

# Handbook for Developing Schools with Good Discipline

PDK Commission on Discipline

# **Handbook For Developing Schools With Good Discipline**

**Benjamin Kutsyuruba, David  
Burgess, Keith Walker, J. Kent Donlevy**



## **Handbook For Developing Schools With Good Discipline:**

Handbook for Developing Schools with Good Discipline William W. Wayson, 1982 Using the results of a national survey of over 500 schools identified as having good discipline this handbook presents guidelines for improving school discipline An introductory chapter offers an overview of the survey project In the second chapter the authors list 13 characteristics identified in the survey that are common to schools with good discipline along with examples of survey responses The 13 characteristics relate to the role of the principal conventional school activities school environment orientation to students causes of discipline problems school ties to parent and community and staff enthusiasm Drawing further on the survey results the third chapter summarizes 100 activities for improving school discipline organized around eight goals improving problem solving reducing status and authority differences increasing students sense of belonging promoting self discipline reaching more students strengthening school home interactions and improving school organization and facilities Chapter 4 provides a 110 item rating scale the discipline context inventory to help schools identify ways to better their discipline practices In the final chapter the authors formulate eight principles for school improvement and outline a step by step planning and action guide for implementing disciplinary change Author RW

*Handbook for Developing Schools with Good Discipline* Phi Delta Kappa. Commission on Discipline, 1981 *Resources in Education*, 2000 **The English Teacher's Survival Guide** Mary Lou Brandvik, Katherine S. McKnight, 2011-03-01 Problem solving techniques for all aspects of the English teacher's job This unique time saving book is packed with tested techniques and materials to assist new and experienced English teachers with virtually every phase of their job from lesson planning to effective discipline techniques The book includes 175 easy to understand strategies lessons checklists and forms for effective classroom management and over 50 reproducible samples teachers can adopt immediately for planning evaluation or assignments It is filled with creative and functional ideas for reading response activities writing assignments group and individual projects and speeches Offers instructions for creating and implementing an effective classroom wide behavior management program Shows how to practice the art of teaching English effectively and reduce time on labor intensive tasks Reveals how to work effectively with parents colleagues substitute teachers administrators and community resources The second edition includes coverage of technology in the classroom advice for working with reluctant readers a wealth of sample teaching units and more

Handbook of Positive Psychology in Schools Michael J. Furlong, Rich Gilman, E. Scott Huebner, 2014-02-03 Understanding the factors that encourage young people to become active agents in their own learning is critical Positive psychology is one lens that can be used to investigate the factors that facilitate a student's sense of agency and active school engagement In the second edition of this groundbreaking handbook the editors draw together the latest work on the field identifying major issues and providing a wealth of descriptive knowledge from renowned contributors Major topics include the ways that positive emotions traits and institutions promote school achievement and healthy social and emotional development how

specific positive psychological constructs relate to students and schools and support the delivery of school based services and the application of positive psychology to educational policy making With thirteen new chapters this edition provides a long needed centerpiece around which the field can continue to grow incorporating a new focus on international applications of the field

*Behavioral Management in the Public Schools* Nancy MacCionei, 1999-11-30 MacCionei and Ruben provide the first compendium entirely devoted to the exigency and pathology of serious teen aggression including homicidal and combative problems It responds to the national wave of school shootings and teen crime dangerously threatening classrooms Failures of traditional disciplinary practice cause perennial frustrations for principals teachers and school districts in general This professional guide steps up to the challenge of this chaos and provides empirically tested methods for classroom application including advancing steps to integrate school and community alternative assessments cultural diversity programming and peer mediation innovations Easy to use methods based in research discussion prove that public school systems can win the war against urban oppression

*Handbook of Positive Psychology in Schools* Kelly-Ann Allen, Michael J. Furlong, Dianne Vella-Brodrick, Shannon Suldo, 2022-02-23 The Handbook of Positive Psychology in Schools offers the most current and comprehensive insights into how positive psychology principles provide a framework for young people to become active agents in their own learning The third edition of this groundbreaking volume assembles the latest global research identifying fundamental assets hope optimism gratitude self efficacy emotional regulation among others that support students learning and well being Chapters examining social ecological perspectives on classroom quality and school climate provide best practice guidance on schoolwide policies and practices These 35 new chapters explore positive psychology s ongoing influence and advances on prevention intervention and assessment practices in schools

School Management by Wandering Around Larry Frase, Robert W. Hertz, 2003-01-21 Management by wandering around MBWA is the catalyst that brings teachers aides parents and administrators together in the pursuit of excellent schools MBWA is an active person to person process that relies on deeds involvement and participation to create better schools The leader who embraces MBWA does not just talk about his philosophy he lives it The MBWA leader possesses an honest awareness of self and how he affects others He creates and clarifies new visions He encourages and empowers others to join in the quest to capture visions and transform them into reality The MBWA leader is aware of the power worth and value of people He actively pursues the school s mission with people

