

#6 THEY DO NOT SPEND A LOT OF TIME DISCIPLINING STUDENTS, IN THE SENSE OF PUNISHING THEM.

- They teach students how to act.
- They often have formal programs so the whole school shares a common vocabulary. These schools have systems in place so that they are not caught without a plan.
- “The main method of discipline is to aim for high-quality instruction every moment, on the theory that busy and actively engaged students do not have time to misbehave and get into trouble.”

THEY ESTABLISH AN ATMOSPHERE OF RESPECT.

All students wear a uniform.....The school’s essential philosophy on discipline is that students be given very little idle time ‘I link good behavior with good teaching and effective planning. There is no idle time.’

CENTENNIAL PLACE ELEMENTARY SCHOOL, Atlanta, Georgia

“By keeping the focus on high-quality, fast-paced instruction with careful attention to anyone who needs it, Adderley said that less attention needs to be paid to the discipline...Good instruction encourages good behavior....Teachers have ‘being good’ tickets that they give children they see doing something nice....She will assign misbehaving students to community service to work with the building custodians or otherwise try to ‘change the behavior’. ...all school staff- including building service staff- have received training in behavioral management, so that they are all part of the support team.”

M. HALL STANTON ELEMENTARY SCHOOL, Philadelphia, PA

“The general approach to discipline is that a good instructional program eliminates many of the problems....Teachers who have a student whose actions are interfering with other children’s learning are not left on their own to handle the situation. After going through a series of steps such as giving time-outs, teachers fill out a ‘staff support referral’ requesting that action be taken. That spurs a meeting...who together decide what action should be taken.”

EAST MILLSBORO ELEMENTARY SCHOOL, East Millsboro, Delaware

“... the school discipline version of the ‘broken window’ theory of policing, where very small signs of unhappiness or unrest are taken seriously....New students who are unused to the atmosphere at Elmont sometimes need to be ‘Elmontized’ before their behavior is acceptable. The goal of discipline is to change the behavior.... ‘You’ve got to do everything to help every single student.’ Capozzi ‘We don’t have discipline issues because students are focused on achievement.’ Harper

ELMONT MEMORIAL JUNIOR-SENIOR HIGH SCHOOL, Elmont, NY

“In addition to focusing time and attention on reading, writing, and math Shirley also spent a good deal of time during her first year focused on discipline.”

OAKLAND HEIGHTS ELEMENTARY SCHOOL, Russellville, Arkansas

“Essrey asks all prospective teachers, ‘Do you really believe all kids can learn and that they can meet rigorous standards?’ The belief is the core... ‘Kids go to school to learn,’ she said, ‘Educators need to be prepared to take the gap on.’”

UNIVERSITY PARK CAMPUS SCHOOL, Worcester, Massachusetts

“When kids are fully engaged, they don’t pose discipline problems. We focus on rigorous, engaging, hands-on activities.”

CAPITOL VIEW ELEMENTARY SCHOOL, Atlanta, Georgia

“the responsive classroom discipline methods that all teachers were trained in gave them a common language and a common set of classroom procedures, such as the morning meeting (Each day begins with a classroom morning meeting in which each child shares something about his or her life or experience and they all play a short game, which Sheppard credited for the fact that students now mingle and play with each other.) It also provided a set of common measures.....first to take a break...asked to develop a fix-it plan, then to sit in a buddy class for a time-out, and then they are sent to the office; as a last resort, the parents are called....Kids are also ‘caught’ being good and given praise and recognition.”

DAYTON’S BLUFF ACHIEVEMENT PLUS ELEMENTARY SCHOOL, St. Paul, MN