about a response before picking a student to answer a question. This may encourage students who don't usually put their hand up first to participate more frequently

- praise good answers but also preserve the self-esteem of those who give wrong answers (for example, break the original question into smaller components, make an encouraging positive comment to that student before moving on to another student)

- use both questioning and discussion techniques effectively, targeting various levels of comprehension. Students should not only be able to recall information, but should be encouraged to use higher order thinking skills from Bloom's Taxonomy (1984), including "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 …?)

- ask one question at a time

- build on a student's response when formulating the next question

- phrase questions to test for student understanding, comprehension, and comfort zone

Homework:

- establish routines for the taking up of homework

- use the taking up of homework as an opportunity to diagnose gaps in learning and the need for review or re-teaching of an idea or concept

- allow sufficient time to explain homework and to provide closure to the class/activity

- post homework assignments consistently in the same location (for example, on a board or on a bulletin board) so that students know where to find that information if they are late to class or have missed a class

The Learners:

- greet students as they enter the class and maintain visibility in hallways and common areas

- be aware of developmental and cultural norms for interactions with students of different ages and cultural/ethnic backgrounds

- remember that a student who is in a state of anxiety or stress will be unable to function effectively as a learner. Express positive expectations of students and give plenty of positive feedback

- circulate among students, providing assistance, bringing small groups of students together to re-teach a point or concept when students are experiencing difficulty

- prompt and encourage students who are struggling but do so unobtrusively

- respect and value the viewpoints and opinions of the students

- make students active participants in learning. Students learn by doing, making, writing, designing, creating, solving

- promote mutual respect. Condemn sarcasm, destructive criticism and sexual/racial/ethnic/religious slurs. Follow Board policy and procedures in these matters

- invite questions and encourage students to challenge concepts in a respectful manner

- conduct ongoing checks for comprehension using a variety of methods (for example, ask key questions to teach a new concept, analyze student work, homework and assignments to diagnose gaps in understanding and adjust instruction to re-teach or review)

- closely monitor "teacher talk" time and "student talk" time to ensure that the teacher is not always doing the talking while the students have to do most of the listening. Reflect on the participatory role of the students

- create opportunities for students to experience success in their learning and social behaviour

- be accessible to students before and after class, if possible

D. Teacher Behaviours

Effective Teacher Behaviours:

- have a positive attitude and high but achievable expectations for all students. Hold and communicate high expectations for student learning and behaviour with a firm belief in their abilities

- be motivated, enthusiastic, interested and well informed about what is being taught

- use humour appropriately to stimulate student interest or reduce classroom tensions

- let students know that you like them. Express personal warmth and encouragement to students. Understand that students like you to know a little about them but maintain the professional "line" when disclosing personal information

- exhibit a poised, confident manner. Model respect, kindness, and support

- work to instill a sense of self-discipline and spend time teaching self-monitoring skills

- monitor classroom activities and provide feedback and reinforcement regarding behaviour

- use a variety of strategies to develop positive social skills among students (for example, have students work as team members in group situations, assist each other when one encounters difficulty in an assignment or task, and volunteer to be peer coaches)

- learn students' names quickly and use them often. Make it a practice to address students by their given names and avoid the use of nicknames or other means of addressing the students

- provide opportunities for students to develop qualities of leadership, self-discipline and resourcefulness. Provide opportunities for students to have a voice in decision-making. Build a sense of community in the classroom

Reflection:

Professor Jean Rudduck, speaking to the 1998 International Congress for School Effectiveness and Improvement, made several observations regarding what students appreciate in a teacher.

According to Rudduck, students appreciate and respond to teachers who:

- ✓ enjoy teaching the subject
- ✓ enjoy teaching them
- ✓ make the lesson interesting
- ✓ link it to outside life
- ✓ have a laugh but also know how to keep order
- ✓ are fair
- ✓ are approachable
- ✓ don't shout
- ✓ don't go on about things (for example, how much better other classes are, or how much better students' older siblings are)
- ✓ explain things
- ✓ go through things students don't understand without making them feel small
- ✓ don't give up on students

PROCESSES FOR ADDRESSING UNSATISFACTORY PERFORMANCE IN CLASSROOM MANAGEMENT

This Guide, <u>Classroom Management: A Guide for Principals to Support Teachers</u>, 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 enhance 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 may 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 should 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)**	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.	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.	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.	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.

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.

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.

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

  www.livingvalues.net/francais

- 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

- Expérience de formation interactive sur la gestion de classe et les élèves en difficulté de comportement:

  www.gestiondeclasse.net

- Comportements en gestion de classe:

  www.unites.uqam.ca/Gctic/fiches/fiches.html

- Discipline/Intervention:

  www.pedagogie.net

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

  www.petitmonde.com

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

  www.hc-sc.ca

- 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

- La pédagogie sur Internet- Fiches gestion de classe:

  www.pedagonet.com

- Parents partenaires en éducation (PPE):

  www.franco.ca/PPE/

- Principes de gestion de classe participative; séries d'activités et ressources propres à l'apprentissage des enfants:

  www.primaire.grandmonde.com/invites/

- Programme d'aide SOS devoirs:

  www.sosdevoirs.org

- Site d'intérêt particulier pour le niveau secondaire:

  www.infobourg.com

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

  www.ecolebranchee.com

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  www.viepedagogique.gouv.qc.ca

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