Developing a Teacher Induction Plan Barbara L. Brock, Marilyn L. Grady, 2005-12-08 Help teachers move past the grind of daily survival to the fulfillment of career long professional development Imagine someone telling you that within three years your new teachers would leave the profession for which they trained so hard That s what is happening to 30% of today s promising new teachers who are not given the mentoring direction and professional development that is so desperately needed to keep them focused and enthusiastic To handle this growing challenge of teacher attrition teacher induction experts Barbara L Brock and Marilyn L Grady offer a comprehensive program crafted with school leaders and staff

developers in mind which provides strategies both for supporting beginning teachers and for retaining and developing these promising highly qualified teachers Written in an accessible workbook style format this guide covers Designing a multiyear developmental program including the orientation process mentoring directed activities seminars and workshops The responsibilities of the induction team Assessment of current issues including attrition and past retention efforts Program evaluation from initial assessment to the sharing of results When beginning teachers receive the support they need not only do they truly contribute to their schools but they also set out to do what they chose to do prepare today s students for tomorrow s world      *Handbook of School Improvement* Jo Blase, Joseph Blase, Dana Yon Phillips, 2010-03-30 A practical useful easy to read resource that I will keep on the edge of my desk as a reference The book is filled with excellent and useful information and serves as both a concise summary of focal points for principals as well as a resource for additional information Kari Dahlquist Principal Creek Valley Elementary School Edina MN All school administrators who want their school to become a high performing school have to read this book It is transformational Sean Beggin Assistant Principal Andover High School MN Learn how successful principals make a difference in their school s performance Outstanding principals are made not born With insights drawn from a ground breaking study and numerous firsthand accounts this illuminating book reveals how principals develop the leadership qualities that support schoolwide achievement Written by best selling authors and respected experts in school improvement this comprehensive guide captures unique perspectives from 20 successful principals representing a wide range of urban and rural schools Presenting real life strategies and best practices the authors show how principals use a systems development approach to build empowered teams and excellent organizations Designed for school and district administrators as well as staff developers this resource Describes the key characteristics of extraordinary principals and high performing schools including nine crucial actions that drive positive change Focuses on how principals balance both administrative responsibilities and instructional leadership Shows how to actively involve teachers staff and families in school improvement including individual and group activities Addresses the role of research and data in stronger schoolwide performance Offers tips and suggestions from highly regarded principals along with recommended resources for further study and team trainings Learn how the experiences of fellow principals can help you energize your team and realize your school s promise      *Disruptive Behaviour in Today's Classroom* Canadian Education Association, 1996      **The Principalship** Thelbert L. Drake, William Henry Roe, 2003 Using a strong social historical foundation this book deals in plain English with the real tasks facing any principal It is designed to provide starter ideas and activities for projects research and discussion It also deals with current issues while providing a thorough legal and organizational base This book provides readers with topics that address real current issues principals face daily and includes information on collaborative ventures with community agencies full service schools and evaluation as affected by the standards movement and high stakes testing Coverage also includes teacher morale gay rights and pressure resulting from

mandated testing For professionals in the position of school principal

### **Handbook of Student Engagement**

**Interventions** Jennifer A. Fredricks, Amy L. Reschly, Sandra L. Christenson, 2019-05-04 Handbook of Student Engagement Interventions Working with Disengaged Students provides an understanding of the factors that contribute to student disengagement methods for identifying students at risk and intervention strategies to increase student engagement With a focus on translating research into best practice the book pulls together the current research on engagement in schools and empowers readers to craft and implement interventions Users will find reviews on evidence based academic behavioral social mental health and community based interventions that will help increase all types of engagement The book looks at ways of reducing suspensions through alternative disciplinary practices the role resiliency can play in student engagement strategies for community and school collaborations in addressing barriers to engagement and what can be learned from students who struggled in school but succeeded later in life It is a hands on resource for educators school psychologists researchers and students looking to gain insight into the research on this topic and the strategies that can be deployed to promote student engagement Presents practical strategies for engagement intervention and assessment Covers early warning signs of disengagement and how to use these signs to promote engagement Reviews contextual factors families peers teachers related to engagement Focuses on increasing engagement and school completion for all students Emphasizes multidimensional approaches to disengagement

