

CLASSROOM MANAGEMENT AND DISCIPLINE

Visit <http://intranet.cps.k12.il.us/udc.html> for more information.

Since appropriate student behavior is necessary for instruction to take place, effective classroom management requires careful organization and planning. Teachers are responsible for maintaining discipline in their classrooms, corridors, and the entire school. However, corporal punishment or obscene language cannot be used at any time. If assistance is needed, please notify your cooperating teacher, security personnel, or the school's administrators.

DISCIPLINE CODE

The Board of Education has adopted a Uniform Discipline Code (UDC), which must be explained and distributed to every child and parent at the beginning of each school year. Teachers are to make sure students understand their responsibilities and the actions that will be taken when the rules are not followed. Be familiar with all aspects of the CPS code and our school discipline procedures.

All Chicago Public Schools follow the uniform discipline code, but some may differ in specific rules, such as wearing uniforms. Individual schools can adopt additional regulations the UDC does not address. Be sure to learn the particular rules of your cooperating school.

The UDC lists rights of students, parents, teachers, and principals and defines acts of misconduct and disciplinary action. It organizes acts of misconduct into six groups, from least to most severe. As part of the Children First Initiatives, the CPS strengthened the UDC to mandate expulsions of students possessing firearms or other destructive devices. The code also supports the CPS zero tolerance policy regarding disruptive, inappropriate or violent behavior in the schools.

A table outlining the Uniform Discipline Code is available at the website listed at the top of this page.

Included in this handbook is the following document:

“Dealing with Unmet Expectations:” Use these guidelines to develop your classroom management strategies

Dealing with Unmet Expectations

in a productive & positive learning-centered environment

Don't

- Focus on finding fault. Instead, catch students being right!
- Use rewards for good behavior. Students begin to work for the reward rather than because the work is interesting or the behavior is the right thing to do.
- Ask students to make promises. They often promise anything to get us off their backs.
- Nag, scold, and threaten. These may lead to immediate compliance, but there is high potential for resentment and frustration.
- Chastise in public. Names on the board is not acceptable practice!
- Blame the parents. We do not teach the parents. We have the next generation of parents in our classes today. If we miss the chance to influence difficult students, they may become even greater problems in our society later, as parents and citizens.
- Be overly concerned about your own authority base. Real authority comes from knowing what you are talking about and modeling respectful behavior.
- Use double standards. The same standards should apply for students and teachers.

Do

- Identify causes of inattentive or disruptive behavior and match your response to the perceived cause.
- Clearly communicate clearly your expectations for work and behavior.
- Focus on future behavior rather than on past behavior.
- Establish a relationship based on trust and mutual respect with each child.
- Wait to hold discussions about inattentive or disruptive behavior, or unmet expectations, until both of you are calm.
- Use logical consequences directly related to the behavior. Logical consequences are designed to get students back to work.

**Beyond survival our
Basic Needs:
To Belong
To Gain Power
To Be Free
To Have Fun**

William Glasser, 1986
*Control Theory in the
Classroom*

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DO

**Responsibility,
motivation, and
respect are not
the same as
obedience,
compliance and
fear.**

Kohn, 1996

- Teach that fairness has to do with equity rather than equality. That is, you get what you need when you need it rather than everyone getting the same thing at the same time.
- Distinguish between the behavior and the person exhibiting the behavior. Build self-efficacy by focusing on what effort is needed.
- Admit your own mistakes.
- Work for responsibility, motivation, and respect...not obedience, compliance, and fear.
- Remember that responsibility is taught by giving responsibility. Include students in developing procedures for handling inappropriate behavior or unmet expectations.

WHEN THE GOING GETS ROUGH...

- **Stay calm, move slowly, get close, be quiet, and relax.**
- **Make eye contact.**
- **If you must talk, lower your voice rather than raising it.**
- **Try to keep situation in perspective. Don't overreact and escalate minor incidents into major confrontations.**
- **Avoid public confrontation. An audience for a confrontation escalates any differences.**
- **Avoid threats you can't or don't want to carry out.**
- **Keep both feet on the ground emotionally! It is easy to get knocked over if you try to balance on one foot!**