### **Handbook of Positive Behavior Support**

Wayne Sailor, Glen Dunlap, George Sugai, Rob Horner, 2008-12-02 A revolution in working with difficult students began during the 1980s with a dramatic shift away from dependence on simply punishing bad behavior to reinforcing desired positive behaviors of children in the classroom With its foundation in applied behavior analysis ABA positive behavior support PBS is a social ecology approach that continues to play an increasingly integral role in public education as well as mental health and social services nationwide The Handbook of Positive Behavior Support gathers into one concise volume the many elements of this burgeoning field and organizes them into a powerful dynamic knowledge base theory research and applications Within its chapters leading experts including the primary developers and researchers of PBS 1 Review the origins history and ethical foundations of positive behavior support 2 Report on applications of PBS in early childhood and family contexts from Head Start to foster care to mental health settings to autism treatment programs 3 Examine school based PBS used to benefit all students regardless of ability or conduct 4 Relate schoolwide PBS to wraparound mental health services and the RTI response to intervention movement 5 Provide data and discussion on a variety of topics salient to PBS including parenting issues personnel training high school use poorly functioning schools and more This volume is an essential resource for school based practitioners as well as clinicians and researchers in clinical child school and educational psychology An

Administrator's Guide for Evaluating Programs and Personnel Edward F. DeRoche, 1987

### **Directory of Organizations &**

**Researchers in Educational Management**, 1984

*Handbook of Classroom Management* Edmund Emmer, Edward J.

Sabornie,2014-09-04 The field of classroom management is not a neatly organized line of inquiry but rather consists of many disparate topics and orientations that draw from multiple disciplines Given the complex nature of the field this comprehensive second edition of the Handbook of Classroom Management is an invaluable resource for those interested in understanding it This volume provides up to date summaries of research on the essential topics from the first edition as well as fresh perspectives and chapters on new topics It is the perfect tool for both graduate students and practitioners interested in a field that is fascinating but not immediately accessible without the proper guidance *A Guide to Ontario School Law* Benjamin Kutsyuruba,David Burgess,Keith Walker,J. Kent Donlevy,2014-05 A Guide to Ontario School Law is a comprehensive non partisan fair reading of provincial educational statutes regulations and relevant policies that will be a first aid and reference to the lay reader Our goal is to provide an up to date accessible and user friendly guide to various legal parameters for teachers aspiring teachers trustees school administrators central office administration parents and interested community members In particular the resources and insights in this guide are aimed at helping teacher candidates to develop literacy in educational law and policy and ultimately to successfully transition from teacher education programs into teaching careers *Handbook of Classroom Management* Carolyn M. Evertson,Carol S. Weinstein,2013-10-31 Classroom management is a topic of enduring concern for teachers administrators and the public It consistently ranks as the first or second most serious educational problem in the eyes of the general public and beginning teachers consistently rank it as their most pressing concern during their early teaching years Management problems continue to be a major cause of teacher burnout and job dissatisfaction Strangely despite this enduring concern on the part of educators and the public few researchers have chosen to focus on classroom management or to identify themselves with this critical field The Handbook of Classroom Management has four primary goals 1 to clarify the term classroom management 2 to demonstrate to scholars and practitioners that there is a distinct body of knowledge that directly addresses teachers managerial tasks 3 to bring together disparate lines of research and encourage conversations across different areas of inquiry and 4 to promote a vigorous agenda for future research in this area To this end 47 chapters have been organized into 10 sections each chapter written by a recognized expert in that area Cutting across the sections and chapters are the following themes First positive teacher student relationships are seen as the very core of effective classroom management Second classroom management is viewed as a social and moral curriculum Third external reward and punishment strategies are not seen as optimal for promoting academic and social emotional growth and self regulated behavior Fourth to create orderly productive environments teachers must take into account student characteristics such as age developmental level race ethnicity cultural background socioeconomic status and ableness Like other research handbooks the Handbook of Classroom Management provides an indispensable reference volume for scholars teacher educators in service practitioners and the academic libraries serving these audiences It is also appropriate for graduate courses wholly or partly devoted to the study of classroom management

**Toward Better and Safer Schools** Amalia G. Cuervo, Joan F. Lees, 1984 This handbook structured to facilitate use by policy makers practitioners school board members and school staff contains three parts Part I presents practical information and an action plan for implementing school improvement and delinquency prevention measures Chapters 1 and 2 focus on how delinquency affects the U S educational system and on establishing a rationale for school based delinquency prevention policies and practices Chapters 3 through 5 present a six step process to support local boards in selecting non punitive approaches to discipline and to delinquency prevention particularly early prevention programs The process provides for choosing a focus for change assessing a school s weaknesses and strengths setting goals and objectives developing an action plan implementing chosen strategies and gauging progress toward improvement Part II is a compendium of more than 45 in school improvement and delinquency prevention program models that are currently being implemented in public schools throughout the U S This part functions partly as a how to manual for practitioners and partly as a resource guide to a network of innovators and experts Part III a more extensive resource and reference guide may be used to assist in planning and evaluating delinquency prevention programs it includes and annotated list of recommended books articles readings theme related periodicals and congressional hearings selected media aids technical assistance sources databases and clearinghouses and development resources An appendix contains examples of behavioral contracts between students parents and schools Author KH



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